Advocacy for Better Health

A Workshop Curriculum on Community Mobilization and Advocacy Action Planning

Facilitator's Guide

ACKNOWLEDGMENTS

For more information on PATH's policy and advocacy initiatives, please visit http://sites.path.org/advocacyandpolicy/ or email advocacyimpact@path.org.

TABLE OF CONTENTS

HOW TO USE THIS GUIDE

Introduction

USAID Advocacy for Better Health—awarded in July 2014—is a five-year, $20 million project aimed at improving the availability, accessibility, and quality of health and social services in Uganda. Implemented by PATH and Initiatives Inc., the project aspires to more fully engage communities in the planning and monitoring of health and social services, while also enhancing the capacity of civil society organizations (CSOs) to represent citizen interests and conduct advocacy to strengthen health-related policies, budgets, and programs.

Across 35 target districts and at the national level, more than 20 local implementing partners are mobilizing communities to demand and hold duty-bearers accountable for health-related goals and commitments—from the facility to the highest-levels of decision-making.

The Community Mobilization and Action Planning workshop was created as an addendum to PATH's three-day policy advocacy strategy development curriculum, which aims to increase the understanding and skills among individuals and organizations to plan, facilitate, and implement policy advocacy strategies to bring about change. Using PATH's 10-part framework for assessing policy advocacy options and making strategic decisions about goals and activities, Advocacy for Better Health CSO subgrantees develop a detailed, comprehensive policy advocacy strategy that they can implement to spur change at various levels.

The Community Mobilization and Action Planning workshop is focused on community-level advocacy and health-related change. This Facilitator's Guide provides a structure through which Advocacy for Better Health CSO partners can lead community groups in identifying health-related problems to address through advocacy, empowering them to create their own advocacy action plan to create change within their communities. As a result, communities will be mobilized to collectively demand and advocate for improved availability, accessibility, and quality of health services.

Workshop Objectives

By the end of this workshop, community members will be able to:

• Mobilize their community to collectively advocate for improved health services.

• Create an advocacy action plan to address health-related problems in their community.

Developing Community Action Plans

Community action plans are different from the policy advocacy strategies developed during the 10-part advocacy strategy development workshop. The process of developing a community action plan is less resource intensive and will not focus exclusively on policy advocacy—this workshop uses a broader definition of advocacy.

Additionally, whereas organizational policy advocacy strategies often focus on making changes at the district level and higher, community action plans tend to focus on making changes closer to the point of care (e.g., the health facility) and within the community.

Workshop Structure

This workshop contains six sessions, each of which are designed to be interactive and participatory, maximizing discussions and the sharing of ideas between community members. Facilitators should actively encourage this and ensure that sessions do not turn into presentations.

Some sessions may take longer than anticipated, and facilitators should be flexible and willing to adjust according to the needs, interests, priorities, or background knowledge of community members. At the same time, it is important to keep a pace that ensures all material will be covered in the workshop.

Using the Facilitator's Guide

This guide provides complete instructions and materials needed to facilitate each session. Facilitators can find all agendas, activity materials, and participant handouts at the end of this guide in the Annex.

Within the facilitation steps, the following icons serve as visual cues for the facilitator:

    📊 Use a flip chart.

    👥 Lead an activity.

    ★ Deliver this key point.

Role of the Facilitator

As the facilitator, you are critical to community-member learning and to the overall success of the workshop. Below are some **basic facilitation tips** to keep in mind.

- Be enthusiastic! The energy level of community members will reflect your own energy level, so stay upbeat and positive.

- Energizers are an important facilitation technique to keep community members enlivened and to get comfortable with each other through fun. Energizers can be used in between major activities or sessions or when returning from a break. In the Annex of this guide, you will find a handout with sample energizers.

- Arrive at least an hour before the starting time to organize the room and materials, and to make other final preparations.

- Make sure to introduce yourself and greet community members as they arrive.

- Learn the names of each community member and use their names frequently. This creates a collegial atmosphere and helps community members feel valued and included.

- Don't turn your back to the room, but don't stay frozen in one spot either. Moving around engages community members, keeps their attention, and helps everyone hear you.

- Stay flexible with the agenda. It is important that community members understand the material. If you spend more time on one area, plan to make up time elsewhere so all of the material will be covered.

- Debrief with the facilitation team for a short meeting at the end of each day to review the daily community-member feedback and decide how to adjust the next day's content and agenda accordingly. This meeting is indispensable and crucial to successful workshop outcomes.

INTRODUCTORY SESSION

Workshop objectives:

By the end of this workshop, community members will be able to:

- Mobilize their community to collectively advocate for improved health services.
- Create an advocacy action plan to address health-related problems in their community.

Materials:

- Flip-chart paper, easels, markers, tape
- Participant packets
- Agenda
- Stickers

Getting prepared:

- Write the workshop objectives on a piece of flip-chart paper.

Time: 15 minutes

FACILITATING THE SESSION:

STEP 1. WELCOME PARTICIPANTS TO THE WORKSHOP

➢ **Welcome participants, and introduce facilitators and other staff.**

➢ **Briefly explain the purpose of this workshop**—to aid community groups in identifying health-related problems that they can address through advocacy.

➢ **Briefly explain your organization's relationship to the USAID-funded Advocacy for Better Health project**, which aims to empower communities to plan and lead their own advocacy efforts to make changes within their communities and beyond.

➢ **Ask participants to introduce themselves and share why they decided to attend this workshop.**

STEP 2. GIVE AN OVERVIEW OF THE WORKSHOP

🖼 **Read the workshop objectives from the flip chart:**

By the end of this workshop, the participants will be able to:

- Mobilize their community to collectively advocate for improved health services.
- Create an advocacy action plan to address health-related problems in their community.

➢ **Review the agenda for the next two days, explaining that there are six modules:**

1. Mobilizing communities
2. Understanding advocacy
3. Identifying advocacy issues
4. Identifying advocacy solutions and stakeholders
5. Creating an advocacy action plan
6. Reviewing progress

➢ **Make the following KEY POINTS about the agenda:**

★ In the first module, we will review ways you can mobilize your community for health advocacy.

★ The remaining modules focus on identifying advocacy issues and action items. In these modules, you will develop your own action plan to implement in your community.

➢ **Ask participants if they have any questions before we get started.**

SESSION 1. MOBILIZING COMMUNITIES

Session objectives:

By the end of this session, the participants will be able to:

- Map out key networks within the community.
- Identify effective methods for engaging these networks in addressing health problems.

Materials:

- Flip-chart paper, markers, tape
- Time-keeping cards
- Small stickers

Getting prepared:

- Write the session objectives on a piece of flip-chart paper.
- Write the definition of "community mobilization" on a piece of flip-chart paper.

Time: 1 hour 45 minutes

FACILITATING THE SESSION:

STEP 1. INTRODUCE THE SESSION

Read the workshop objectives from the flip chart:

By the end of this session, the participants will be able to:

- Map out key networks within the community.
- Identify effective methods for engaging these networks in addressing health problems.

STEP 2. IDENTIFY COMMUNITY NETWORKS

➢ **Explain that within your community, there are likely smaller groups of people that have come together because of shared interests, or because they want to address a particular local problem or concern**. These groups—also called networks—enable members to share information, solve problems, and take collective action. For example, a network of secondary-school-aged youth might come together in order to share youth perspectives at a women's group or a self-help group.

