

Welcome to the Envision toolkit, a resource that enables young people to advocate sustainable development to both their peers and to decision makers in their communities.

The Envision advocacy workshops empower young people to use different methods of communication to get their message across.

There are 10 workshop plans based on 10 different skill sets; each one has clear delivery instructions, resources and links. Each one requires some up-to-date research and preparation and they can all be adapted to reach a variety of audiences.

The workshops include links and resources and there is a next steps sheet included with every one, this supports young people to build on the ideas developed in the workshop and go out and use their new skills to get their voice heard.

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01 Find your Voice

How to give a great presentation



BRIEF:

This workshop aims to develop an understanding of and aptitude for presenting to large or important (e.g. politicians) audiences. It covers the physical aspects of presenting, explores a variety of styles and discusses ways of shaping an argument/message. Emphasis should be placed on the importance of the participants developing their own personal style.

Suitable for 12 to 24 students.

PREPARATION BEFORE THE WORKSHOP:

The facilitator will need to think of three or four presenters who have a unique style. Examples used in this workshop have been Barack Obama, a Preacher or a children's TV Presenter. You will need to collect Youtube videos to show in the session.

ADVISED RESOURCES:

- Flip Chart Paper & Pens
- Youtube Videos and internet access
- 'Next Steps' Sheet

EVENT PLAN:

Time	Item
15 mins	Welcome and Ice Breaker: Finding your power stance
20 mins	Analysis of different presenting styles and their strengths Making presentations interactive and concise
25 mins	Presentation planning and practice
10 mins	Feedback and wrap up Participants think about their own presentation style and the 'next steps' sheet is introduced to help them prepare in the future

Using this workshop? Why not call Envision for more information

T: 0207 253 1677 | E: vision@envision.org.uk | W: envision.org.uk

3rd Floor, 63 Gee Street, London EC1V 3RS

Environmental Vision: company number 4422128, registered charity number 1095328



Find your Voice: How to give a great presentation

Up to
15 Mins

INTRO

Icebreaker: Finding your power stance

Workshop leader gets each student to share their name and the superpower they would have if they could have one!

To ensure confidence, the workshop leader asks the students to think about the physical aspects of presenting:

- **How to stand:** Encourage all students to find their 'power stance'. Lead the students in standing up and finding a comfortable and powerful way to stand, feet fixed firmly to the ground.
- **Use of movement:** Explain importance and demonstrate use of movement and standing still to complement delivery. Body movements can compliment, even act out, certain points you want to stress.
- **Finding your voice:** Explain difference between shouting and speaking from throat, chest, diaphragm. Students to practice in pairs, describing their school to their partner from the throat, chest and diaphragm – last one is really hard. In order to speak from different areas, try to imagine your voice is actually coming from that part of your body
- **Breathing:** Remember this too!

Discuss pace. It is best to generally speak slowly and clearly (but variation can be good – this is matter of style – which we go on to now)

THINK

Resources: Youtube videos prepared before the session by the facilitator

Up to
25 Mins

The facilitator introduces the idea that everyone has a different presenting style and to highlight this shows some different styles asking students to think about what the strengths are on each one:

Show videos (1 min each) of 3 different orators (E.g. Obama, stand-up, T4 presenter, evangelist preacher)

Discuss different styles as a group (good and bad points). Discuss relevance of style being specific to audience. Each student thinks about and discusses their personal style. Next the facilitator encourages the group to think about why presenting is an important skill (campaigning and getting your message across to different audiences, jobs, interviews, seminars at university...) and asks the group to think about how presentations should be planned.

Focus on how to make presentations interactive:

- Show you value opinion of the audience – be participative
- Give energy
- Build empathy – asking the question “what would you do if...”

Introduce idea of building a concise message and giving the audience clear points to take away – audience should leave with between 1-3 key messages that run throughout speech.

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Find your Voice: How to give a great presentation

Up to
10 Mins

PLAN

In this section the students break into groups of 4 to work on a one-minute message on the argument that 'the most developed countries have a responsibility to help the least developed countries'.

The message they create will be used in a role play where they present back to the Chair of the G20 to convince them of their point. They will all need to take turns to present a point, thinking about the examples they have seen in the previous activity and their own style.

Up to
15 Mins

PRESENT

Workshop leader takes on role of Chair of G20 meeting and invites a representative from each group to feed back their arguments.

Up to
10 Mins

NEXT STEPS & EVALUATION

Resources: 'Next Steps' Sheets

The facilitator should highlight strengths and good arguments and how they were delivered well using the three 'P's'.

Prepare: know your stuff and plan your presentation

Practice: rehearse in front of friends or a mirror to make you comfortable with the delivery

Present: be confident, breathe and stand tall

Students then should be guided to the 'next steps' sheet where they can find useful information about how to plan and practice delivering a presentation.

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Envision Next Steps

Presentation Skills



Issue

What issue is your team tackling?

Aim

What do you hope to achieve?

Presentations

Where in your community or school could you organise a presentation? Could you organise a presentation to decision makers such as MPs or local councillors?

Audience

What kind of audience would you be mostly presenting to? Will you need to adapt your presentation for different age groups?

Interact

How are you going to make your presentation engaging for the audience? What techniques will you use to make them feel part of it?

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Soundbites

What are the three key messages you want the audience to go away with?

Hints and Tips

Remember the 3Ps: Prepare, Practice and Present

- Think of presenting as a series of one-on-one conversations. For each thought (or even sentence), focus on one person in the crowd and talk to them, then move on to some one else for the next. That way you can have 200 individual, easy conversations, as opposed to having to speak to 200 people all at once.
- Think about your body language – try to keep your body open (e.g. don't fold your arms). Remember your 'power stance' and make sure you're comfortable.
- Get some movement in! Don't pace frantically. However, people have really short attention spans so a bit of movement can really help keep the audience focused. Use your body to convey your energy but remember standing still can be a great way of focusing the audience on an important point.
- Generally speak clearly and slowly. Remember to breathe!
- Find your personal style and play to your strengths. If you're energetic and passionate then use this in your presentation but remember to bring in the serious points too!
- Hook them with your opening – try to catch the audience's attention (e.g. ask a question, tell a (relevant) joke ...)
- Get the audience involved. Ask questions or get them active. It helps them to remember you and your issue.
- If more than one person is on stage make sure they're all involved equally in presenting. Listen to each other! Don't be distracting when others are speaking.
- Don't waffle! Remember to keep things simple and clearly highlight your important points. Keep in mind the key messages you want the audience to take away and make sure they do!
- Have fun! Make the most of the spotlight and enjoy talking about your passions

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02 Getting Heard

How to get your stories and opinions in the media

BRIEF:

This workshop aims to develop the students' understanding of the media and outline different methods to engage with the media to get a message across. By the end of the workshop students will understand how to write a press release and helped to create an example press release.

Suitable for 15 to 20 students.

PREPARATION BEFORE THE WORKSHOP:

Project cards: the facilitator needs to prepare 4/5 project cards for the group activity. These need to be projects the groups can write up as a press release, for example young people creating a community garden or school group organises talent show.

ADVISED RESOURCES:

- Flip Chart Paper & Pens
- Example good press release included below

EVENT PLAN:

Time	Item
10 mins	Welcome and Ice Breaker
15 mins	What is the media? Positive and negative headlines.
10 mins	Break into groups of 5 Create a Press Release
10 mins	Present back
5 mins	Feedback and Next steps Feedback picking out some good aspects of a press release and then fill in the next steps sheet.

