

# challenge and lead

a five stage plan to support  
leadership and challenge





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## Introduction

Challenge and Lead can help young people identify issues which are important to them, to organise a campaign, challenge decision makers and bring about change.

It has been developed through work with young people across the country and builds on the National Youth Agency's Hear by Right standards and Act by Right practice. A group of young people who make up the Youth Leadership Team are monitoring, using and reviewing Challenge and Lead to build and develop the resource.

It can be used by professionals working with young people, peer educators or groups of young people with some experience of working together.

We hope that you find this resource useful in your work with young people and in inspiring and enabling leadership.

We welcome any comments regarding the resource and would like to put case studies on our website to inspire others. Please let us know how you have used Challenge and Lead and how young people have used the resource to make a difference in your area.



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# challenge and lead

## a five stage plan to support leadership and challenge

Challenge and lead is a simple five stage planning tool to help young people identify areas and priorities they want to change, identify how the change can take place and challenge existing processes and people to make the change happen.

### **Stage 1 Getting to Know You**

Before a group can start to work together they need to know each other and form a working relationship. This stage gives individuals a chance to share skills and ideas and agree a working contract for the life of the group.

### **Stage 2 Identifying Issues**

Some groups will already have issues that they have identified; others will have ideas and opinions on things that they want to change. This stage helps the group to focus the issues for change and prioritise these so that broad feelings can be tailored down into sharp SMART objectives.

### **Stage 3 The Challenge**

This stage is where the group formulates its action plan. Together they identify key people or processes which can either promote or block change and develop a strategy and a detailed approach to make the change. They develop a campaign plan.

### **Stage 4 The Campaign**

As part of the campaign key individuals in powerful positions will have been identified – this stage gives the group an opportunity to present their ideas to key policy makers and detail the changes that they want to happen. A dialogue follows, with the key influencers and young people together identifying an agreed way forward including commitments from the policy makers. A focussed action plan is drawn up with a commitment to reviewing progress.

### **Stage 5 What's Changed**

The change is reviewed with young people acting as 'inspectors' who will review commitments agreed by key policy/decision makers and write a report to register the change. What's Changed and What's Changing case studies are completed and entered on the website.

Through this process young people can complete a diary/log which can be used to accredit their learning. An awards/celebration event can be held to acknowledge the organisation's commitment to young people's leadership and the young people's achievements.

## Stage I Getting to Know You

Before a group can start to work together they need to know each other and form a working relationship. This stage gives individuals a chance to share skills, ideas and personalities and agree a working contract for the life of the group.

<b>task</b>	<b>activity</b>	<b>resources</b>
Introductions	Go round the room – name, where you are from and something about yourself, such as your favourite television programme.	
Icebreaker	Use a favourite icebreaker – or new icebreaker from <i>Icebreakers</i> book.	<i>Icebreakers: Hot warm up activities for young people: Vanessa Rogers published by the NYA.</i>
Working agreement between The Youth of Today and group	Draw up chart to show ways of working including: <ul style="list-style-type: none"> <li>• Main aims.</li> <li>• When, where and how long the group is going to meet.</li> <li>• Ground rules for meeting.</li> <li>• Anything else that needs to be agreed for effective working.</li> </ul>	Flipchart/Pens.
Outline of the five stage plan	PowerPoint or flipchart – showing five stages. Discussion starters.	Computer/projector and Power Point or flipchart showing five stages.
Agree and adopt five stage plan	Draw up timeline to show key actions and timeframe.	Flipchart or long paper and pens.
Learning Log if used	Distribute and complete. Learning Logs for possible accreditation.	Learning Log booklet for each person.

## Stage 2 Identifying Issues

Some groups will already have issues that they have identified. Others will have ideas and opinions on things that they want to change. This stage helps the group to focus the issues for change and find their priorities.

task	activity	resources
Identify issues which are important	Discussion to raise possible things that they would want to change: 'If I had a magic wand I would ...'.	
Developing issues	Map the issues on flipcharts. Use Post-its.	Post-its and pens.
Deciding which issues to take forward	Discussion about the issues that have been raised. Encourage young people to 'vote' for their favourite issues using stickers placed on Post-it notes. Choose a maximum of three issues to take forward.	
SMART changes	Introduce SMART to group. Explain what the terms mean. Divide group into smaller groups with one issue per group and get them to identify SMART categories for that issue. <b>S</b> pecific <b>M</b> easurable <b>A</b> chievable <b>R</b> esourced <b>T</b> imed	Flip chart and pens. Stickers to use as vote markers.