Ask participants to brainstorm a list of networks that exist in their community, as well as their specific purpose. Write their responses on a flip chart. Examples might include:

- Women's groups
- Youth groups
- Religious organizations
- Business associations
- Parent or teacher associations
- Widows' networks
- Radio listeners' associations

- Market cooperatives
- Self-help groups
- People living with HIV/AIDs (PLHIV) groups
- Groups for people with disabilities (PWDs)
- Boda Boda groups
- Savings and loan groups
- Health clubs

➢ **Facilitate a discussion about what or who motivates members of their community to become involved in these networks. Prompt with the questions such as:**

- What might motivate community members to become involved in these networks?

- How might a sense of duty or social obligation bring people together?

- Are there financial incentives to being involved in a network?

- How do community members hear about these networks?

📋 **Reveal and explain the following definition on a flip chart:**

- Community mobilization is the process of engaging different groups or networks within a community, creating partnerships, and encouraging them to understand and address a pressing issue that affects the community.

➢ **Ask participants why it is important to work with existing networks in your community when you are trying to solve a problem or create change. Answers might include:**

- These networks allow you to reach a greater number of community members.

- You have a louder voice when working together.

- Networks already have a way of communicating with their members.

📋 **Ask participants to brainstorm some key issues or topics of interest that the networks they listed might have in common**. In other words, what are some topics that many different networks might care about? Flip chart their answers, which might include:

- Women's empowerment

- Youth engagement

- Moral support

- Resource mobilization

- Financial support

- Economic empowerment

- Skills building/training

- Improved health care

➢ **If participants have listed more than three topics, tell them that they will need to vote for the three topics that are most relevant or have the most support in their community**. Give each person three dot stickers, and instruct them to come up to the flip chart to cast their three votes.

➢ **Once they have prioritized three topics, divide participants into three groups**. As a facilitator, it's important that you organize groups in a way that will best facilitate collaboration and active participation. Groups should be diverse; women, young people, and vulnerable groups should have a strong voice in each group.

➢ **Explain that they will remain in these groups for the remainder of your time together**. Group members should rotate responsibilities throughout the training; whenever we break into groups, you should decide who will take notes and who will speak on behalf of the group.

➢ **Assign each group one of the prioritized topics**.

➢ **Ask each small group to take on the identity of a network based on their topic, and think about a problem related to health that their group might be interested in addressing**. What is a health problem affecting their community that they would like to change? Encourage participants to think about their assigned topics—a woman's empowerment group, for example, might want to address the long queues they must stand in when they take their children to the health facility. Choose one health issue to share with the larger group.

➢ **Allow 5 minutes for discussion.**

➢ **Ask small groups to share the health-related problem their group chose**. Ask prompting questions such as:

- How does this health problem affect your group? How does it affect the whole community?

- How did your group decide this was the issue that you would most like to change?

➢ **Have participants come back together as a large group.**

➢ **Make the following KEY POINTS:**

★ When we are trying to mobilize community members to address a pressing issue that affects their community, it is important to work through existing networks in the community that bring people together around a common purpose.

★ It is also important to think about which networks will care most deeply about the problem you want to address— if you want to change a certain health problem related to adolescents, for example, you may more easily mobilize community members who care about youth well-being.

🖼 **Ask the large group to brainstorm how they would approach networks within their community to get them to take action or address a problem**. Write their responses on a flip chart. Possible answers include:

- Set up meeting with network leaders.

- Conduct interviews with members of the network.

- Attend meetings and ask to speak about your cause.

- Written communication with leadership of networks.

➢ **Ask participants to consider what information they would need before they meet with leaders of a network** (e.g., information about who is a member, knowledge of what issues the network cares about).

➢ **Explain that participants will now get to practice meeting with the leadership of a network in order to convince the network to join them in addressing a problem in the community**.

STEP 3. ACTIVITY: ROLE-PLAYS

➢ **Instruct participants to return to their small groups.**

➢ **Explain that each small group will create a 5-minute role-play.**

- Two members of the group will pretend to be the leaders of a network that is interested in the topic they were assigned (e.g., women's empowerment, youth engagement).

- The remaining members of the group will play the role of community mobilizers—they must convince the leaders to join them in addressing the health problem the small group identified earlier (e.g., long queues at the health facility).

➢ **Allow 15 minutes to design the role-plays.**

➢ **Invite each group to act out their 5-minute role-play**. Use time cards to indicate when they have 1 minute left.

➢ **AFTER EACH role-play, lead a short discussion about how the interaction with network leadership went**. Prompt with the following questions:

- What worked well in convincing the network's leadership? What didn't work well?

- If you were the leader, would you have been convinced to become involved in addressing the health issue? Why or why not?

➢ **Allow approximately 30 minutes for the role-play performances and discussion.**

➢ **Make the following KEY POINTS:**

★ It is important to understand the interests of the network you are trying to mobilize.

★ Community mobilization allows you to educate members of your community on issues and problems that are best addressed by acting together. By engaging networks whose interests are aligned with the problem you want to solve, you can inspire action!

➢ **Congratulate participants on completing the session!**

SESSION 2: UNDERSTANDING ADVOCACY

Session objectives:

By the end of this session, participants will be able to:

- Define advocacy.
- Explain why advocacy is important in improving health.

Materials:

- Flip-chart sheets, markers
- Inflatable ball (optional)
- Copies of the Uganda Ministry of Health Patient Charter summary

Getting prepared:

- Write the session objectives on a piece of flip-chart paper.
- Write the definition of "advocacy" on flip chart.

Time: 1 hour 45 minutes

FACILITATING THE SESSION:

STEP 1. INTRODUCE THE SESSION

Read the workshop objectives from the flip chart:

By the end of this session, the participants will be able to:

- Define advocacy.
- Explain why advocacy is important in improving health.

STEP 2. DEFINE ADVOCACY AND IDENTIFY ADVOCATES

Ask participants what words come to mind when they think of "advocacy." Flip chart their answers, which might include:

- Change
- Empowerment
- Campaign
- Action
- Voice

- Rights
- Sensitization
- Politicians
- Persuading
- Speaking on behalf of others

Reveal and explain the following definition on a flip chart:

- Advocacy is a well-organized effort to gather support and encourage action to make change.

➢ **Help participants break down this definition by prompting them with the following questions:**

- Why is it important for advocacy efforts to be well-organized?
- Why is it important to both gather support and encourage people to take action?

- Why is advocacy more effective when a community acts together?

➢ **Make the following KEY POINT:**

  ★ **Successful advocates are nonviolent, and do not purposefully cause trouble or harm.**

STEP 3. ACTIVITY: SMALL GROUP DISCUSSION

➢ **Instruct participants to turn to their neighbor and discuss personal examples of when they have advocated for change within their household, school, work place, or community**. Ask them to identify:

- What problem were you trying to address?

- What actions did you take?

- What motivated you to advocate for this change?

➢ **Allow 10 minutes for this discussion.**

➢ **Ask for three volunteers to share their stories with the larger group**. Prompt participants with some of the following questions, if necessary:

- What did you do?

- What motivated you to take action?

