

Introductory session

Module background

The trainer will have met a representative/s of the group in advance of the introductory session to better understand the needs of the group. During this exploratory meeting answers to some of the following questions will start to become clear:

- a) how long has the group been working together?
- b) what has been its role up until now?
- c) what has it achieved so far (if anything) and how?
- d) how do the group members relate to each other?
- e) would they describe themselves as campaigners/activists?

The answers to these questions will help to structure what the introductory session should look like.

Aim of the module

By the end of the module participants should:

- have a better understanding of what Campaign Bootcamp and Everyday Activism is.
- Have explored their campaign issue in more depth and identified some of the root causes of the problem



Total time for the module: 1 hour 35 to 2 hours 35 (including a 15 min break)

Activity 1 Introduction

10 mins

How to do it?

- a) **Introduction: by member of the group:** It's probably best if the person (from the group) that the trainer met in advance of the introductory session introduces the trainer and explains why they think it's worthwhile working with CBC EA.
- b) **Introduction: by the trainer:** The trainer may want to explain the background to CBC, i.e.
 - a. when and why CBC started
 - b. how many camps since and number of participants
 - c. the organisation's legitimacy:
 - stats on diversity, successful campaigns directly influenced by attendance at CBC, comments from past participants

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| <p>d. Why Everyday Activism? Everyday Activism was set up because:</p> <ul style="list-style-type: none">i. of the big demand for local campaign training (revealed by our own research)ii. lots of people (for a variety of reasons) aren't able to access a week-long residentialiii. so that those who are directly experiencing injustice and inequality themselves are better supported to take action | |
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What stuff do I need?

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<h2>Activity 2 Problem tree analysis</h2>	<p>40+ mins</p>
<h3>Aim of the session</h3> <p>By the end of the session participants should:</p> <ul style="list-style-type: none"> • Have explored their campaign issue in more depth and identified some of the root causes of the problem 	
<h3>How to do it?</h3> <p>The trainer explains how important it is for a group that wants to set up a campaign to have spent some time and energy understanding exactly what the problem is they are trying to address and why that problem exists - to look at the root causes of the problem. Otherwise there is a danger of a campaign group spending lots of time and energy tackling the wrong part of the problem. This activity helps us to do that and also helps make sure that all of the group has a similar understanding of what the root causes of the problem are and how they relate to each other.</p> <p>Whole group activity</p> <ol style="list-style-type: none"> 1) Three pieces of flipchart paper (portrait) are stuck together with a further piece of flipchart paper (portrait) placed above the three sheets and attached to the top of the middle sheet (so producing an inverted 'T' shape). The trunk of a tree is drawn in the middle of the top sheet. The trunk extends down into the lower sheets where it forms roots across all of the sheets. 2) After explaining how the activity will work the group is asked to identify the problem that the campaign group wants to address. This is then written onto the trunk of the tree (it may be wise to write this on a piece of paper and stick it to the trunk in case there are many iterations before the final wording is agreed). 3) The facilitator explains that the roots represent the root causes of the problem and the trunk represents the problem itself. In order to properly address the problem it is necessary to have a good understanding of what the root causes of that problem are. If we don't do this then we are in danger of addressing only the symptoms of the problem rather than the root causes. (For example a group of residents has decided that they would like to lobby for the installation of closed circuit televisions in order to tackle local crime and damage to property. A problem tree analysis may reveal that actually the root cause is lack of opportunities for local young people, as a result the campaign may change instead to increasing the availability of training opportunities for local young people). 4) Ask the group for one idea of what may be one of the reasons why the problem under consideration exists. This is written on a Post-it note and stuck on one of the roots. The next question relates to what is written on 	

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<p>the Post-it - 'why does this happen?' The answer/s to this question is written on another post it/s which is placed underneath the previous one. This continues until the root cause/s have been identified.</p> <p>5) It is important to try to make sure that each root is followed down as far as the group feels able to go. This can be difficult to do as the enthusiasm of the group may lead them to identify lots of different root causes at the same time. It may be necessary to ask for people to write these themselves on the post it notes so that they do not get forgotten.</p> <p>6) Time permitting it may be possible to use the branches to add additional Post-it notes that represent the effects of the problem</p>	
<h2>Trainer tips</h2>	
<h2>What stuff do I need?</h2> <ul style="list-style-type: none">● flip chart● marker pens● post its● pens for writing on post it notes● tape for sticking flip chart paper together	