<p><b>S</b> specific</p>	
<p><b>m</b> measurable</p>	
<p><b>a</b> achievable</p>	
<p><b>r</b> resourced</p>	
<p><b>t</b> timed</p>	

### Stage 3 The Challenge

This stage is where the group formulates its action plan. It identifies key people or processes which can either promote or block change and develop a strategy and a detailed approach on how to challenge those who can effect change. The group also decides what their contribution is to supporting the change. The group develops a campaign plan.

<b>task</b>	<b>activity</b>	<b>resources</b>
Plan and action.	Discuss and agree the power of planning.	
What helps and what gets in the way of our SMART change.	Forcefield activity.	Flipchart with forcefield and pens.
Planning for action.	<p>Knowledge is power</p> <ul style="list-style-type: none"> <li>Identify who can help your campaign</li> </ul> <p>What can we do?</p> <ul style="list-style-type: none"> <li>Look at possible ways of achieving your aims</li> </ul> <p>We're in this together – our campaign</p> <ul style="list-style-type: none"> <li>Draw up a plan of action</li> </ul>	Campaign planning sheets.
The challenge. Refine the message to the policy makers.	'In the Picture Poster' exercise.	Paper and pens of different colours or computer with graphics programme.
The presentation. Preparation and practise in delivering the message.	<p>Design PowerPoint slides and/or interactive exercise and practise delivering.</p> <p>'Listen to This' exercise.</p> <p>Be clear to show what you want using SMART objectives.</p>	Poster and PowerPoint.

# The forcefield

## **Aim:**

To anticipate forces which may help and hinder the group in reaching its goal.

## **You need:**

A large version of the forcefield diagram as on the following page, some pens and about an hour.

## **What to do:**

Put the name of the priority for action in the centre of the Forcefield. Above the line, add in the forces that may help you towards achieving it. Below the line add in the forces that may get in your way. The closer to the centre, the stronger the force is. The further out, the less powerful its likely impact on your plans.

You can do this activity as a whole group or in small groups, coming back together to share your findings. You could of course use the Forcefield for different parts of the plan. For example, if you wanted to tackle transport problems for young people in the area, you may have broken that down into different smaller areas, like bike paths, buses and speeding cars.