- Did you have support from anyone else in your community?

- What was the result of your action?

- Would you do the same again today? Why?

➢ **Make the following KEY POINTS:**

  ★ Advocacy involves identifying a problem and taking a specific action to help solve it.

  ★ You might encounter opposition or obstacles to your advocacy that comes from community behavior, existing policy or laws, or a lack of knowledge. When we advocate for change, we seek to overcome these obstacles.

  ★ Advocacy is often driven by a personal belief in the change you want to see.

  ★ Advocacy is also meant to inform community members of their rights and to ensure that these rights are protected.

> **Facilitator Tip!**
>
> Be prepared to share your own example of when you advocated for a change. If necessary, share your experience to clarify these instructions.

STEP 4. INTRODUCE RIGHTS AND RESPONSIBILITIES

➢ **Facilitate a discussion about what the word "rights" means to participants**. Prompt with questions such as:

- What does it mean to have a "right?"

- What are some of your rights?

- What are some of your rights relative to health?

➢ **Repeat this exercise for the word "responsibility."**

- What does it mean to have a "responsibility?"

- What are some of your responsibilities?

- What are some of your responsibilities relative to health?

➢ **Make the following KEY POINTS:**

  ★ Access to high-quality health services is something that all governments and individuals must promote and protect.

  ★ Every person is promised basic rights related to their health, and you can demand government action if rights are not met.

> **Facilitator Tip!**
>
> Get participants energized by tossing a ball around the room—the person with the ball shares their answer.

STEP 5. EXAMINE THE CONSTITUTION OF UGANDA

➢ **Explain that the Constitution of Uganda** guarantees certain rights related to the factors that determine your health, including:

- Right to a clean and healthy environment.

- Rights, opportunities, and access to health services, education, clean and safe water, decent shelter, adequate clothing, and food security.

- Rights of children to be protected from social and economic exploitation, including employment or work that is likely to interfere with their health and education.

➢ **Explain that the constitution also guarantees the right of citizens to participate in advocacy**. Specifically:

- Every Ugandan citizen has the right to participate in the affairs of government, individually or through his or her representatives.

- Every Ugandan has a right to participate in peaceful activities to influence the policies of government through civic organizations.

➢ **Lead participants in a brief discussion of rights in Uganda's constitution**.

- When have you exercised your right to participate in government?

- Do you think that your right to participate in government is also a responsibility?

➢ **Make the following KEY POINT**:

- ★ Your rights related to health are further explained in the Uganda Ministry of Health Patient Charter. This document ensures that your rights are protected in the course of seeking health care.

Facilitator Tip!

Re-emphasize that successful advocacy is peaceful and should not seek to cause trouble.

STEP 6. ACTIVITY: SMALL GROUP DISCUSSION AND PATIENT CHARTER

➢ **Explain that the Patient Charter is intended to improve health care** by empowering the community to demand high-quality care from government facilities.

➢ **Instruct participants to break into their small groups—the same groups in which they created their roles-plays.**

➢ **Distribute copies of the summarized Uganda Ministry of Health Patient Charter to participants.**

➢ **As a group, ask them to read through the summarized Patient Charter** and highlight two to three things the group learned about their rights and responsibilities related to health. If needed, ask group members to take turns reading out loud so all group members understand the Charter.

➢ **Allow 15 minutes for this exercise.**

➢ **Gather small groups back together, and ask each group to share the list of what they learned**. Ask the following probing questions:

- Were there any rights in the Charter that surprised you? Which ones?

- Do you think the rights you highlighted are being upheld? Why or why not?

- How can you ensure that rights related to health are upheld?

➢ **Congratulate participants on completing the session.**

SESSION 3: IDENTIFYING ADVOCACY ISSUES

Session objectives:

By the end of this session, the participants will be able to:

• Identify problems in your community that would make good issues for advocacy.

Materials:

• Flip chart and markers

• Problem Tree handout

Getting prepared:

• Write the session objectives on a piece of flip-chart paper.

• Create two drawings of the blank Problem Tree template on two separate flip charts.

Time: 1 hour and 15 minutes

FACILITATING THE SESSION:

STEP 1. INTRODUCE THE SESSION

Read the session objectives from the flip chart:

By the end of this session, the participants will be able to:

• Identify problems in your community that would make good issues for advocacy.

> **Optional Activity!**
>
> In a community that knows each other well, you can replace this brainstorming activity with a game. Have participants move their chairs into a circle, and then take one chair away (e.g., if there are 15 participants, the circle should have 14 chairs). Explain that one participant will stand in the middle of the circle and state an issue he or she has noticed in the community. Explain that everyone who has also recognized this problem should stand up and quickly move to a different seat. The person left without a seat will go to the middle of the circle and state his or her own issue. Repeat this activity until you have a list, and ask participants if they have any other additions. The facilitator should record answers on a flip chart throughout the game.

STEP 2. DEFINING ISSUES AND PROBLEMS

➢ **Make the following KEY POINTS:**

★ An issue is a topic of concern or a problem—it calls for a solution. The words "issue" and "problem" can be used interchangeably.

★ Health advocacy seeks to reduce, prevent, or fix problems.

Ask participants to list issues that might restrict or limit access to health care in their community. Flip chart their answers, which might include:

• Distance to health facility	• Cost of care
• Lack of supplies and medicines	• Inadequate staff
• Long wait times	• Cultural barriers
• No water source	• No referral hospital
• Outdated tools and equipment	• No emergency transport
• Rude or unmotivated staff	• Unsupportive spouse
• No pediatric doctors or nurses	• No staff housing

➢ **From this brainstormed list, instruct each person to individually write on a piece of paper the three most important issues they think need to be addressed in their community**. Participants are also welcome to make a mental list if they are uncomfortable writing.

➢ **Allow 5 minutes for this exercise.**

➢ **Make the following KEY POINTS:**

★ It is important to think about how the issue you identify relates to the Patient Charter, as these rights can strengthen your advocacy efforts by giving your demands legitimacy.

★ Many people in your community might share your concerns and can be partners in your advocacy efforts.

STEP 3. ACTIVITY: SMALL GROUP WORK

➢ **Instruct participants to return to their small groups**, and tell them that they will work together to identify an issue on which to focus their advocacy.

➢ **Explain that in their groups, each person will share his or her list of three issues**. As a group, discuss issues that are common between multiple group members, and prioritize two issues that the group most wants to address.

➢ **Instruct groups to write their two issues on a flip chart and hang on the wall when they are finished.**

➢ **Allow 10 minutes for this exercise.**

➢ **Gather small groups back together.**

➢ **Ask each group to briefly share their two prioritized issues and ask the following probing questions:**

• How did you arrive at this decision?

• Was it difficult to come to consensus as a group? Why or why not?

• Why is this a problem in your community?

• Why do you think these are the two most important issues to address?

STEP 4. PROBLEM TREE

➢ **Explain that a Problem Tree can help you to analyze the issues or problems you identified in order to develop effective solutions or strategies for overcoming them**. Problems often have "root causes," or underlying reasons "why" a problem is happening. We are going to dig deep into our identified problems by examining the root causes of the health issue.

 Reveal one of the blank Problem Tree templates, and tell participants that we are going to work through an example together.