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Getting Heard: How to get your stories and opinions in the media

Up to
10 Mins

INTRO

Icebreaker: Agree - Disagree

Workshop leader explains that this session is designed to get students thinking about techniques that can be used to engage with the media.

Icebreaker – agree/disagree line. Explain students stand along an invisible line from “agree” on one side of the room to “disagree” at the other. The workshop leader will read out a statement and students stand along the line to show what they think. They can move along the line if they change their mind during the discussion.

1. “The media does more to shape our opinions than politicians”
2. “The media has the power to change what you buy”
3. “The media can change how you treat people”

After each statement the facilitator leads a group discussion as to why people are standing where they are. Explain that the media can have a positive or negative impact on society. But that you can control this by engaging with the media.

THINK

Resources: Flipchart Paper, Pen, Example of Good Press Release

Up to
15 Mins

Facilitator opens a group discussion about the media. Ask students the following questions:

- What is the media? (a way of transmitting information and opinions)
- Which types of media do you use most often?
- Why do you think campaigners use the media? Facilitator explains that the media can be engaged with in a proactive way to publicise a campaign (e.g. writing a press release), or a reactive way (e.g. responding to an article)

Workshop leader explains that there are many different ways to engage with the media, from contacting journalists to social networking to writing a letter to the editor. Highlight the difference between traditional media (Newspaper/TV) and New Media (Blogs, forums, social networking)

Facilitator hands round copies of the example good press release. Lead a group discussion on what is good about the press release. Introduce the concept of HERO – write it on flipchart paper:

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Getting Heard: How to get your stories and opinions in the media

The HERO concept

- Headline:** Put the most important information first
- Evidence of action:** Don't just "start a campaign" you need a tangible action (or a "hook") to be reported on. You could include a quote from someone involved and passionate.
- Relevant:** Try to relate your action to a bigger news trend
- Original:** Do something different and new

Example Good Press Release:

STUDENTS BOYCOTT UNACCEPTABLE CANTEEN AND CREATE THEIR OWN HEALTHY ALTERNATIVE

Forty students aged 16-18 from X school brought in home cooked food and undercut their local canteen in protest about the unhealthy over-expensive options available. The canteen was forced to close as some 200 students chose to buy the healthy student-led option instead. The regular canteen recorded zero customers.

PLAN

Resources: Pens, Paper, Flip chart Paper,
Project cards: ONE project to report on for each team

Up to
10 Mins

Group tasks: Students are divided into groups of 5, and given an example of a project ran by young people, e.g. Community Garden, Recycled Fashion Show. Explain to them that using **HERO** they will have 10 minutes to create a press release. They can use the good press release as a guide.

PRESENT

Each group reads out their press release.
Facilitator to pick out good points and anything that is missing.

Up to
10 Mins

NEXT STEPS & EVALUATION

Resources: 'Next Steps' Sheets

Up to
5 Mins

The facilitator summarises good points. Explain that writing the press release is the first step. You can then contact the journalist to see if they are going to print the article, and once the article is printed, you can write in. The next steps sheet is given out to inspire students to go on and engage with the media in their campaign.

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Golden Rules for Contacting Journalists

- Identify your **key messages** (i.e. ‘young people making a difference’ or ‘challenging stereotypes and learning from each other’) and make sure they are put across when you are speaking to a journalist.
- **Think like a journalist!** – keep your ‘pitch’ concise and let them know why it’s relevant to them.
- **Call when they have time to talk:** 9 -11am is usually the best time (as their deadlines are usually in the afternoon).
- **Call when they have time to write, too** – not just before a deadline!
- Ideally, know **what day** the newspaper is published – this will help you find the right time to call the journalist.
- A **week’s advance warning** is usually good for a weekly local paper, so send it a week before the issue that you want it to appear in comes out. Larger publications will have longer lead-in times so try to think strategically.
- If you can get a **named person** to speak to, great! Otherwise ask to speak to the **news desk**. You can ‘sell’ your story to them or they might suggest a reporter appropriate to the area or issue.
- Think of a **wider context** – what kind of stories might they be looking for? Does your story coincide with Fairtrade Fortnight, or Student Volunteering Week?
- There is no need to be afraid! Stay **calm, confident** and speak slowly.

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Envision Next Steps

Getting Heard



Issue

What issue is your team tackling?

Aim

What do you hope to achieve?

Media

How can you use the media in your campaign?

Media

List three types of media you could engage with to publicise your campaign:

Letter to Editor

Can you write a letter to the editor about a relevant article? Can you find an article that supports or disagrees with your campaign?

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Press Release

Can you write a press release to tell the media what you are doing?

Publicise

What important dates are coming up you could use to highlight your cause and get news coverage?

Tips for Using the Media

The first thing that every campaigner does is work out what they want to achieve:

- Come up with a broad aim or issue you want to tackle.
- Then some more precise targets that give a focus to your campaign.
- Aim your campaign at the right people to make it more effective.

Useful links:

- For inspiration and useful tips check out: www.battlefront.co.uk which is a Channel 4 initiative following young campaigner's as they turn their passions into successful campaigns.
- Find your way to www.oxfam.org.uk and look at their activists' centre for detailed guides on how to design an effective campaign and various techniques to engage the public and influence decision makers.
- www.headliners.org UK-wide news agency producing news, features and comment by young people for everyone.
- www.news.bbc.co.uk Click on Have Your Say to add a comment on a news story.
- www.truetube.co.uk An interactive debating website – post comments in response to short youth-made films, or upload your own
- <http://news.bbc.co.uk/cbbcnews/> The website for BBC's Newsround – great for young people's voices.
- www.headsup.org.uk HeadsUp hosts an online debating space for under 18s to share their views on political issues and events.

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03 Moving Pictures

How to Use Film to Make a Difference



BRIEF:

This workshop aims to develop understanding of how films can most effectively be used for campaigning. Participants will be exposed to different genres of advocacy short films and through group work develop their own idea for a film that tackles a national or international human rights issue. Workshop leaders should be aware that this is an introduction to film and its role in campaigning, but students will also require some practical education on filming and editing in order to produce a campaign film of their own.

Suitable for 12 to 30 students.

PREPARATION BEFORE THE WORKSHOP:

Before the session the facilitator needs to come up with 5/6 issues that they would like the groups to make films about, e.g. Human Rights, Climate Change, Poverty.

ADVISED RESOURCES:

- Flip Chart, paper & pens
- Ability to show films (Screen, laptop, speakers or DVD player and TV)
- Two films to show – Film A should be a professional campaign film such as the one for Peace One Day which can be found on their designated YouTube channel. Film B should be an example of a low budget, youth led film that successfully puts across its message (Film Four Docs is a good source for these or YouTube)
- Concept Sheet – found below
- Optional: Flipcams, laptops, basic video editing software i.e. Windows Movie Maker

EVENT PLAN:

Time	Item
5 mins	Welcome and Ice Breaker
20 mins	Theory and Analysis of campaign films
20 mins	Create your own plan for a campaign film!
10 mins	Present back to the group
5 mins	Evaluation and Next Steps

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Moving Pictures: How to use film to make a difference

Up to
5 Mins

INTRO

Icebreaker: The Name Game

Workshop leader explains that this session is designed to get them to engage with films that are created to spread a message and change people's attitudes or actions. They will evaluate campaign films that already exist and get a chance to think about how they could use film to aid the cause of human rights.