## **What do you think?**

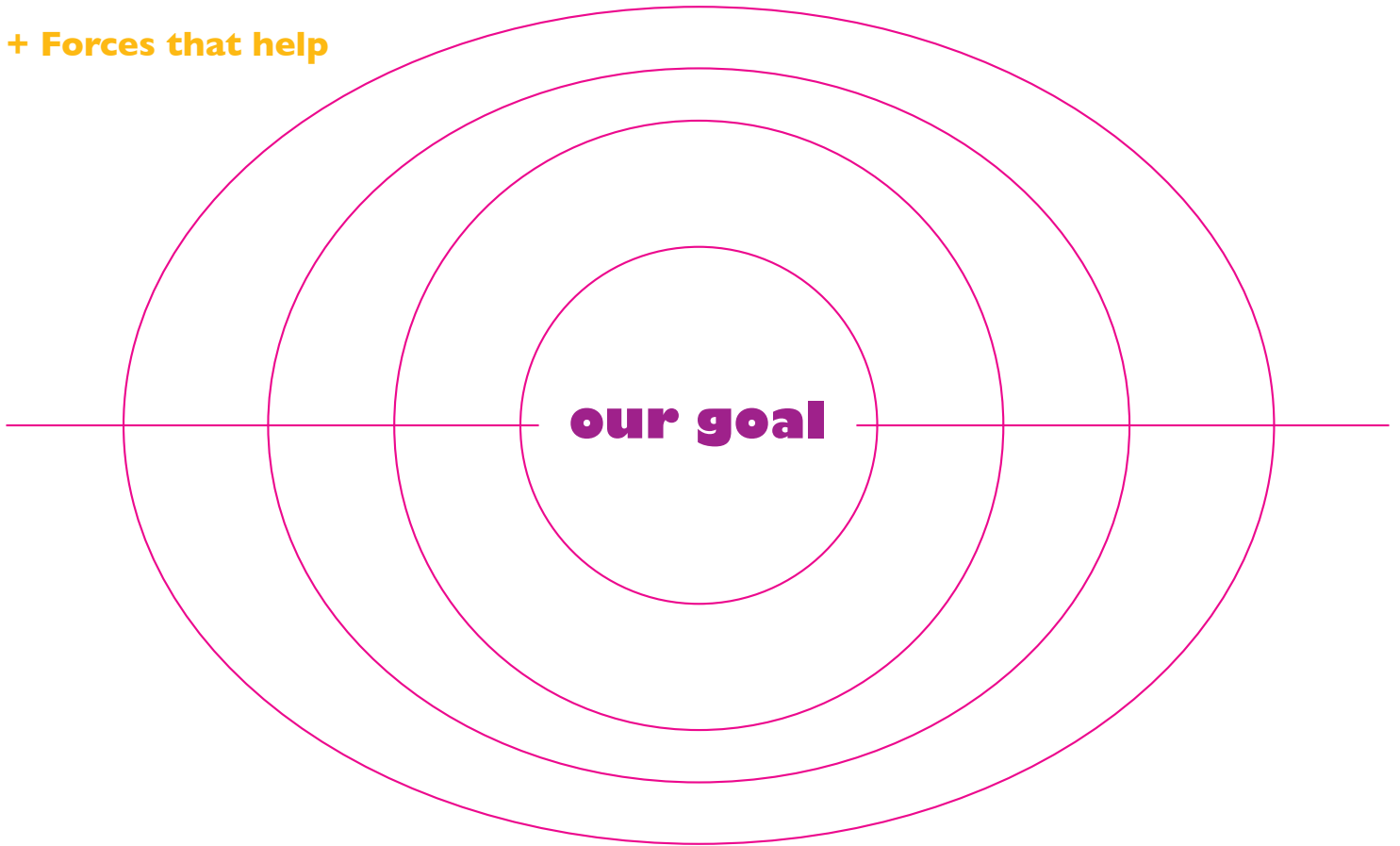
Looking at the forces that may work against you, how can you bring them round or neutralise them? How can you best harness the forces that may be on your side? The aim is to find ways to pull the helping forces closer to your goal and push the hindering ones further away.

## **What next?**

Keep the chart safely and you can come back to it later to check out how you are doing. Did the forces help and hinder your work as you had expected? Were there some forces you had overlooked? Are there new ones that have appeared?

# the forcefield

**+ Forces that help**



**- Forces that hinder**

# Knowledge is power

**Aim:** To gain information about the groups and organisations that may be able to help us.

<b>Fact file</b>
<b>Details of organisation/person:</b>
Name of key contact person
Contact person's details: <ul style="list-style-type: none"><li>• Address</li><li>• Phone</li><li>• Email</li><li>• Website</li></ul>
Main aims
Main concerns
Main areas of influence
Image and reputation
<b>Possible support for us:</b>
Likely things in common with us
Possible differences between us
Support they might give us
<b>Other information:</b>