Figure 1. Problem Tree template

Consequences

Problem

Root Causes

© Paul Foreman http://www.mindmapinspiration.com
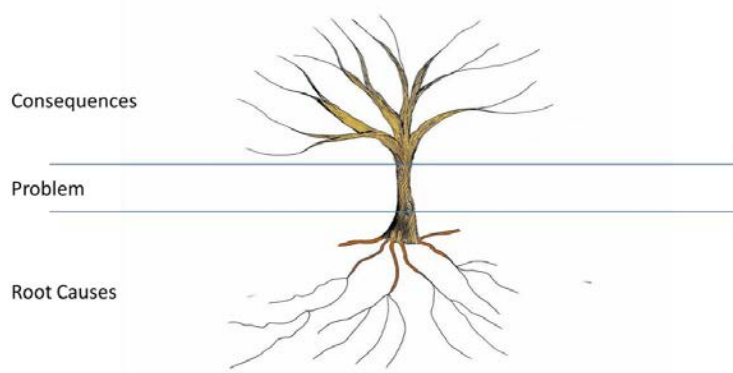
➢ **Explain that the roots, trunk, and branches of the Problem Tree can be used to illustrate problems that communities face**. The trunk represents the problem that we see. The roots—which are often things we cannot see—represent the root causes of the problem, or "why" the problem is happening. The branches help us to see the consequences (or likely consequences) of the problem.

➢ **Tell participants to imagine a community with high malaria rates**. Write "high malaria rates" on the tree trunk, and explain that this problem has root causes and consequences.

➢ **Ask participants to list a few root causes—the factors that are causing high malaria rates**. Potential answers include:

- A lack of insecticide-treated bed nets.

- Failure to clear mosquito-breeding sites.

- Lack of knowledge on how to prevent malaria.

- Unavailable prophylaxis.

➢ **Ask participants to list a few consequences—what other problems are high malaria rates causing?** Potential answers include:

- Sick mothers and children.

- High mortality and morbidity rates.

- Absence from school or work.

📖 **Explain that we are going to practice filling out another Problem Tree using an example from a volunteer.**

Reveal another blank drawing of the blank Problem Tree on a flip chart.

- Ask a volunteer to state a problem his or her small group identified in their community. Remind participants that the problem is one of the issues identified in the last session.

- Walk through the exercise with him or her, asking about the root causes of the problem and the potential consequences. Write answers on the second Problem Tree flip chart.

➢ **Make the following KEY POINTS:**

★ Reiterate that the problems you see in your community are very much like trees; you can often see the problem, but the problem likely has roots that aren't as obvious. And just as many branches grow from one tree, so too do multiple consequences stem from one problem.

★ If you chop down a tree, the roots are still below the ground and can grow again; to make sure that you really solve the problem, it's important to address root causes.

★ Highlighting the larger consequences of a problem to your community can help you build a case for needed change.

STEP 5.   ACTIVITY: SMALL GROUP WORK

➢ **Break participants into their small groups to create Problem Trees for the two issues they prioritized.**

➢ **Explain that for both issues, they should brainstorm two or three root causes and consequences**. They should end up with two different Problem Trees. Instruct them to draw both Problem Trees (including the problem, root causes, and consequences) on separate flip charts.

➢ **Allow 30 minutes for this exercise.**

➢ **As groups finish their Problem Trees, tell groups that they need to prioritize one problem to address**. Ask them to decide as a group, and draw a "star" by this Problem Tree. This will become the focus of their advocacy plan.

➢ **Allow an additional 10 minutes for groups to prioritize one problem.**

➢ **Gather small groups back together and ask each group to present both of their Problem Trees and then explain which problem they choose to prioritize**. Ask probing questions to make sure their problem is clear, specific, and appropriate for advocacy:

- How did you prioritize your issue?

- How do you know it's a problem?

- How are the root causes contributing to the overall problem?

- Do you have evidence showing that these consequences are happening/are likely to happen?

➢ Make the following KEY POINT:

★ There may be many issues your community would like to address, but it's important to prioritize one issue so that you aren't overwhelmed.

➢ Congratulate participants on completing the session!

SESSION 4: IDENTIFYING ADVOCACY GOALS AND CHANGE AGENTS

Session objectives:

By the end of this session, the participants will be able to:

- Develop an advocacy goal.
- Identify people with the power to help you reach your goal.

Materials:

- Flip chart and markers.
- Planning Grid handout

Getting prepared:

- Write the session objectives on a piece of flip-chart paper.
- Flip chart with the blank Planning Grid template drawn on it.
- Flip chart with blank Power and Influence chart drawn on it.

Time: 1 hour and 30 minutes

FACILITATING THE SESSION:

STEP 1. INTRODUCE THE SESSION

Read the session objectives from the flip chart:

By the end of this session, the participants will be able to:

- Develop an advocacy goal.
- Identify people with the power to help you reach your goal.

STEP 2. DEFINE ADVOCACY GOAL

➢ **Remind participants that in the last session, they identified one problem that they would like to address through advocacy.**

➢ **Explain that to ensure your advocacy is well-organized, it is important to identify an advocacy goal, as well as the people who have the power to help you reach that goal**. These people are called "change agents."

➢ **In this session, we will use a tool called a Planning Grid to help us identify advocacy goals and change agents.**

Reveal the flip chart with the Planning Grid template drawn on it. Explain that they will fill in the first two columns of the Planning Grid with the main problem and root causes they prioritized in the Problem Tree exercise.

- Ask a group to share their main problem and root causes. Record their response on the flip chart.

➢ **Explain that the changes you would like to see (column 3) are what you hope to achieve through your advocacy.** Any change you list needs to be clear and specific, and it should directly link to the root cause of the problem. If you don't target your root causes, you might not be solving the problem. Making these changes happen will be the focus of your advocacy.

> **Facilitator Tip!**
>
> You will refer to the Planning Grid flip chart through this session. Hang the chart in a place that is easy to access and re-visit.

Figure 2. Planning Grid template

Main problem	Root causes	Changes you would like to see (advocacy goal)	Change agents with power/authority	Change agents with influence

➢ **Ask the same group to read their first root cause and state the change they would like to see**. Flip chart the answer. If necessary, ask probing questions such as:

- If your advocacy is successful, what change would your community see in its health care?

- What is a potential solution to the root cause?

- How would the change you'd like to see (the goal) address the root cause?

➢ Make the following KEY POINTS:

★ The change you would like to see will become your advocacy goal.

★ Your advocacy goal needs to be specific and clear so that you know when the change happens.

STEP 3. DEFINE CHANGE AGENTS

➢ There are many actions you can take to solve problems in your community, but often, you can't make change happen on your own. It is important to identify people with the power and influence to take action.

➢ **People with the power and influence to make your change happen are called "change agents," and they will be the targets of your advocacy efforts.**

➢ **Ask participants what words come to mind when they hear "power**." Ask if they have local words for "power."

- Authority
- Control
- Ability to make change
- Leader
- Capacity
- Decision-making ability

➢ **Ask participants what words come to mind when they hear "influence**." Ask if they have local words for "influence."

- Guide
- Impact
- Ability to shape ideas
- Leverage
- Sway
- Talk someone into a decision

➢ **Explain that to achieve your advocacy goal, you need to identify the person or group with the power to make your desired change happen**. This person or group has the ultimate authority to take action to solve the problem identified in your community.