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<h2>Activity 3 What is Everyday Activism?</h2>	<p>20 mins</p>
<h3>Aim of the session</h3> <p>By the end of the session participants should:</p> <ul style="list-style-type: none"> • have an understanding of how the EA programme is structured and the principles that guide it 	
<h3>How to do it?</h3> <p>After the problem tree activity it's possible to link the conversation to the content of the EA workshop. There are different ways of starting this conversation e.g.</p> <ol style="list-style-type: none"> 1) 'Do you have any thoughts about how you would like to address the issue that we explored through the problem tree? (you may want to ask people to go into pairs for a couple of minutes and then for them to feedback one thing each) (i.e. the issue written on the trunk) Group members may then offer some answers such as: meet with our MP, set up an online petition, hold a public meeting. Explain that these are tactics and that EA workshops help you to think about the range of tactics available but also to go back a step and to think about who the target of our campaign should be and what it is we are calling upon them to do. Refer to the EA Structure resource sheet 2) Principles underpinning the EA programme. In our experience training for people that want to change things is best run in a certain way - share the EA training principles as summarised below (taken from the more detailed version in the Appendix of this module: 'Workshop facilitation: some principles that underpin the use of the manual') <ol style="list-style-type: none"> a) We believe in community. <i>Our approach recognises the experiences, knowledge and wisdom of the group and uses activities that give people the confidence to use these and share them with each other.</i> b) A flexible, informal approach. <i>We understand that lots of the people that we work with will come with a hugely diverse range of experiences and knowledge. Some people will see themselves as campaigners or activists whereas others just want to change things for the better. We have ideas of how we might structure the sessions and what we want to share with you. But, some activities will be appropriate for some groups and will not be appropriate for others so we will work with you to decide what is relevant and what is not.</i> c) We believe in individuals. <i>We will try to make sure that within a workshop (and after it), people are given different ways to learn and to reflect based upon their preferred ways of learning (e.g. conversation, written word, visual, group based, individual based)</i> 	

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d) *Most people feel comfortable contributing when **a safe relaxed space** is created by the facilitator. We will try to run the sessions in a way that enables the group and individuals to build confidence and get the best out of the time we have.*

What stuff do I need?

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<h2>Optional Activity 1: What is Everyday Activism: case studies</h2>	<p>40 mins</p>
<h3>Aim of the session</h3> <p>By the end of the session participants should:</p> <ul style="list-style-type: none"> • have an understanding of what impact CBC/EA training can have 	
<h3>How to do it?</h3> <p>If appropriate the trainer may want to use this time to offer some examples of people who have taken part in CBC/EA training using examples that the group can relate to or to show the video which aims to show a range of small but high impact campaigns</p>	
<h3>Trainer tips</h3>	
<h3>What stuff do I need?</h3> <p>Two resource sheets:</p> <ul style="list-style-type: none"> • one that is designed for use in conversations with individuals / 'gatekeepers' • and another for conversations with groups • a short CBC video of a number of small scale high impact campaigns (youtube version) 	

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<h2>Activity 4 What next? A group discussion</h2>	<p>10 mins</p>
<h3>Aim of the session</h3> <p>By the end of the session participants should:</p> <ul style="list-style-type: none"> • have discussed possible arrangements for session 1 	
<h3>How to do it?</h3> <p>At this stage the facilitator may want to arrange with participants when the first session should take place (date and a time that recognises and fits in with everyone’s personal commitments including: child care, venue, how people will get there etc). Explain how many sessions are available as part of the programme so that participants are clear about how much support they are able to access. Explain that in our experience it is best if the group decides whether or not it would like to run all the sessions in a row (for example meeting every fortnight) or whether it should be spread out more so that the group can meet independently between training sessions. (If appropriate it maybe worth running this discussion as an activity whereby we try to agree on two or three options and then on a flip chart record the pros and cons of each before reaching a decision as a group)</p>	
<h3>What stuff do I need?</h3> <ul style="list-style-type: none"> • Flip chart • Marker pens 	