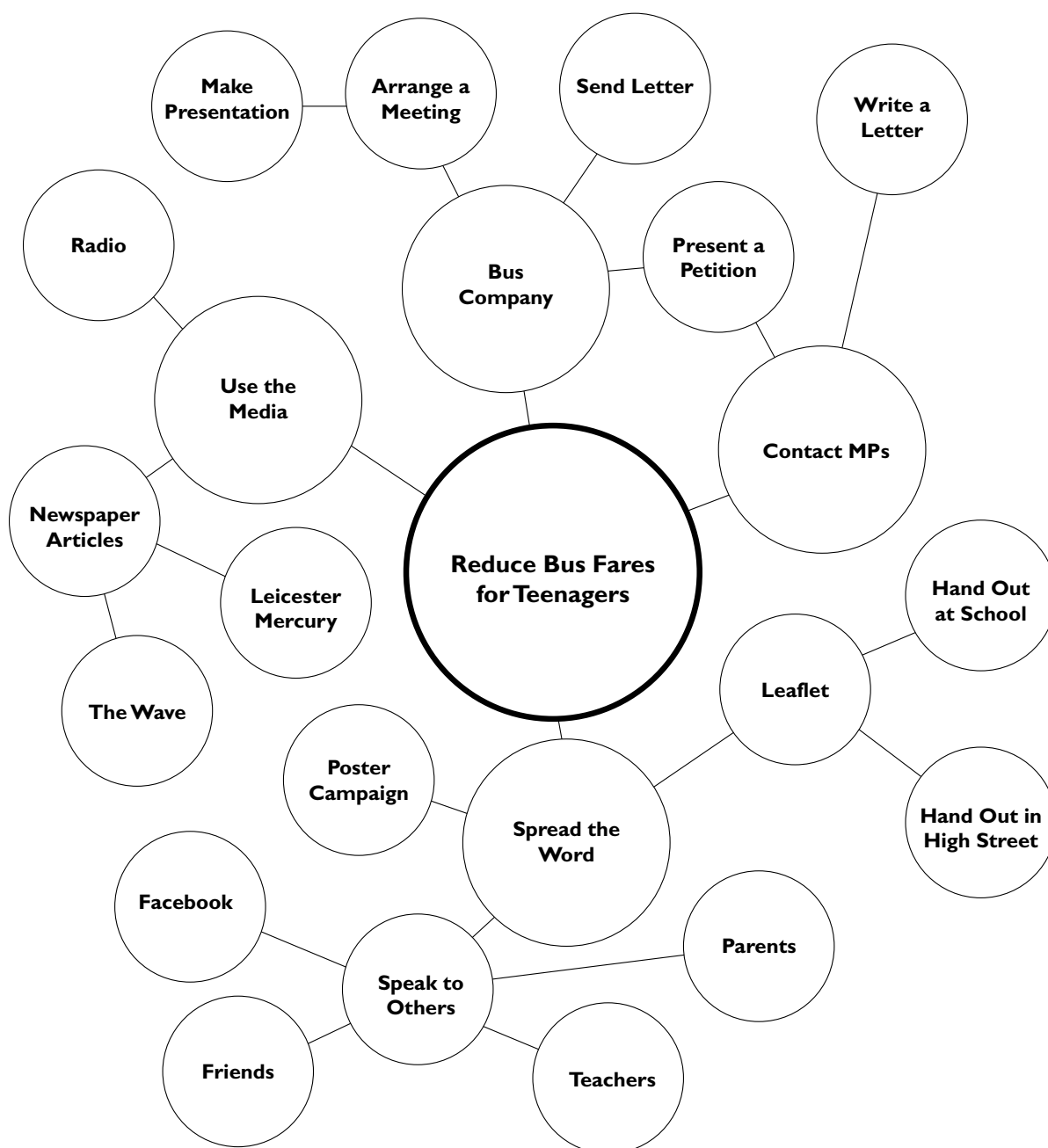
# What can we do? – a mind map

**Aim:** To explore possible ways to campaign for change

Draw a mind-map diagram showing what you could do to take your campaign forward.

Put the title of your campaign in a circle in the centre of a large sheet of paper, and then add smaller circles to show the main things you could do. You can then add in more detail with smaller linked circles.

Below is a campaign plan drawn by a Youth Leadership Team to reduce bus fares for teenagers in Leicester.



When you have finished the plan you can decide which part you want to start with.

Doing one part of the campaign first and then reviewing it is a good way to get results and keep your enthusiasm high.

# We're in this together – our campaign

**Aim:** To agree our campaign plan.

## Title of action or campaign:

Who do we want to contact?

What do we want from them?

What do they want from us?

Action	Who to contact	By Whom?	By When?	Follow-up

## Creating a clear message

If you want to be heard, you need a clear message. These activities help you develop that, using a range of methods for different audiences and occasions. Remember that, while you may find some more applicable to your situation than others, stick with them all as they build on each other and are adaptable to a wide range of circumstances. You can also develop these messages and use them in a social media campaign eg Facebook.

### Activities

- a) In the picture – create a poster
- b) Listen to this – prepare a short presentation

## In the picture

### Aim

To design a poster that will sharpen the group's message and publicise the campaign.

### You need

Paper and pens of different colours, if possible some poster examples and at least an hour. It would be useful to have access to a digital camera and a computer.

### What to do

Now you have a detailed campaign plan, you need to create publicity that focuses specifically on what you want to see changed. A good place to start is by designing and producing a poster about your campaign. For a poster to work, it has to be catchy, focused, easy to understand and memorable. Working on a poster will help you capture the most important things you want to communicate to others. This is not an art competition. It is about your ideas and your message. You can worry about how to produce the posters later.