➢ **Explain that you also need to identify those who are able to influence the person or group with power**. While this person might not be able to make the change on their own, you can work with them to reach the person with power.

➢ **Reveal the blank Power and Influence chart**. Ask participants to brainstorm the people in their community who have the power and authority to make health-related change happen. Then brainstorm the people who are able to influence the people in power. Flip chart their answers, which might include:

Figure 3. Power and Influence chart

People with power	People with influence
• Town council members • Town clerk • Chief administrative officer • District health officer • District or local council chairperson • Chiefs or traditional leaders • Politicians • Members of Parliament	• Village health teams • Local councilors • Religious leaders • Health facility staff • Family members or friends of those in power • Youth and women leaders

➢ **Make the following KEY POINTS:**

★ Positions of power and influence are not the same for every advocacy goal. Some groups or communities might identify a town council member as a change agent with power. Other groups with a different advocacy goal might identify that same member as a change agent with influence.

★ Additionally, someone with power might also have influence on another change agent with power. These labels are not fixed, and there might be some overlap or variation in how groups identify change agents with power or with influence.

➢ **Explain that the people you just brainstormed are change agents**. Change agents will be the targets of your advocacy.

🖼 **Return to the Planning Grid flip chart, which should have two remaining columns to be filled**. Continue to work with the same group that initially shared their problem, root causes, and change they want to see. Ask them the following questions, and write their answers in the remaining columns.

• Who is one change agent with the power to make your change happen?

• Who is one change agent with influence?

➢ **Explain that now every group will have the chance to fill out a Planning Grid.**

STEP 4. ACTIVITY: SMALL GROUP WORK

➢ **Instruct participants to gather in their small groups, and pass out the Planning Grid handout.**

➢ **Tell groups to transfer their main problem and root causes from their Problem Tree to the first two columns of the Planning Grid**. Then ask them to brainstorm the changes they would like to see (the goal), the change agents with power, and the change agents with influence.

➢ **Allow 20 minutes for this exercise.**

➢ **As groups are finishing their Planning Grid, tell them that their group should prioritize one change they'd like to see (if they have identified more than one)**. Ask them to circle this change on their Planning Grid handout. This will become their advocacy goal.

➢ **Allow an additional 10 minutes for groups to prioritize one advocacy goal.**

➢ **Bring groups back together and ask each group to share their Planning Grid, focusing on the advocacy goal they chose and the root cause it will address**. As groups share, ask other participants probing questions, such as:

- Will their advocacy goal solve their root cause and main problem?

- Do you have any suggestions to make their advocacy goal more specific and clear?

- Is the group missing any important change agents?

- Do you think the group will know when they have achieved their goal?

➢ **Summarize the session for participants**, stating that they have now identified a main problem, root causes of this problem, changes that would address the root causes, the people with power to make change, and those who can influence people with power.

➢ **Make the following KEY POINTS:**

★ The change you want to see is also your advocacy goal. This change should have a positive impact on the root cause you identified, as well as the main problem.

★ Advocacy activities that you will design in the next session will seek to persuade your change agents to take action on your advocacy issue.

➢ **Congratulate participants on completing the session.**

CLOSING SESSION

Session objectives:

After this session, participants will be able to:

- Summarize the day's topics and achievements.
- Provide feedback about the workshop so far.

Materials:

- Index cards

Time: 15 minutes

Facilitating the session:

STEP 1. SUMMARIZE THE DAY

➢ **Congratulate and thank participants for their enthusiasm and hard work.**

➢ **Quickly review the main topics and group accomplishments from the day.**

➢ **Ask participants for any final questions or comments about the day.**

STEP 2. ACTIVITY: FEEDBACK

➢ **Distribute index cards for participant feedback about the day**. Ask them to draw a "+" on one side and write one thing they learned/liked today. On the other side, have them draw a "—"and write one thing they would like to see changed.

➢ **Attend to any remaining logistics and close the day.**

AFTER THE DAY:

1. Review participants' feedback. Prepare a summary for the following morning.

2. Review today's progress and tomorrow's agenda. Adjust the content and timing as needed based on participant feedback.

3. Rearrange flip charts that are no longer needed and prepare flip charts for the next day.

DAY 2: OPENING SESSION

Session objectives:

After this session, participants will be able to:

- Recollect the key points from the previous day.
- Outline objectives for the day.

Materials:

- Flip-chart paper, easels, markers, tape
- Attendance log
- Agenda
- Small ball

Getting prepared:

- Set out attendance log for participants to sign when they arrive.

Time: 15 minutes

FACILITATING THE SESSION:

STEP 1. WELCOME AND DAY 1 FEEDBACK

➢ Welcome participants.

➢ Briefly summarize the participant feedback from yesterday and describe any adjustments planned for today.

STEP 2. ACTIVITY: BALL TOSS

➢ Ask participants to stand and form a circle.

➢ Ask them to think about the discussions and activities from yesterday.

➢ Explain that you will toss the ball to someone. That person should catch the ball and quickly shout out a word, phrase, or concept he/she learned yesterday.

➢ That person then tosses the ball to someone else who repeats the exercise.

➢ Continue the activity until each participant has the opportunity to share.

STEP 3. REVIEW TODAY'S AGENDA

➢ Refer participants to their agendas.

➢ Review the main topics and activities planned for the day. Highlight how today will build upon the topics and outcomes from yesterday.

➢ Ask for questions.

SESSION 5: CREATING AN ADVOCACY ACTION PLAN

Session objectives:

By the end of this session, participants will be able to:

- Identify your community's resources for advocacy and complete an analysis of strengths, weaknesses, opportunities, and threats (SWOT).

- Develop an action plan to implement in your community.

Materials:

- Flip charts and markers

- SWOT handout

- Advocacy action plan handout

- Time cards

Getting prepared:

- Flip chart with objectives listed.

- Flip chart with "Advocacy Resources" written across the top.

- Flip chart with SWOT analysis template drawn on it.

- Flip chart with advocacy action plan template drawn on it.

Time: 2 hours

FACILITATING THE SESSION:

STEP 1. INTRODUCE THE SESSION

Read the session objectives from the flip chart:

By the end of this session, the participants will be able to:

- Identify your community's resources for advocacy and complete an analysis of **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats (SWOT).

- Develop an action plan to implement in your community.

➢ **Explain that in this session, we will be developing an advocacy action plan**—a plan that will guide your community's advocacy work.

STEP 2. IDENTIFYING RESOURCES

➢ **Explain that the first step in developing an advocacy action plan for your community is identifying resources that are available for you to use in conducting advocacy.**

➢ **An advocacy resource is anything your community can use to bring you closer to the advocacy goal**. Resources can include other people who are interested and willing to advocate for your issue, regularly-held community meetings where you can raise your issue, and district leaders who are available to talk with you.

Facilitator Tip!

The SWOT chart below is filled out for your reference. The flip chart you hang up for participants should be blank. You will facilitate a discussion with participants to fill out the blank chart together.

➢ **An effective way of identifying your community's available resources is a SWOT analysis**, which helps you to understand your community's Strengths, Weaknesses, Opportunities, and Threats relative to your advocacy goal.