Icebreaker: The Name Game. Students stand in a circle and say their names. Challenge is to call a name then throw a ball or piece of fruit to that person. Depending on size of group can have multiple balls going at once.

Up to
20 Mins

THINK

Resources: Flipchart Paper, Pen,
Film A & Film B (and means to play)

THEORY (5 minutes):

Workshop leader facilitates a group discussion on the important things to have in mind when thinking about campaign films. Ideas are written on flip chart paper for later reference. Things that might be raised:

- What is the genre? (Documentary, ad campaign, animation...)
- What is the message?
- What techniques have been used to persuade?
- Who is the audience?
- How easy was it to make?
- Does it make you want to act?

ANALYSIS (15 minutes):

Introduce the films by stating that you want the students to pick out what they do and don't like about them. They should have in mind that these are campaign films so a way of measuring success would be if you can easily identify their aims and what they are asking you to do. Also they should be thinking about the styles and techniques they're using and whether they are effective.

After each film the students are asked to identify the message of the film and what it is hoping to achieve. The workshop leader then gets them to pick out good and bad points and records these under the headings of 'Goodies' and 'Baddies'. To be the most effective it is best to write down the specific parts of the film that the students identify but also the broad areas these fall into to make it more applicable to any film they might produce.

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Moving Pictures: How to use film to make a difference

Up to
20 Mins

CREATE (Option A)

Resources: Concept Sheet, Issues Cards, Pens, Paper

Split students into groups of 3-5. Explain that the next portion of the workshop is a chance for them to work on creating an outline for a one minute film using the techniques and ideas they've discussed above. Hand out one Issue Card per team, and one 'The Concept' sheet per team, flipchart paper and pens. Students should be asked to discuss their issue before starting their film. Next, using 'The Concept' sheet the participants then work on planning their own film drawing a storyboard of their ideas on the flipchart paper with a description underneath each scene.

Issues: Climate Change, Community, Human Rights, Poverty, Sexual Health

CREATE (Option B)

Resources: above incl. Flipcams/mobile phones, simple film editing software

Follow the structure as above, once teams have created a simple storyboard of their idea (5mins) they can use the remaining time to start filming footage using Flipcams or mobile phones. If the facilities are available they can upload their footage to a computer and begin to edit their clips together into a film.

To allow more time to work on the films you can shorten the THINK section.

Up to
10 Mins

PRESENT

Groups present their ideas and explain why they have used different techniques. Other students can comment on how successful they think the film ideas would be. During the presentation the workshop leader should pick out positive areas such as:

- A unique take on the issue
- Using the information from the analysis at the beginning of the session
- Demonstration of engagement with the issue
- Films that have clearly set aims and whose message is clear
- Films that address both the global and local significance of the issue

Up to
5 Mins

NEXT STEPS & EVALUATION

Resources: 'Next Steps' Sheets

Workshop leader asks what has been learnt today and picks out particularly good aspects of film ideas to highlight how quickly they have developed films that could make a positive impact. Mention useful way to disseminate films to the wider public including the Internet, organising screenings and competitions/festivals. Introduce the 'Next Steps' sheet that provides useful tips and a 'fill in the boxes' question guide for students who want to develop a film for the issues they're interested in.

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Moving Pictures: How to use film to make a difference

Issue:



Aim:

What do you want to achieve?



Message:

What is the main point that you want to communicate?

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Moving Pictures: How to use film to make a difference

THE DETAIL

Audience:
(who are you speaking to?)

Genre:
(campaign ad, documentary, animation...)

Characters/subjects
(who are you going to film?)

Location(s):
(where do you want to set the film?)

Techniques:
(what creative tricks will I use to get my message across?)

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Envision Next Steps



Moving Pictures

Issue

What issue is your team tackling?

Aim

What do you hope to achieve?

Message

What is the main point you want to communicate?

Audience

Who are you targeting?

Genre

What is the best style to deal with the issue and address the audience? (campaign, ad, documentary, comedy sketch, drama, animation...)

Characters and Subjects

Who or what are you going to film?

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Location and Setting

Where are you going to film? What do you want to communicate with your choice of setting?

Techniques

What creative tricks will you use to get your message across?

Showcase

How will you broadcast your film to the world? Could you organise an event to launch it, put it online or enter it into a competition?

Team Roles

What roles will people need to take on to make the film? Is there any outside help you can get with script writing/filming/editing?

Tips for Creating an Issue Film

Be creative!

For equipment – try your school/college’s Media/English departments. Also, find out where your local City Learning Centre (CLC) is – they have loads of nice stuff for filming and editing and they’re free to use!

Some useful links for tips and opportunities:

- <http://www.firstlightmovies.com/> - for excellent production and funding tips
- <http://www.bbc.co.uk/blast/film/> - production tips and a place to upload your films
- <http://www.media-box.co.uk/> - a source of funding and advice
- <http://www.filmeducation.org/> - more advice and links
- <http://www.filmclub.org/> - a free source of films to show at your school;
- <http://www.showcomotion.org.uk/> - young people’s film festival

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04 Online Action

How to Use the Web to Campaign

BRIEF:

This workshop aims to show students how social networking sites can be powerful ways to get your voice heard. By the end of the session students will have identified all the ways the web is used, seen some examples of how different campaigners have used the web to get a message across and thought about they would use the web to speak out about an issue.

Suitable for 12 to 16 students, this workshop requires internet access for students, ideally a computer for every 2/3 students.

PREPARATION BEFORE THE WORKSHOP:

This workshop requires time before it is delivered to students. The facilitator needs to collect information and campaigns from the web to make sure the workshop is always up-to-date and students can see how current and popular web campaigns work.

ADVISED RESOURCES:

- Flip Chart Paper & Pens
- Computer and internet access
- Next Steps Sheet

EVENT PLAN:

Time	Item
5 mins	Welcome and Ice Breaker
20 mins	Research Challenge: Getting information quickly from the web Searching the web: Looking at online campaigns
20 mins	Plan your own campaign
10 mins	Present back to the group and next steps

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Online Action: How to use the web to campaign

Up to
5 Mins

INTRO Icebreaker: Top Interview

Facilitator opens the session by talking about social networking. Ask the students the following questions:

- What is your favourite website/social networking site?
- What do we use the internet for? Fun, communication, research
- Why do you think campaigners use the web? Facilitator explains that the web is a useful research and publicity tool for campaigners.

Up to
20 Mins

THINK Resources: Paper, Pen, Computers

Research Challenge: Using three facts the facilitator has found from a variety of websites, the students are set a challenge to try find these as soon as they can. Try to make these as tricky as possible, for example: 'How many Articles in the Human Rights Declaration?' Or 'What are the eight categories of the Millennium Development Goals?' This means that students have to go to particular websites to find the information.

In pairs or threes depending on the computers available, the students race to find the information set by the facilitator. When the first group has finished, stop the challenge and then get each group to talk about their findings and how they found them. Obviously, Google as a search engine will be the main starting point, but students may use other information sites to get particular statistics or facts.

Searching the Web: Introduce web links to current online campaigns, students look and assess why they are popular and deliver a message successfully.

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Online Action: How to use the web to campaign

Up to
20 Mins

PLAN

Resources: Flipchart Paper and Pens, computers and internet access

Group Task: In groups of 2-4 ask the students to come up with a local or global issue and get them to shout these out to the rest of the team to make sure you have a good variety. Teams will then have 10 minutes to come up with an exciting plan of how they would use the web to campaign using all the things they have seen, using Facebook or Twitter, embedding films into a website, blogging on campaign sites, creating an exciting website with unusual branding. Get them to be as creative as they can! The plans should be written up on flipchart to be presented.