- a) First, as a whole group, look at any posters you've brought and talk about and note what makes a good one. What makes it catchy? Who's it trying to reach? What age group is it targeting? Is it trying to sell you something, or promote a cause? If it's selling something, what's its message? How much text is there? How are pictures used?
- b) Get into small groups and start work on your own poster. Let your imagination run riot. Get all the ideas out in the open. What's your campaign about? What's your main message? What do you want people to do? How do they contact you? You need to think of slogans, colours and designs and then bring all three together. That takes some serious creativity!
- c) Come back together and share what you've done. Are there a number of similar poster ideas? If so, are these the best ones to take forward into your final version? Perhaps there's one particularly unusual or stimulating idea you want to use. Make sure it gets the message across though. What other information do you need? Contact details are a must. What about website links? Do a mock up together of what you want where on your final poster.

### What next?

Now you have captured your ideas you can decide what to do next – some possible options are:

- Work with a local business or organisation to print your poster for display
- Turn the poster into flyers to hand out
- Adapt the posters for your social media campaign

# Listen to this

## Aim:

To prepare a short presentation.

## You need:

Your poster, paper and pens and at least an hour. A computer with PowerPoint will be very useful.

## What to do:

This activity helps you get your message across by designing a presentation for use in public – at a meeting you have been invited to or one you are running. Many of you will be familiar with using PowerPoint. This is a programme to help prepare presentations, through creating a series of slides. These can be projected or printed for use with an overhead projector.

- a) It is important to tease out key messages for your presentation. In pairs, imagine you are in a lift with someone and have just two minutes to sell your idea. One person 'sells', the other listens for two minutes then you both jot down the key points that came out. Change over and repeat the exercise. Take these points into the larger group.
- b) Now you are ready to prepare your own ten-minute presentation. You will rarely have longer to get your message across. Get into small groups to encourage everyone to share ideas and develop skills. Make sure each group has a copy of the communication methods you have already created. Draw out a maximum of ten key points – and that includes who you are and your contact details. Take up to ten sheets of paper and draw a horizontal line half way down. On the top half, put a heading for each slide with three points underneath and certainly no more than six. Quotes can be powerful but they must be brief. These will be your slides that the audience will see. Add any notes to guide you as you speak in the bottom half.
- c) Come back together, share what you've done and agree the final group presentation together. Or you may want to keep more than one for different audiences. It may now need a volunteer or two to create the presentation on to PowerPoint, but it is worth as many as possible having a go. Follow the simple guidelines below to make sure your presentation does the job. 'Death by PowerPoint' tends to happen when audiences are baffled by technical wizardry, text flying in from every angle, accompanied by distracting noise. Remember to keep it simple. You don't want to detract from your message.
- d) Practise using your slides to present your idea.

## Stage 4 The Campaign

As part of the campaign key individuals in powerful positions will have been identified. This stage gives the group an opportunity to present their ideas to key policy makers and detail the changes that they want to happen. A dialogue follows, with the key influencers and young people together identifying an agreed way forward including commitments from the policy makers. A focussed action plan is drawn up with a commitment to reviewing progress.

<b>task</b>	<b>activity</b>	<b>resources</b>
Setting the scene/preparation.	Re-visit the campaign plan and add any further objectives.	
The presentation prep.	Make sure before people come into the room that you have all the resources you need and the computer is set up and working if you are using it. Write out a programme for the time with who is doing what and when.	Computer, projector, any other resources.
The presentation.	Go for it!	
The dialogue.	Question and answers and joint problem solving.	Facilitator to help the flow of the conversation and get productive outcomes.
The agreed commitment chart.	Fill in chart to show joint commitment – each area to be signed off by policy maker and young person with agreed evaluation.	Chart with sections to fill in Name of contact and details, Name of organisation, Action, By when?, Follow-up, Signature of representative/young person.
Thanks and acknowledging the commitment.	Thank key policy makers for attending, taking the subject seriously and committing themselves to change.	
Debrief.	Short meeting after to debrief. If the meeting has not produced the required commitment agree to meet again to formulate another plan to make the change.	



## Stage 5 What's Changed

The change is reviewed with young people acting as 'inspectors' who will review commitments agreed by key policy/decision makers and write a report to register the change using the What's Changed tool on page 20. What's Changed and What's Changing case studies are completed and entered on the website.