Reveal the flip chart with the blank SWOT analysis template drawn on it. Ask participants for examples of strengths, weaknesses, opportunities, and threats. Fill in the template as they answer, prompting with questions such as:

• What are examples of strengths that will help your group in achieving your advocacy goal?

• What are examples of weaknesses that might present an obstacle to your advocacy? Are there resources or skills you lack?

• Are there any opportunities you can use in your communities to make your advocacy stronger? What are they?

• Is there anything beyond your control that might threaten your advocacy progress at the community level?

Figure 4. SWOT template

	Positive	Negative
	Strengths	**Weaknesses**
Internal	• Community members with skills and experience to share. • Community halls where meetings can be held. • A community fund for women- or youth-led projects. • Notice boards in public places to announce meetings. • Motivated community members who will dedicate time to advocacy.	• Lack of funding for group members to partake in advocacy. • Lack of individuals who have engaged in advocacy.
	Opportunities	**Threats**
External	• Town council members are supportive of your issue. • Similar changes have solved problems in other communities. A group of advocates from a different community have recently solved a similar problem and are visiting your community. • There are upcoming health days around which you can plan advocacy activities.	• Other health issues are demanding the time and efforts of your key change agents. • Your community experiences a drought, and community members are preoccupied and cannot participate in advocacy.

➢ **Make the following KEY POINTS:**

★ Strengths refer to assets or resources available to your community—things the community already has. Weaknesses refer to gaps in knowledge or resources your community might lack. These are internal within the community.

★ Opportunities refer to existing support or upcoming activities that you can take advantage of to raise awareness for your advocacy goal, while threats refer to potential risks. Opportunities and threats are often outside of your control.

STEP 3. ACTIVITY: SMALL GROUP WORK

➢ **Hand out the SWOT worksheet to participants, and send them to their small groups.**

➢ **Instruct participants to fill out the SWOT worksheet in their groups, in order to analyze their capacity to successfully advocate for their advocacy goal.**

➢ **Allow 20 minutes for this activity.**

🖼️ **Gather the groups back together, and ask each group to present its SWOT analysis for discussion**. As groups present, flip chart their weaknesses.

➢ **Ask participants how groups can partner or exchange information to help support each other's advocacy efforts.**

STEP 4. DEVELOP AN ADVOCACY ACTION PLAN

➢ **Now that you have an idea of advocacy resources available to you, it's time to plan specific activities for your community to advance your advocacy goal and achieve the change you want to see.**

🖼️ **Reveal the flip chart with the advocacy action plan template drawn on it**. Ask a group to state one of their advocacy goals, and record it on the flip chart.

Figure 5. Advocacy action plan template

Advocacy action plan			
Advocacy goal:			
Activities	**Who is responsible for making sure the activity happens?**	**Who will be your partners be?**	**By when will the activity be complete?**

➢ **Next, ask participants to brainstorm different activities, actions, and interventions the group can do to achieve their goal**. Remind participants their activities should be designed to reach and persuade the change agents with power and influence. Flip chart their answers. Likely answers include:

- Write letters
- Organize rallies
- Develop community score cards
- Develop health pacts/charters with facilities in the community

- Attend community meetings
- Write to the newspaper
- Use community notice boards
- Participate in dialogue days

➢ **Explain that in order to make sure advocacy actions are carried out, it is important to assign responsibility**. Each action or activity should have one responsible individual—not a group or list of people. You can indicate people you might work with in the third column.

➢ **Stress that it is also important to include a time frame by which each action or activity should be complete**. This date should be specific and realistic. Time frame can also be identified as happening within a certain number of days or within a given time frame (e.g., within six months).

➢ **Guide participants in filling out the remainder of the advocacy action plan**. Ask the following probing questions:

- Who is responsible for this activity?

- Who might you collaborate or work with to carry out this activity?

- What is a realistic date by when you will complete this activity?

STEP 5.　ACTIVITY: SMALL GROUP WORK

➢ **Distribute the advocacy action plan handout, and send participants to their small groups.**

➢ **Instruct participants to complete the advocacy action plan in their groups**. Allow 20 minutes for this exercise.

➢ **Bring participants back together and ask each group to share their advocacy action plan**. Ask probing questions to the larger group to help refine their plans:

- Can the group make their activities any more specific? How?

- Do you think the activities relate to the group's desired change or goal?

- How do their activities target their change agents?

- Is there a specific person responsible?

- Are their activities realistic and achievable within the set time frame?

STEP 6.　ACTIVITY: ROLE-PLAY

➢ **Now that you have finished developing your advocacy action plan, you will have a chance to put your advocacy into action in your small groups.**

➢ **Instruct small groups to create a 5-minute role-play/skit** in which they try to persuade one of their change agents to take action on their advocacy issue and make their desired change. Their skits can take place at an advocacy meeting, event, community dialogue, or any other place that they might have the chance to speak with their change agent.

➢ **Explain that one person in the group will act as the change agent, and the others will be the advocates**. Role-plays should be realistic, so the change agent should offer some resistance.

➢ **Send participants to their small groups.**

➢ **Allow 20 minutes to design the role-plays.**

➢ **Invite each group to act out their role-play**. Use time cards to indicate when groups have 1 minute left in their presentation.

➢ **Allow 20 minutes for the entire demonstration.**

Ask participants what techniques they saw their peers use to persuade the change agent. Flip chart their answers, which might include:

- Framing their desired change as beneficial for the change agent.

- Referencing existing policies and laws

- Using persuasion instead of giving threatening ultimatums.

- Finding common ground.

- Using affected individuals to voice their concern.

- Presenting their argument in a clear and effective way.

Ask the large group to brainstorm strategies for handling "push back" or resistance from their change agent. Flip chart their answers, which might include:

- Using change agents with influence to reach the person with power.

- Mobilizing a larger group of community members to make your case.

➢ **Make the following KEY POINTS:**

★ Advocacy does not involve the use of force, and you should not present your argument in a threatening manner or give ultimatums. Instead, advocacy relies on your ability to persuade the person with power to make change happen.

★ Successful advocates make change agents see and sympathize with their point of view. You can do this by explaining how your position is beneficial to them.

★ There might be times when your demands are impossible to accommodate—for example, when your demand is not allowed by a policy or law.

★ It's important to think about intermediate actions the change agent might take. Informing them of smaller actions they can immediately take can help them see a path toward change.

➢ **Congratulate participants on completing the session.**

SESSION 6: REVIEWING PROGRESS

Session objectives:

By the end of this session, the participants will be able to:

• Determine whether you are making progress toward your advocacy goal.

• Develop a plan for routinely updating your advocacy action plan.

Materials:

• Flip chart and markers

• Monitoring plan handout

Getting prepared:

• Flip chart with objectives listed.

• Flip chart with monitoring plan template drawn on it.

Time: 1 hour and 30 minutes

FACILITATING THE SESSION:

STEP 1. INTRODUCE THE SESSION

Read the session objectives from the flip chart:

By the end of this session, the participants will be able to:

• Determine whether you are making progress toward your advocacy goal.

• Develop a plan for routinely updating your advocacy action plan.