If you have computers available you may also want to get students to look up other website campaigns that they would try to link up to and use for their own site, they may also use on line campaigns to show the kind of ideas they have in mind.

Up to
10 Mins

PRESENT

Each team takes it in turn to present their plan for a new and creative web campaign. Allow the group a vote on which one was the most creative.

Up to
5 Mins

NEXT STEPS & EVALUATION

Resources: 'Next Steps' Sheets

The group should be encouraged to follow up the workshop by blogging and responding to campaign stories and using their own pages to promote messages they agree with. The 'next steps' sheet should be given out and students introduced to how it can support them to get active online.

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Envision Next Steps

Online Action



Issue

What issue is your team tackling?

Audience

Who are you targeting?

Sites

What three sites would reach your audience?

Complementary

How would you use these applications together?

Plan

Who is going to be responsible for what online action?

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Suggested Action Plan

1. Set up a new profile and group on a social networking site, as a base for your online campaign. Create a new login for the whole team to use to protect individual identities and invite all your friends to the group.
2. Set up accounts on the other applications you wish to use – for example, set up a YouTube account and upload your first video, giving a flavour of what people can expect from your project
3. Set up a twitter account so people can see what you are all up to.
4. Find an article on a news website that is about your issue and write a response with a link back to your social network group or YouTube channel, etc

Sites to consider using

Social Networking Sites:

- www.facebook.com – most popular in UK
- www.bebo.com – popular with under 16s
- www.myspace.com – popular with musicians and creative people
- www.tigweb.org – global community action network
- www.twitter.co.uk

Multimedia websites:

- www.youtube.com
- www.vimeo.com
- www.flickr.com
- www.photobucket.com
- www.metacafe.com

News/Blog Websites:

- <http://news.bbc.co.uk>
- www.guardian.co.uk
- www.skynews.co.uk
- www.grist.org
- www.cnn.com

Sites for help/ideas

If you're looking for inspiration of how to best use the web to get out your message, take a look at these:

- www.amnesty.org.uk
- www.battlefront.co.uk
- www.foe.co.uk/press_for_change

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05 Pass It On

How to Run Peer-to-Peer Education Workshops

BRIEF:

This session helps students to design effective workshops to run with their peers. Participants will learn the key points to consider when designing a workshop and through group work have the opportunity to practice designing their own.

Suitable for 12 to 30 students.

ADVISED RESOURCES:

- Flipchart & big pens
- Workshop Outline sheets

EVENT PLAN:

Time	Item
5 mins	Introduction
10 mins	Thinking about different learning styles when planning workshops
10 mins	Create your own workshop
20 mins	Present ideas back to group
15 mins	Evaluation

INTRO

Up to
5 Mins

Explain that this session is designed for them to learn how to develop and run peer-to-peer workshops. They will think about the important aspects of an effective workshop and have an opportunity to practice creating their own short educational session.

Icebreaker – participants introduce themselves saying their name and the best presentation/lesson/workshop they have been to.

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Pass it On: How to run peer-to-peer education workshops

Up to
10 Mins

THINK

Resources: Flipchart Paper, Pen

Facilitate a group discussion on what makes a good workshop, encouraging the participants to use the best workshop/lesson they mentioned as an example. Ideas are written on flipchart paper for group to see.

Introduce the three main learning styles and facilitate a quick discussion about how to take these styles into consideration when planning a workshop.

- Visual (e.g. PowerPoint, writing on the board, diagrams, handouts etc)
- Audio (e.g. verbal repetition of points, encouraging them to verbally feedback what they have learned)
- Kinaesthetic (e.g. hands on activities, moving around classroom, computer work)

Ask the students to reflect on their own learning style and then feedback.

Up to
10 Mins

CREATE

Resources: 'Workshop Outline' Sheet

Split students into 3 groups. Each group have to plan a role play or debate to teach the rest of the group about one of the themes below. Explain that they need to take into consideration different learning styles. It can be as interactive as possible and it must not last longer than 5 minutes.

Themes

- Importance of recycling
- Fairtrade
- Healthy relationships
- Theme of their choice

Up to
20 Mins

PRESENT

Groups present their activities to the rest of the group.

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Up to
15 Mins

DISCUSSION AND REFLECTION

Resources: 'Workshop Outline' Sheets

Facilitate a reflection on the role plays and why each group chose to run it as they did & as learners which aspects worked/didn't work.

Refer back to the initial flipchart & role plays and bring out themes that are important to remember

- Have a clear aim to your workshop - know what do you want them to do afterwards or have learnt from it
- Know your audience - Younger? Same Age? How many?
- Cater for different learning styles - doing, seeing, hearing and don't spend too long on any one activity.
- Be prepared; know your issue, your role (if working as a team), any resources

If time ask the groups to think about how they could take their role play further and turn it into a workshop.

Finish the session by handing out fresh 'Workshop Outline' sheets to each participant providing useful tips and a sample structure when planning a workshop.

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Workshop Guide

Introduce

The key aim of the workshop and why they are here today (5mins)

Icebreaker

A fun way of getting them talking to each other and possibly about the issue (5mins)

Present

Get your information across in a fun, informative and interactive way (15mins)

Challenge

Activity that highlights what you want them to learn (20mins)

Feedback

Give them a chance to tell the group what they've done (10mins)

Wrap-up

The last thing you want to say is... (5mins)

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A Few Tips...

Aim

Before you start doing any work on what will go into your workshop you should think carefully about what you hope to achieve. Do you want to teach a skill, change the way they think about an issue or get them to think about participating in a campaign – or something else entirely?

Information & Issue

You also need to think what information you hope to get across in the space of time you have. Odds are you won't be able to get across too much so think carefully about the key points. The best way to do this is to know your issue/theme so you can answer questions that come up and know the most powerful aspects to concentrate on. A lot of the issues you may cover are controversial so be aware of this when thinking of what you are going to say and the activities you may run – some people may have strong beliefs or experience of what you're talking about so be sensitive to this.

Team & Time

So now you know what you're doing a workshop on, you need to think how long it's going to be. Generally you'll have the space of a lesson or an hour to fill. You may need to be flexible in order to fit into a busy school schedule. Once you've decided on timing make sure you've thought about how the team will work together on the day. Do you want there to be one or two workshop leaders or do you want to make sure everyone gets the chance to lead an activity? This also helps when setting roles beforehand so each of you get an equal share of the workload.

Audience & Group Size

We all know that people learn in different ways so try and include activities that will reach those who learn by doing, by listening or through visuals. You also need to be aware of the age group you will be working with – you want to inform without patronising and without going over people's heads. It's also useful to keep in mind the size of the group you'll be leading and use activities that allow even the shyest to have a say – maybe allow for people to discuss as a whole, in small groups and as individuals.

Interactive

A great technique in running workshops is to get as much involvement from those participating as possible. This will be in the form of activities you get them to do but you can also use interaction as a good icebreaker and in getting your information across. A good way to provoke debate is to get people moving around the room to reflect their thoughts or behaviours and of course everyone loves a quiz!

Resources & Technology

It's important to think about what technology you have access to. A PowerPoint can be a great visual aid and help to get information across in fun ways. Videos and photos can be powerful in provoking discussion or getting a message across. Write a list of all the things you'll need for the workshop including pens, paper and the obvious so you have a checklist to prepare from. You could also think about creating handouts that help describe or support an activity.