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<h2>Optional Activity 2 The Everyday Activism approach</h2>	<p>20 mins</p>
<h3>Aim of the session</h3> <p>By the end of the session participants should:</p> <ul style="list-style-type: none"> • have started to think about past personal experiences (positive and negative) of learning • have discussed how the EA programme is structured to maximise learning 	
<h3>How to do it?</h3> <p>This can be done either as an activity focussing on (a) positive experiences or it can be done focussing on (b)negative experiences:</p> <ol style="list-style-type: none"> Ask participants to go into threes and to think about the last time you learned something new. Ask them to consider the following questions: 1) What helped you learn? and 2) what made it difficult to learn? Ask participants to go into threes and to think about a time that they went to a meeting or a training course (if they can't think of any of these ask them to think about their time in a lesson in school) that they didn't think was very good or very productive. Ask them to consider the following questions: 1) What made it unproductive (or not a very good experience or not worthwhile or ineffective)? 2) How can we make sure our EA training workshops are not like that? (the 'we' is us as facilitators and them as participants) <p>Everyone comes back to the big group to share what they came up with. Explain that it's very useful as a trainer to understand how they have learned new things in the past, and that these things would be taken into account when planning the sessions with them.</p> <p>As a trainer we should also respond to some of the problems identified by the group by explaining how the EA training programme aims to be different (drawing on the EA principles document that articulates what principles underpin the EA training programme) see the Appendix: 'Workshop facilitation: some principles that underpin the use of the manual'</p> <p>(for example: Q: 'a problem I had with a previous experience is that: it went on too long' A: 'we will agree with everyone in advance how long each session will last and we will never run over time' Q: 'a problem I had with a previous experience is that: it wasn't relevant to me'. A: 'this will not be a theoretical course it will use your own example of your own campaign and take you through the steps you may want to follow to progress your campaign not a theoretical campaign'.</p>	

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Appendix Workshop facilitation: some principles that underpin the use of the manual

1. The process should empower the group (and individuals within the group) to identify their own needs and actions based upon their own experiences and expertise. Traditional educational approaches rely on textbooks and teachers who deliver ‘the facts’ to ‘the students’ who are viewed as empty vessels waiting to be filled. Our approach recognises the wisdom of the group and uses activities that give people the confidence to value and use that wisdom. **We believe in community.** In being connected to something bigger. That when individuals come together to learn from each other and their history, they can create something more powerful than the individual alone.
This approach aims to ensure that the relationship between the facilitator and the group is not one of dependence but instead is one that helps the group to recognise its own strengths and contributes to the group’s own sustainability.
2. Recognition that lots of the people that we work with will come with a hugely diverse range of experiences and knowledge. This means we need a **flexible approach** that will be attractive for a wide range of people from those that have never engaged in ‘campaigning’ or the challenging of power (and don’t see themselves as ‘campaigners’ but do want change) to those who would readily identify themselves as ‘activists’. Some activities will be appropriate for some groups and will not be appropriate for others. It will often be the case that new activities will need to be designed that will be appropriate for use with some groups.
3. **We believe in individuals.** That everyone brings into the training space their own identity and background and engages in the space based on their own learning style. As much as possible we need to make sure that within a workshop (and after it), people are given different ways to learn and to reflect based upon their preferred learning styles (e.g. conversation, written word, emotional connection, visual, group based, individual based)
4. Most people feel comfortable contributing when a **safe relaxed space** is created by the facilitator. Many participants may have never experienced a facilitated workshop before and their only reference point may be a very formal learning experience such as school (rule driven and didactic). As a result it is essential to respond positively to all input as trust is built within the group and to facilitate the sessions in a way that enables the group and individuals to build confidence.
5. The **flow of the workshop** should be governed by the needs of the group. This means that some groups will follow a very linear process experiencing the workshops in the order described in the facilitators manual, while for others it may be more logical to proceed in a different order.

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| <p>6. Transparency between the facilitator and the group is important in developing a relationship of trust. This means a recognition that the facilitator may sometimes struggle to decide how to proceed at any point in the workshop and that they shall at times share this with the group and draw on their wisdom to decide how best to proceed.</p> | |
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