STEP 2. MONITOR PROGRESS

➢ **Explain that it is critical for your community to track your progress to make sure that you are moving toward your advocacy goal.** Any time you are advocating for a specific change, it is important to stop and ask yourself the following questions:

• Are you making progress?

• Are you on track to achieve your desired change?

• Do you need to make any adjustments in the way you are approaching the advocacy goal to ensure your success?

➢ **Ask participants how their community traditionally tracks progress**. For example, how do you monitor how a child is progressing in their studies? Or how local government is performing? Encourage participants to apply this to how they will track the progress of their advocacy activities.

➢ **Ask participants to look at their advocacy action plan, and lead a brief discussion as a large group**. Prompt with the following questions:

• How will you know if your activities have been completed?

• How will you know whether your activities are contributing to your advocacy goal?

• How can we make sure we stay on track?

Reveal the flip chart with the monitoring plan template drawn on it. Ask for a volunteer to remind the group of their advocacy goal and three of their advocacy activities. Ask them the questions on the monitoring plan, and flip chart their answers:

Figure 6. Monitoring plan template

Monitoring plan	
What type of information will you collect to track the progress and success of your activities?	
How will you collect this information?	
When will you collect this information?	
How will your group use this information to update or change your strategy?	
How often will your group come together to update your advocacy action plan?	
Who is responsible for gathering your group together to update your action plan?	

STEP 3. ACTIVITY: SMALL GROUP WORK

➢ **Send participants to their small groups**. Hand out the monitoring plan worksheet and instruct groups to complete it.

➢ **Allow 20 minutes for this exercise.**

➢ **Gather small groups back together**. Ask each group to present their monitoring plan, as well as indicators and how they will collect information.

➢ **Congratulate participants on completing the session!**

CLOSING SESSION

Session objectives:

After this session, participants will be able to:

- Determine need for CSO support and create a plan for working together.
- Evaluate the workshop.

Materials:

- Flip-chart paper, easels, markers, tape
- Final evaluations
- Certificates of completion

Getting prepared:

- Prepare a flip chart with final evaluation questions.
- Print and sign certificates of completion.

Time: 30 minutes

FACILITATING THE SESSION:

STEP 1. EVALUATIONS AND SUPPORT

➢ **Distribute note cards for the final evaluation**. Ask participants to respond to the following three questions:

   1. What was the most useful part of this workshop?
   2. What improvements could be made to this workshop?
   3. What support do you need from CSOs in order to carry out your advocacy action plan?

➢ **Facilitate a conversation about how CSOs can support the community in achieving their advocacy goals**. Prompt with the following questions:

   - Where and when might your community need CSO support?
   - How can CSOs help community members to present their issues?
   - How can CSOs collect information from community members on the quality of health services?
   - How can CSOs help communities track their progress and ensure their success?

➢ **Mention specific ways your CSO could support the community in carrying out their advocacy work**. Ask participants which type of support they would prioritize.

➢ **Explain that you can work with your CSO to integrate their issue into your own advocacy strategy.**

➢ **Ask participants how often they would like to check in with your CSO**. Agree on timing and who will be responsible for calling a meeting.

➢ **Identify at least one concrete next step that will ensure communication in the near future.**

STEP 2. CLOSING

➢ **Present certificates of completion** to each workshop participant.

➢ **Invite closing remarks from participants, facilitators, or others**, and conclude the workshop.

➢ **Thank the participants for their attendance** and active participation, and wish them well in their advocacy efforts.

END OF WORKSHOP

ANNEX: FACILITATION MATERIALS AND PARTICIPANT HANDOUTS

- Facilitator agenda
- Participant agenda
- Energizers
- Time-keeping cards
- Session 3: Problem tree handout
- Session 4: Planning grid handout
- Session 5: SWOT handout
- Session 5: Advocacy action plan handout
- Session 6: Monitoring plan handout

FACILITATOR AGENDA

COMMUNITY MOBILIZATION AND ACTION PLANNING WORKSHOP

The purpose of this workshop is to assist community groups in identifying health-related problems to address through advocacy, empowering them to create their own advocacy action plan to create change within their communities. Specifically as a result of this workshop, community members will be able to:

- Mobilize their community to collectively advocate for improved health services.

- Create an advocacy action plan to address health-related problems in their community.

DAY 1

Session Title	Description
Introductory Session	• Welcome, introductions, objectives, agenda, materials, and logistics.
Session 1: Mobilizing communities	• Map out key networks within the community. • Identify effective methods for engaging these networks in addressing health problems.
Break	
Session 2: Understanding advocacy	• Define "advocacy." • Explain why advocacy is important in improving health.
Lunch	
Session 3: Identifying advocacy issues	• Identify problems in your community that would make good issues for advocacy.
Break	
Session 4: Identifying advocacy goals and change agents	• Develop an advocacy goal. • Identify people with the power to help you reach your goal.
Summary and Closing	• Summary of key points from the day.

DAY 2

Session Title	Description
Opening Session 9:00 – 9:15	• Review Day 1 key points and Day 2 agenda.
Session 5: Creating an action plan 9:15 – 11:15	• Identify your community's resources for advocacy and complete an analysis of strengths, weaknesses, opportunities, and threats (SWOT). • Develop an action plan to implement in your community.
Break 11:15 – 11:30	
Session 6: Reviewing progress 11:30 – 1:00	• Determine whether you are making progress toward your advocacy goal. • Develop a plan for routinely updating your advocacy action plan.
Lunch 1:00 – 2:00	
Summary and Closing 2:00 – 2:30	• Summary of key points from the day and workshop closing.

PARTICIPANT AGENDA

COMMUNITY MOBILIZATION AND ACTION PLANNING WORKSHOP

The purpose of this workshop is to assist community groups in identifying health-related problems to address through advocacy, empowering them to create their own advocacy action plan to create change within their communities. Specifically as a result of this workshop, community members will be able to:

- Mobilize their community to collectively advocate for improved health services.
- Create an advocacy action plan to address health-related problems in their community.

DAY 1

Session Title	Description
Introductory Session 9:00 – 9:15	• Welcome, introductions, objectives, agenda, materials, and logistics.
Session 1: Mobilizing communities 9:15 – 11:00	• Map out key networks within the community. • Identify effective methods for engaging these networks in addressing health problems.
Break 11:00 – 11:15	
Session 2: Understanding advocacy 11:15 – 1:00	• Define "advocacy." • Explain why advocacy is important in improving health.
Lunch 1:00 – 2:00	
Session 3: Identifying advocacy issues 2:00 – 3:15	• Identify problems in your community that would make good issues for advocacy.
Break 3:15-3:30	
Session 4: Identifying advocacy goals and change agents 3:30 – 5:00	• Develop an advocacy goal. • Identify people with the power to help you reach your goal
Summary and Closing 5:00 – 5:15	• Summary of key points from the day

DAY 2

Session Title	Description
Opening Session	• Review Day 1 key points and Day 2 agenda.
Session 5: Creating an action plan	• Identify your community's resources for advocacy and complete an analysis of strengths, weaknesses, opportunities, and threats (SWOT). • Develop an action plan to implement in your community.
Break	
Session 6: Reviewing progress	• Determine whether you are making progress toward your advocacy goal. • Develop a plan for routinely updating your advocacy action plan.
Lunch	
Summary and Closing	• Summary of key points from the day and workshop closing.