Be Creative

Above all have fun and be creative! Think about what skills your group has and how these can be used to engage participants. The best workshops are ones that leave people feeling inspired and your enthusiasm can be really important in achieving this.

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06 Sing It Out



How to express yourself through song lyrics

BRIEF:

This workshop aims to engage students by using something everyone enjoys and can respond to: music. After gaining their interest, the workshop looks at a selection of song lyrics and how you can use music to get your message across. By the end of the workshop students will have had the chance to try and express their ideas through song writing.

Suitable for 12 to 24 students.

PREPARATION BEFORE THE WORKSHOP:

The Facilitator will need to put together a collection of three current songs with lyrics that have a strong social or political message.

ADVISED RESOURCES:

- Flip Chart Paper & Pens
- Next Steps Sheet

EVENT PLAN:

Time	Item
5 mins	Welcome and Ice Breaker
20 mins	Listening to songs and identifying the messages in the lyrics
20 mins	Using images and words creating song lyrics around important social issues
10 mins	Present your song to the group and an introduction to the 'Next Steps' sheet

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Sing It Out: How to express yourself through song lyrics

INTRO

Icebreaker: Why use music to make a difference?

Up to
5 Mins

Facilitator opens the discussion by asking people what their favourite song or lyric is and why, and leads the group to a discussion about music.

- What is music used for?
- Why is it so powerful?
- Can you think of any songs or lyrics that make a powerful statement?

THINK

Resources: Flipchart Paper, Pen, Songs and lyrics and a means to play music

Up to
20 Mins

The facilitator plays the three songs and after each one asks the group how the song makes them feel and what they think it is about.

Now the students are put into small groups of 4 or 5 and handed the lyrics to each song. They listen again and afterwards have a couple of minutes to think about the following questions:

- What is the central issue?
- How does it convey this?
- Do you agree with the song?
- Can you think of any other songs that tackle the issue?

Each group feeds back their ideas.

PLAN

Resources: Flipchart Paper, Pen

Up to
20 Mins

Group Task: In the same small groups, students have two minutes to agree on an issue they all feel is important. If they are finding it difficult to come up with issues then do this as a group and then get each group to choose one.

Word Association:

- First, each group should come up with a list of words that they associate with their issue
- Next, they need to come up with a series of images
- Finally, they need to think about emotions connected to the issue

Writing a Chorus:

Once the groups have their words, images and emotions they should try to put them into a couple of lines to make the chorus of a song.

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Sing It Out: How to express yourself through song lyrics

PRESENT

Up to
10 Mins

Depending on how far they have got each team presents back their issue and song idea. Some teams may just want to present back what words, images and emotions they come up with and the plan for their song. Other groups may have prepared the song and some may even want to sing it!

NEXT STEPS & EVALUATION

Resources: 'Next Steps' Sheets

Up to
5 Mins

The facilitator summaries what the groups have presented on and introduces the 'next steps' sheet, designed for students to continue expressing themselves through songs and song writing.

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Envision Next Steps

Songwriting



Issue

What issue is your team tackling?

Aim

What do you hope to achieve?

Message

What is the main point you want to communicate?

Audience

What kind of audience do you want to target?

Genre

What is the best style to deal with the issue and address the audience?

Team Roles

Does anyone in the team or someone you're connected with have a musical talent you can use?

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Word Association

Are there any words or images that relate to your issue that you could use to develop the song from?

Recording

Where in your area can you record and is there anyone who can help with editing?

Showcase

How will you share your song with the world? Could you organise an event to launch it, put it online or enter it into a competition?

Tips for writing an issue song

- Make sure you are getting your point across clearly.
- Writing about universal experiences or things will touch more people and hopefully make a more popular song.
- It's OK to say something that's been said before, if it's in a fresh way or maybe adds something fresh to it.
- Lyrics sound better if written as conversation or a letter.
- Make sure the listener knows this is a talking voice or a thinking voice telling the story.
- Include loads of imagery in your lyrics, your aim is to grab and hold the listeners attention which isn't going to happen if you bore them or write in a style that demands too much effort to understand or digest.
- Paint the picture in words and remember every word in your lyric is important.
- Lyrics are usually for story telling so the who, what, why and when rule applies.
- And finally, don't forget the power of the re-write. Not even the greatest lyric writers would say they get it right first, second, third or even seventh time.

Useful Links

- Audacity is free music editing software so if you can find a microphone then you're ready to go: www.audacity.sourceforge.net
- BBC Blast is a place for creative young people to share ideas and support each other with their work. So if you want to chat about your work or just show off check it out: www.bbc.co.uk/blast
- And of course it may seem obvious but www.myspace.com has a lot of independent music to seek inspiration from and is a good place to upload your own

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07 Green your Events



How to plan an ethical event

BRIEF:

This workshop aims to show students the different stages of event planning and how to make an event more sustainable by making ethical choices. By the end of this workshop students will have picked out important issues by exploring a range of event ideas and seen how events can be used to get a message across.

Suitable for 12 to 24 students.

PREPARATION BEFORE THE WORKSHOP:

The facilitator needs to prepare six issues cards, for example Human Rights, Healthy eating, Green Spaces and six condition cards, for example working with a Local Primary School, engaging the Elderly population. These will be used for groups to plan an event.

ADVISED RESOURCES:

- Flip Chart
- Paper & Pens
- Issue and Condition Cards

EVENT PLAN:

Time	Item
5 mins	Welcome and Ice Breaker
20 mins	Discussion The different aspects of events and environmental impact
15 mins	Break into groups of 4/5 Each team chooses a popular events and comes up with 10 things that need to be considered ready to present to rest of group.
10 mins	Students present back their event ideas to the group.
15 mins	Feedback and Next Steps Teams present back and then fill in the next steps sheet thinking about their next green event.

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Up to
5 Mins

INTRO

Icebreaker : Question time

Workshop leader asks questions to students. If you could be involved with any event which would it be? Glastonbury, Notting Hill Carnival?

Workshop leader asks students to answer a question by either standing up or sitting down. Who has been to a festival? An event in another country? A major sporting event?

THINK

Resources: Youtube Videos prepared before the session by the facilitator

Up to
20 Mins

Human Rights Day is celebrated annually on 10th December. It was started in 1950 after the proclamation of the Universal Declaration of Human Rights in 1948. Since then member states of the United Nations have been invited to celebrate the event in whatever way they like. Each year has a different theme: in the past these have included poverty and non-discrimination.

The facilitator presents the information above and leads a group discussion on the following questions:

- What kind of events would you hold to celebrate Human Rights Day?
- What are the main aspects to consider for an event? (Audience; Transport; Venue; Catering; Staff; Impact)
- Thinking about each aspect, what environmental impacts can you think of? How could each of these impacts be reduced?

PLAN

Resources: Pens, Paper, Flip chart Paper, Issue Cards and Condition Cards

Up to
10 Mins

The facilitator divides the students into groups of 4 or 5 and hands out an event and a condition card to each group. The different groups have about 12 – 15 minutes to come up with a sustainable event using their event and condition cards.

Issues Cards and Condition Cards have been prepared by the facilitator.

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Green your Event: How to plan an Ethical Event

Up to
10 Mins

PRESENT

Each group presents their ideas to the group and receives feedback on their idea. The students should evaluate based on how sustainable the event would be.

Up to
5 Mins

NEXT STEPS & EVALUATION

Resources: 'Next Steps' Sheets

The facilitator picks out particularly good events and summarises about how to keep events ethical. The next steps sheet is given out to inspire students to go on and set up their own event to get their message out there.