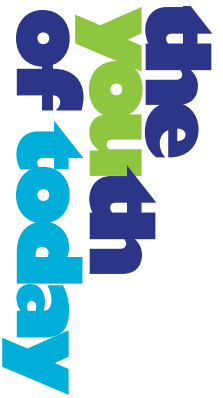
<b>task</b>	<b>activity</b>	<b>resources</b>
Rebond as a group.	Icebreakers Discussion so people 'check in'.	<i>Icebreakers: Hot warm up activities for young people</i> , Vanessa Rogers published by the NYA.
Revisit goals, SMART objectives and campaign plan to see if there has been change.	Meeting of group to assess impact of change.	Original materials and pledges and commitment on chart.
Formally Plan Evaluation.	Use the 'Planning Evaluation' worksheet to plan how to measure what has changed and assign activities to group members.	'Planning the Evaluation' work-sheet.
Pre-review work.	Further work – initiate evaluation as set out in the above plan. Carry out assigned tasks, phone calls, photographs, questionnaires meetings with policy holders to review changes etc. Revisit the commitment chart to see how change was going to be reviewed and organise meetings/contact to check if change has happened. Write a case study using the What's Changed tool.	Camera, questionnaires etc. as decided by group. Individual intrviews/group interviews.
What's next – positive.	From the meetings agree what has to be celebrated – An award meeting/press release.	
What's next – negative.	If change hasn't happened, or the impact has not been as great as hoped/ anticipated decide on your next course of action. Were all the actions completed? If not, why not? Revisit the campaign plan and update this with new actions or those that need to be revisited.	Campaign Plan.

## Activity Sheet – Planning the Evaluation

Evaluation Plan	
Planning Issues	Planning Decisions
What are we going to evaluate?	
What are the questions we want to find answers to? (maximum of 3)	1. 2. 3.
How are we going to present our findings?	
Who are we going to share our evaluation with and how?	

How are we going to gather the information?

Approaches	Question 1	Question 2	Question 3	Who will complete (name of group member or members/whole group?)
Visual – ie. photographs				
Verbal interviews				
Written – ie. Questionnaire				



**What's changed? – mapping the impact of challenge activity**

**1. Name of organisation:**

**Contact:**

**2. The issue raised by young people:**

Evidence from	The Challenge	Action/Campaign	What's Changed
<b>3. Organisation</b>			
<b>4. Children and young people directly involved</b>			
<b>5. Other children and young people and the wider community</b>			

**6. Improved outcomes for children and young people:**

## Completing the tool

- 1** Please write contact details of organisation and lead person.
- 2** Describe the issue that the children and young people raised / have been involved with and when.
- 3** The first row of evidence is from the perspective of the (adult) organisation/project. Describe how the issue was initially raised by or with children and young people and how they made it a challenge (Challenge); how they were involved in planning and action (Action/Campaign); and what is now different (What's Changed).
- 4** This row of evidence is from the children and young people who directly participated in the dialogue and process of change. It should describe their own view on how the issue was initially raised (Challenge); how they were involved in the planning and action (Action/Campaign); and their view on what is now different (What's Changed). This evidence should include direct quotes from young people involved to demonstrate agreement of change having taken place, ie starting 'we...'
- 5** This row of evidence is from others who can understand and agree the change that has resulted from the children's and young people's participation. It is more likely that they will be able to comment on what tangible change can be seen (What's Changed) rather than how the issue was initially raised and became a challenge (Challenge). Again, where possible, please include direct quotes.
- 6** Here you can record outcomes for children and young people.



# the youth of today

The Youth of Today (formerly the National Body for Youth Leadership) is a consortium of leading youth organisations working together to increase the quality, quantity and diversity of opportunities for young people as leaders of change in their communities. Aimed at young people aged 13 to 19, it is led by the National Youth Agency, supported by the British Youth Council, Changemakers, Prince's Trust, UK Youth Parliament and The Young Foundation, and provides opportunities to take youth leadership to a new level, raising the quality of provision and quantity and reach of leadership opportunities available to young people.

Challenge and lead was prepared for The Youth of Today by the National Youth Agency.



The National Youth Agency works in partnership with a wide range of public, private and voluntary sector organisations to support and improve services for young people. Our particular focus is on youth work and we believe strongly that by investing in young people's personal and social development, young people are better able to live more active and fulfilling lives.

Working with young people, we advocate for more youth-friendly services and policies. We have four themes:

- Developing quality standards in work with young people
- Supporting services for young people
- Developing the youth workforce
- Promoting positive public perceptions of young people.

We deliver our work through training and consultancy, campaigning, publishing and online communications. Through our activities we want to ensure that young people have a strong voice and positive influence in our society.

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