ENERGIZERS

Tips for using energizers:

- Use energizers frequently during a workshop or meeting, whenever people look sleepy or to create a natural break between activities.

- Choose games that are appropriate for the local culture.

- Select games in which everyone can participate, being sensitive to participants with disabilities and varying English literacy levels.

- Keep energizers short and move on to the next planned activity.

Big Fish Little Fish

Form a circle of participants and stand in the middle. As you face a participant, say "big fish" while holding up your hands in the opposite gesture (little fish). The participant facing you must respond with the opposite words "little fish" and gesture with hands far apart (big fish). Move around the circle randomly changing from big fish to little fish. As a participant gives the wrong verbal or gesture response, he/she must take one step back from the circle.

Shakeout

In a circle, participants shake out their left arms, right arms, left legs, then right legs, starting with eight times for each limb, then repeat all four limbs with four, two, and then one. Count out loud for full effect—counting in other languages encouraged!

Birthday Lineup

Ask the group to line themselves up in the order of their birthday (or height) without speaking.

What we have in common

The facilitator calls out a characteristic of people in the group, such as "has children." All those who have children should move to one corner of the room. As the facilitator calls out more characteristics, such as "likes football," people with the characteristic move to the indicated space.

Coconut

The facilitator shows the group how to spell out C-O-C-O-N-U-T by using full movements of the arms and the body. All participants then try this together. (If spelling in English is difficult for some, participants can spell their names).

Group statues

Ask the group to move around the room, loosely swinging their arms and gently relaxing their heads and necks. After a short while, shout out a word. The group must form themselves into statues that describe the word. For example, the facilitator shouts "peace." All the participants must instantly adopt poses, without talking, that show what "peace" looks like to them. Repeat the exercise several times.

Countdown

Ask participants to form a circle. Explain that the group needs to count together from 1 to 50. However, they cannot say the number seven or any number that is a multiple of seven. Instead, they have to clap their hands. Once someone claps their hands, the group must count the numbers in reverse. If someone says seven or a multiple of seven, start the counting again.

Rainstorm

Everyone sits quietly in a circle, with his/her eyes closed. The facilitator rubs his/her palms together to create the sound of rain. The person to the right makes this sound, and then the next person, until everyone in the group is making the same sound. Once everyone is rubbing palms, the facilitator makes the rain sound louder by snapping his/her fingers, and that sound in turn is passed around the circle. Then the facilitator claps both hands together, and that sound is passed around the circle to create a rainstorm. Then the facilitator slaps his/her thighs, and the group follows. When the facilitator and the group stomp their feet, the rain becomes a hurricane. To indicate the storm is stopping, the facilitator reverses the order, thigh slapping, then hand clapping, finger snapping, palm rubbing, and then ending in silence.

Mirror image

Participants sort themselves into pairs. Each pair decides which one of them will be the "mirror." This person then copies (mirrors) the actions of his/her partner. After some time, ask the pair to swap roles so that the other person can be the "mirror."

Shopping list

The group forms a circle. One person starts by saying "I am going to the market to buy fish." The next person says, "I am going to the market to buy fish and potatoes." Each person repeats the list and then adds an item. The aim is to be able to remember all of the items that all of the people before you have listed.

Zip zap zop

Ask participants to stand, and begin by pointing at someone and saying "zip". That person will then point to a second person at random and say "zap", and they will point to a third person and say "zop". This patterns continues getting faster and faster, until someone makes a mistake and says the wrong word and the game starts over. If participants are comfortable with this, you can reverse the word order by saying your word twice before passing it on (reverse would be "zop" "zip" "zap"). Remind participants to point clearly and make eye contact so there is no confusion as to who should go next.

Poacher judge lion (like rock paper scissors)

Split everyone into two groups. Instruct each group to talk amongst themselves and decide if they want to be a lion (which involves roaring and making claw hands), a judge (which involves banging a gavel), or a poacher (where you have a fake gun). The facilitator then will countdown "3-2-1" and each group will embody their choice. The hierarchy is poacher kills lion, judge puts poacher in jail, and lion eats judge, and the leader will announce the winner.

Hot stick

Grab a marker or pencil which will be designated as the 'hot stick.' Whoever starts with the hot stick will pass it along to someone near them, continuing this as it travels throughout the group. During this exchange, you will tap on the table, and as you tap faster and faster, the hot stick should be passed on faster and faster. When you stop tapping, everyone freezes, and whoever is left holding the stick will be the first person to present, or volunteer for the next activity.

Song game

Have everyone stand and choose one person to slowly say the below song in a melodic sing/song voice. If a word starts with F, all the men should sit and the women should remain standing. If the word begins with M, then the women will sit and the men will stand.

If you follow me

If you follow me

I will make you

Fishers of men

Fishers of men

Fishers of men

I will make you

Fishers of men

If you follow me

.

Many adapted from "100 Ways to Energize Groups." International HIV/AIDS Alliance.
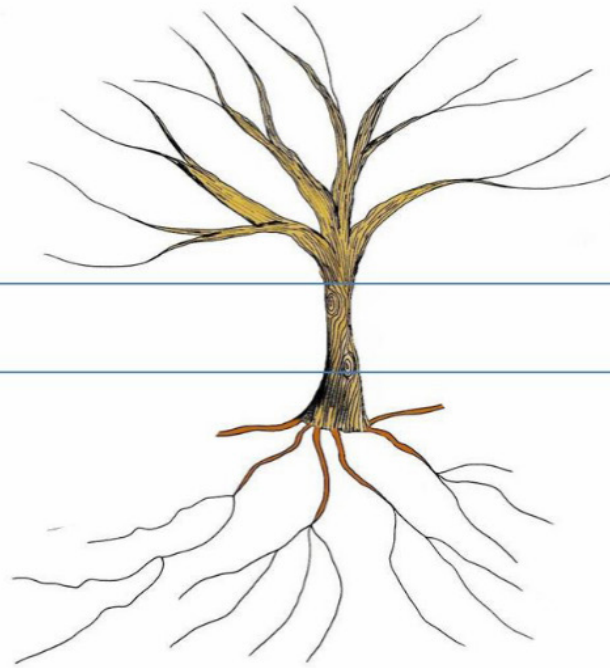
5
minutes

1
minute

Consequences

Problem

Root Causes

© Paul Foreman http://www.mindmapinspiration.com

SESSION 4. PLANNING GRID HANDOUT

Main problem	Root causes	Changes you would like to see (advocacy goal)	Change agents with power/ authority	Change agents with influence

	Positive	Negative
	Strengths	**Weaknesses**
Internal		
	Opportunities	**Threats**
External		

SESSION 5. ADVOCACY ACTION PLAN HANDOUT

Advocacy action plan			
Advocacy goal:			
Activities	Who is responsible for making sure the activity happens?	Who will be your partners be?	By when will the activity be complete?

SESSION 6. MONITORING PLAN HANDOUT

Monitoring plan	
What type of information will you collect to track the progress and success of your activities?	
How will you collect this information?	
When will you collect this information?	
How will your group use this information to update or change your strategy?	
How often will your group come together to update your advocacy action plan?	
Who is responsible for gathering your group together to update your action plan?	