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Envision Next Steps



Green your Event

Issue

What issue is your team tackling?

Aim

What do you hope to achieve?

Event

What kind of event would best address this aim and the issue? Is it fun and original?

Ethics

How will you make the event sustainable? Think about transport, waste and food.

Promotion

How and where will you advertise your event? Does it attract the media? Think about having a catchy name, logo and tagline.

LOGO

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Location and Time

Where would be the most suitable place to hold your event? Could it tie in with a national day, helping you to publicise the event?

Audience

Who and how many people are going to attend? Is your event suitable for them? Is there a charge for entry? Will you issue tickets in advance or on the door?

Partners

Is there any organisation that can help you with the event? Perhaps a charity, another school or community group.

Staff & Logistics

How many people will you need and what roles will they have? Do you need any equipment? Are there any health and safety or insurance concerns?

Tips for a Great and Ethical Event

- If you are catering the event think about using organic, fair trade, local and/or healthy food
- Can you borrow equipment instead of purchasing new items?
- Think about how people are going to travel to your event and provide information about public transport routes or provide cycle parking.
- Use online marketing like email where possible and print any fliers, tickets and posters on recycled paper or paper from sustainable forests.
- Create an event time plan with deadlines showing what needs to be done when.
- Make sure you know exactly how the event will work and have a step by step guide so you can enjoy the day rather than be in a panic.
- Think about what might go wrong so you can prepare but don't let it daunt you!
- To help fund your event there are many national and local grants.
- Check out www.fairtrade.org.uk

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08 Hot Seating

How to answer questions under pressure

BRIEF:

This This workshop aims to develop students' skills and techniques for dealing with interview situations. Participants will be shown different ways to react to questioning and through group work develop their own skills for dealing with questions and persuading audiences of their ideas. Workshop leaders need to guide students and highlight the correct techniques when successful.

Suitable for 12 to 24 students.

PREPARATION BEFORE THE WORKSHOP:

Persuader Cards prepared by the facilitator. For example, persuade the group to walk or cycle to school instead of taking the car or bus. Persuade the group that they should take holidays in the UK and avoid flying.

ADVISED RESOURCES:

- Flip Chart Paper & Pens
- Next Steps Sheet

EVENT PLAN:

Time	Item
5 mins	Welcome and Ice Breaker: Finding your power stance
15 mins	Role plays and discussions thinking about how people answer or avoid answering questions.
10 mins	Plan an argument persuading people to do something different and present this to the group
20 mins	Participants present back to the group
20 mins	Feedback and wrap up Participants vote on how persuasive arguments were and how the group responded to questions. Direct students to 'In the spotlight' sheet and 'next steps'.

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Hot Seating: How to answer questions under pressure

Up to
5 Mins

INTRO Icebreaker: Top Interview

Workshop leader explains that this session is designed to introduce students to a set of simple skills and techniques that makes answering questions in the spot light a more comfortable experience, and also help make their answers more persuasive.

Icebreaker: Students stand in a circle and say their names and also the one person (dead or alive) who they would most want to interview and the question they would most want to ask.

Up to
15 Mins

THINK Resources: Flipchart Paper, Pen, Facilitator Role Play

Role Play and Discussion:

Facilitator takes on the role of someone being questioned and answers questions from the audience of students in different ways to demonstrate hot seating techniques.

Take 3 to 4 questions to demonstrate the different ways to answering questions, pausing after each one to discuss the behaviour displayed. Encourage students to identify the facilitator's good and bad behaviour when answering questions.

Get a volunteer from the students to write good techniques up (after some discussion) on flipchart paper at the front of the group.

Role Play Identity – Recycling Campaigner (If you are comfortable playing a different role do that instead eg. gun and knife crime campaigner, or even a politician)

1) The wrong way to answer questions. What to demonstrate when answering question:

- Answer a different question, list the facts of a different topic – say 'well I haven't prepared for that question, so I will tell you about this instead...'
- Display very nervous, closed body language.
- Speak very quietly, don't move your hands, and don't make eye contact
- Be very defensive, take offence, and be quick to lose temper/cool under pressure
- Use obtuse language – complicated words, acronyms, slang... to confuse audience

2) The right way to answer questions. What to demonstrate when answering question:

- Be unsure about the facts, but offer questioner a link to a source with more information as an alternative way to find answer
- Move on to answer very closely related question which you can deliver with confidence
- Demonstrate pro-activeness – ask for further questions, make sure that the interviewer fully understands you and offer further explanation
- Be very open in body language, dealing with serious topic but still be open
- Provide anecdote when answering question to make it more relevant
- Hold eye contact, use expressive body language, smile.

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Hot Seating: How to answer questions under pressure

Up to
10 Mins

PLAN

Resources: Persuader Cards prepared by the facilitator

Group Task:

- The students take it in turns to present an argument to the rest of the group.
- Split the students in to groups of 4/5, one Persuader card per group
- Stress the importance of answering questions in a relaxed and natural way, simply memorising facts doesn't make a convincing argument, remembering one statistic could be more useful as part of a wider argument than just a list of stats.
- Suggest that they can quiz each other in the time provided to practice

Rules of the Task:

Make these clear before allowing the students to plan

- Students have one minute to pitch their argument f to the rest of the group
- They then have 3 minutes to answer questions from the floor
- All team members must speak at least once during the presentation/Q&A
- The audience (other students) then vote yes/no on whether they feel the argument was convincing.

PRESENT

- 1 minute pitch per team
- 3 minutes of questions from the floor/facilitator
- Vote by hands if the audience found presentation convincing.

Up to
20 Mins

NEXT STEPS & EVALUATION

Resources: 'Next Steps' Sheets

The facilitator should highlight good answers and techniques displayed by students to reinforce the lessons of the hot seating techniques. Discuss how these techniques are useful for project work - organising debates; campaigning; presentations with Q & A etc. Introduce the Next Steps Sheet and 'In the Spotlight' Sheet as guides for students to refer back to.

Up to
20 Mins

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'In The Spotlight'

Prepare

It is a good idea to have in mind ideas about your topic and think about issues connected to the discussion which you may be quizzed on. You don't need to learn possible questions and answers (in fact this is a bad idea as it means you're likely to struggle if questions aren't worded the way you learnt them).

Body Language & Delivery

Breathe and keep your body upright and open – this makes you feel calmer and more confident.

55% of communication is done with the body so keep this in mind when fielding questions. If you smile when appropriate, keep your body relaxed and open then people are more likely to believe you and be won over by your argument. **Only 7% of communication is in the words you're using** and the remaining 38% is the tone of your voice, so remember to **speak clearly, with confidence and conviction.**

On The Spot

Don't feel pressured. Don't be defensive. **Stay calm.** The more comfortable you feel and the more relaxed you are the more accepting people will be of your answers. As long as you're comfortable with your actions and the issue you're presenting there is **no need to feel personally under attack.**

If you don't know the answer don't worry, say so but **be proactive** and offer to get them the answer later (maybe ask for a business card or contact details) or direct them to a source. Buy time. Perhaps say 'Let me think about that and I'll get back to you' or 'I'd be interested to hear what people think about that'.

If asked multiple questions don't feel under pressure to answer them all. Answer one then prompt the questioner to repeat the next part of their question.

Try and **encourage questions** as it demonstrates how open you are and how confident you are that your argument is both convincing and right.

If you're part of a group and you know someone else can answer a question more fully, don't hesitate to **pass it over** to them.

Clarity & Content

Politicians will use a question to deliver their message at the expense of actually giving the information asked for: this can be incredibly frustrating for the questioner and audience. **Make sure the question is answered before delivering your message.**

Where possible provide **examples which support your answer.** Think about what will impress your audience more: a well chosen statistic or a personal anecdote.

If a question is close-ended (requires a simple yes or no) then **stick to the short answer.** Never underestimate how powerful a one word answer can be. **Don't feel the need to use complicated language.**

And finally...**Answer the question!** Don't try to answer a question that you want to hear, answer what is put to you. If a question is negative don't ignore it. You don't need to accept the negativity so word your answer differently but do answer it and provide the positive rebuttal.

Envision Next Steps



Hot Seating

Issue

What issue is your team tackling?

Aim

What do you hope to achieve?

Hot Seating

How could you use hot seating skills in your project?

Presentations

Are you planning to give a presentation on your issue in school? Could you include a question and answer session to show how confident you are that your aim is right?

Debates

Are there any debates around your issue you can attend? Could you organise your own and invite decision makers to sit on a panel? Who would be good to invite?

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Campaigns

Are there any campaigns dealing with your issue you could assist with? How would you arrange a petition or an awareness raising day for your issue and campaign in your school or local community?

Media

Is there a chance to get the media interested in your issue or an event you are organising? Could you be interviewed to raise the profile of the issue or promote this event? What local media organisations might be interested?

Hints and Tips

- **Prepare** – think about your position on areas connected with your issue
- **Body language** – be aware of your body and think what impression you are giving
- **Delivery** – speak clearly with confidence and conviction.
- **Don't feel pressured** – the calmer you feel the easier it is to think clearly about your answers, remember you're not personally under attack
- **Be honest** – if you don't know the answer say so but be proactive and offer to get it for them later. If it is just a case of needing time to think about it maybe ask the audience for their answers to a question before answering yourself
- **Encourage** – be open to questions and engage with the audience
- **Team work** – if you're part of a team or panel field the question to someone more able to answer it
- **Examples** – where possible provide a statistic or anecdote that supports the answer you're giving
- **Know your audience** – adopt the right tone and gauge how much detail is needed for different audiences. Amongst your peers a conversational or funny tone may be appropriate but in a more formal situation they may just want the answer as straightforwardly as possible.
- **Keep it simple** – don't feel that you need to use complicated language but try to avoid slang. If someone asks a question that can be answered with a yes or no then do.
- **Answer the question** – no matter how irrelevant or awkward a question: answer it. You can use questions to deliver your message but make sure you answer the question first!

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09 The Campaigner's Toolkit

How to build and promote a campaign identity



BRIEF:

This workshop aims to get students to engage with how campaigners construct a campaign message and use different methods/techniques to reach their audience. They will see how different styles can influence how campaigners choose to create posters, badges and pamphlets to make them more effective at reaching their target audience.

Suitable for 12 to 25 students.

PREPARATION BEFORE THE WORKSHOP:

The facilitator will need to think of three or four presenters who have a unique style. Examples used in this workshop have been Barack Obama, a preacher or a children's TV Presenter. You will need to collect Youtube videos to show in the session.

ADVISED RESOURCES:

- Flip Chart Paper & Pens
- Issue Cards included with this pack
- Campaign Materials – mixed examples: posters, badges, clothes etc
- Next Steps Sheet

EVENT PLAN:

Time	Item
5 mins	Welcome and Ice Breaker – favourite campaign slogans!
15 mins	Introduction to campaign materials and a discussion around what works and why
20 mins	Students prepare their own campaign ideas around an issue ready to present
10 mins	Present back, discuss the most successful ideas and point students to the 'next steps' sheet
5 mins	Next steps and Evaluation

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The Campaigner's Toolkit:

How to build and promote a campaign identity

Up to
5 Mins

INTRO

Icebreaker: Top Interview

Workshop leader explains that this session is designed to introduce students to a step by step guide to building a campaign from a simple issue and ways in which they can creatively engage people with their message.

Icebreaker – Students, in a circle, introduce themselves and recall any slogan they like/ think are effective from either adverts or campaigns; e.g 'Frosties, they're greeeeeat!' 'Planestupid: Bringing the Aviation industry down to earth'

Discuss pace. It is best to generally speak slowly and clearly (but variation can be good – this is matter of style – which we go on to now)

Up to
15 Mins

THINK

Resources: Flipchart Paper, Pen, Examples of current popular campaigns (the facilitator needs to find these before the session)

Analysing Campaigns

Facilitate group discussion about campaigns around the following:

- What campaigns do the students know? How do they know them? What are they about? Have they been successful? WHY?
- Ask students whether they feel the campaigns are examples of positive or negative messaging – what impact does that have on inspiring them to take action/make a change?
- Introduce examples, campaign materials – facilitator to collect together resources from online and paper resources that are relevant to group and time.

Theory

During the discussion, introduce the key aspects of developing a successful campaign and encourage the students to discuss these in relation to the examples they have identified:

- Aim of campaign: What change do you want to achieve?
- Target audience: Who do you need to target to achieve change?
- Branding: Campaign name & slogan: The campaign in a sound-bite
- Vision and Values: What type of campaign do you want to run? Fun/ humorous; lobbying; direct action...

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The Campaigner's Toolkit:

How to build and promote a campaign identity

Up to
20 Mins

PLAN

Resources: Issue Cards that should be prepared by facilitator for example Death Penalty in the USA or Overfishing leading to Extinction of Fish

Split the students into groups of about 5. Students pick a specific issue out of a hat.

Part 1 (10 mins): Students are challenged to create a campaign, with a brand identity, based on the issue they pick:

- Aim of campaign
- Target audience
- Branding, campaign name, slogan, vision and values

Part 2 (10 mins): Once they have formed a campaign identity, they then have to pick and design a way to promote their campaign through a creative medium. Explain how the campaign's identity should be really strong in their campaign material – e.g. if it is a serious hard-hitting message, then you may not expect a bright and colourful poster.

The students then design their campaign material using the flipchart paper and creative materials provided.

- Posters
- Pamphlets (style and idea of content, don't need to actually write the text – unless they want to!)
- Badges
- Wrist bands
- Canvas Bags
- Dog Tags
- Accessories and Clothing (e.g. Hats...)

Up to
10 Mins

PRESENT

Students present to the group what they've produced and why they have chosen to represent their campaign in that way.

NEXT STEPS & EVALUATION

Resources: 'Next Steps' Sheets

Up to
5 Mins

The facilitator should highlight the theory points from earlier in the session about how to construct a brand identity and then use that identity to inform the design of campaign materials so that people can recognise campaigns just as well as commercial brands. Introduce the Next Steps Sheet for students to refer back to.

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Envision Next Steps

The Campaigner's Toolkit



Issue

What issue is your team tackling?

Aim

What do you hope to achieve?

Target Audience

Who are you trying to engage with?

Campaign Name & Slogan

Think of catchy names and phrases that people will remember.

Vision

What would be the ideal impact of your campaign?

Values

What standards will you keep throughout your campaign? E.g. only used recycled stationery, non-violent protesting, democratic decision making within team

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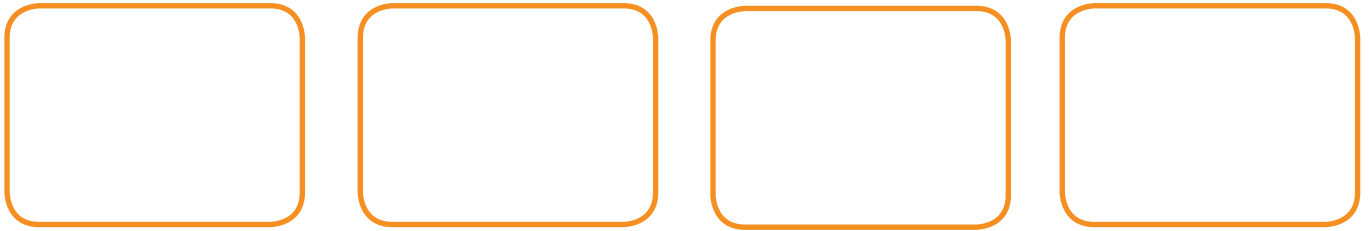
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Badges

What would be a good design for badges promoting your issue?



Poster

What should your poster look like? How will you make it stand out and what information should be on it?



Campaign Accessories - Wrist Bands, Hats, Bags...

What accessories may your target audience use and support your brand with? How does the accessory relate to your campaign brand? Is it cost effective?



Hints and Tips

Tips for sustaining a campaign

- Start small and build slowly; finishing each task before you move on helps your team keep momentum and avoids spreading your team too thin.
- Communication - You can't have a successful campaign without a team behind it so make sure everyone is happy with how things are going by keeping open the lines of communication.
- Media - maximise opportunities with the media by actively seeking press coverage of your activities. Blogging and video diaries on the internet are a good way of producing your own media.
- Evaluation - evaluate your progress after each step, are you still working towards your original aim? Have you stayed true to your initial values? Is your aim still valid?

Tips for creating campaign resources

- Know what you want your resources to achieve – are they informative and awareness raising or are they publicising an event.
- Know your audience! It is vital that you design your resources so that they reach out to the people who you want them to.
- If you create something you're really proud of think about putting it online where others can be inspired and even adapt it for their own projects.

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10 Wearing your Values



How to make an impact with fashion

BRIEF:

This workshop exposes students to different ways of making a statement through fashion. It explores the various issues associated with fashion and the ways these are being addressed. There is also a practical element where students can adapt clothing and design their own slogan t-shirts. Suitable for 12 to 30 students.

Suitable for 12 to 30 students.

ADVISED RESOURCES:

- Flip Chart Paper & Pens
- Slogan example
- Fabric Pens
- Scissors, bits of fabric, buttons, needles & thread
- T-shirt templates
- Plain t-shirts (ethically sourced)
- Next step sheets

EVENT PLAN:

Time	Item
5 mins	Welcome and Ice Breaker
10 mins	Discussion and theory of issues associated with fashion and ways these are being addressed.
35 mins	Practical work where participants adapt clothing or design their own slogan t-shirts.
10 mins	Feedback and wrap up. Participants showcase their designs and think about next steps they could take.

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Wearing your Values: How to make an impact with fashion

Up to
5 Mins

INTRO

Workshop leader explains that this session is designed for them to explore different ways of how to make an impact through fashion.

Icebreaker: participants introduce themselves saying their name and if they were an item of clothing what they would be and why.

Up to
10 Mins

THINK

Resources: Flipchart Paper, Pen, Slogan Tee examples

The workshop leader facilitates the students in a discussion about different fashion issues. Ideas are written on flipchart paper under 'problems' and 'solutions'.

Ideas they may come up with in some form:

Fairtrade, Organic, Sweatshops, 'Throw-away' Fashion, Recycling, Negative/Rude Images, Political Statements, Freedom of Expression, Poverty (UK – Hello magazine effect), Aspirational Culture (celebrity), Over Consumption, Body Image, Knock-Offs, Stereotyping, Gender (Objectifying).

THEORY: Slogan Tees

Katherine Hamnett launched Slogan Tees in 1983 to help people take action and have a voice through fashion. We live in a culture where we are free to express our opinions and slogan tees are a great way of doing this. Show Slogan Tees photos as example in powerpoint or handouts. She is also an advocator of ethical fashion

What is Ethical Fashion?

Ethical fashion means fashion which takes into consideration the people behind the clothes we wear, as well as the environment.

- 1. Organic standards** - The fashion industry is one of the largest in the world and is responsible for enormous pollution and environmental destruction through manufacture and shipping of the products. Organic clothing is made without the use of toxic chemicals which dramatically reduces its impact on the environment
- 2. Fair trade standards** – From the cotton farms to the factories, labour and pay conditions for workers are appalling with many living in conditions worse than slavery in the quest for cheaper manufacturing prices. Fair trade means paying a fair wage to workers and making sure conditions
- 3. Recycling and customisation** - Many designers and companies are now making clothes from recycled clothing or fabrics. You could also consider transforming your own clothes by customising them.
- 4. Campaigning** – There are different campaigns directed at companies and the government to ensure better conditions for workers in the industry.

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Wearing your Values: How to make an impact with fashion

Up to
35 Mins

CREATE

Resources: t-shirt template sheets, ethical t-shirts, fabric pens, participant's old clothes, bits of fabric/buttons/sequins, needles & thread

Introduce the practical options for the students. Hand out the t-shirt template sheets for students to practice designs on.

Customisation: If prepared in advance then students can bring in old clothes they want to transform and customise using materials, buttons etc.

Slogan Tees: Using Katherine Hamnett's Slogan Tees as an inspiration, students can choose an issue they would like to make a statement on.

Hand out plain t-shirts & fabric pens once students have practiced designs.

PRESENT

Up to
5 Mins

Students showcase what they have produced in this session and explain their slogans. Students comment on how successful they think the slogans would be in raising awareness and how and where they could best show off their clothes.

NEXT STEPS & EVALUATION

Resources: 'Next Steps' Sheets

Up to
5 Mins

Workshop leader asks what has been learnt today and picks out particularly good aspects of customisation/slogan tee ideas to highlight how simple it is to make an impact with fashion. Introduce the 'Next Steps' sheet.

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Envision Next Steps



Wear your Values

Issue

What issue is your team tackling?

Aim

What do you hope to achieve?

Fashion

What would be the best way to use fashion for you project?

Slogan

What possible slogans could best capture the aims of your project?

Ethics

What issues would you think about when sourcing materials? Where could you best get sustainable supplies?

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Design

How would you design a slogan t-shirt that is both eye-catching and meaningful?

Showcase

How and where would you show off your clothes? Could you organise an event to draw attention to your issue and to sustainable fashion?

Tips for a Great and Ethical Event

- Keep odds and ends like school badges, buttons and old scraps of fabric which you can then use to customise items of clothing or to transform into unique jewellery and accessories.
- Get your hands on a good pair of sewing scissors to cut up old clothes, and a sewing kit and create MP3 player or phone bags. (Jeans pockets work especially well). Give them to family and friends as presents!
- Some useful websites:
 - www.freecycle.org -Get free used and unused stuff;
 - www.ebay.co.uk Buy sewing equipment cheap here;
 - www.recyclethis.co.uk/category/items/fabric How to recycle old materials;
 - www.recycle.co.uk/news/586000.html Background information on recycling in the UK
- Useful Books: Eco Chic A Guide to Ethical Fashion - Matilda Lee; Sustainable Fashion & Textile Design: Design Journeys - Kate Fletcher; By Hand- The Fair trade Fashion Agenda - Safia Minney
- Think re-use, create new things, be cool and have fun!

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