

# Advocating for Change

## Lesson Plan 4

2017

### Purpose

The purpose of this lesson is for students to apply lessons learned from Malala's advocacy efforts by designing their own effort to tackle barriers to girls' education.

### Learner Level

- High School

### Time

One 1-hour session

### Required Materials

- Copies of "How Can I Make a Difference" worksheet, p. 11-12 (from: Global Agreements, Grassroots Advocacy: Youth and Governance in a Post-2015 World. Restless Development, Plan UK 2015. <http://cdn.worldslargestlesson.globalgoals.org/2016/07/Global-agreements-grassroots-advocacy-toolkit1.pdf>.)
- Markers, art supplies
- Poster board
- Tape
- Sticky notes

### Lesson Summary

This short case describes the 2012 shooting of Malala Yousafzai, a 14-year-old girl in Pakistan, by members of the Taliban due to her educational activism. Students read about the shooting and reactions from the national and international community and Malala herself. The case examines Malala's shooting within the context of Pakistan and her advocacy work.

### Learning Goals

1. Design a proposal for an advocacy effort that tackles one of the barriers to girls' education discussed in previous lessons.
2. Integrate cross-country data into the proposal to support the recommendations.
3. Reflect on community-level actions that can be taken to empower women and girls in response to these structural barriers.

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# Lesson Plan: Advocating for Change

## Procedure

Pass out the “How Can I Make a Difference” (p. 11-12) worksheet. This handout will help students synthesize the conversations over the past few lessons by summarizing the problem, describing the root cause, identifying barriers to solving the problem, and developing solutions.

**11 ACTIVITY**

### How can I make a difference?

Follow these seven steps to develop your advocacy plan. By combining your personal experience with evidence from the *Partners for Change 2014 Report* this section will enable you to identify how you can have an impact on Post-2015 governance and will guide you to develop an effective strategy to influence change in the Post-2015 Agenda.

**Step 1 - Identify the Issue:**  
Having thought through the challenges to engaging in governance processes, you can work through this problem tree to better understand the issue that you want to focus on. Try separate problems trees for 2-3 different issues.

**Start here:** →

**1. Tree trunk =**  
**What is the problem?**  
*What, where, when?*  
E.g. Young people are underrepresented or excluded from decision-making processes.

**2. Roots =**  
**What are the root causes?**  
*Why do these problems exist?*  
E.g. Adults think young people 'can't' or 'shouldn't' be involved in community-level decisions.

**3. Branches =**  
**What are the barriers to solving the problem?**  
*There could be several cultural, social, political and/or economic.*  
E.g. Mistrust by older people or the perception of youth as violent or as only beneficiaries.

**4. Leaves =**  
**Identify the solutions(s)**  
*What would address the root causes and/or remove the barriers? Be as specific as possible.*  
E.g. Holding a conference with different stakeholders from your district to showcase young people's ideas and present them as valuable decision-makers.

**Bring in your personal experience!**  
Have you been involved in decision-making or governance processes in your community?  
**YES:** What happened as a result and how did you feel during and after that experience?  
**NO:** Why not? What stops you from being involved?  
E.g. being in a student council at school or helping to decide how the budget is used in your local area.  
E.g. My community put money towards building a new youth centre. I understand and have the skills to be part of local governance processes.

Divide the class into small groups, and have each group fill out the handout. Now, imagine that you have the opportunity to pitch a plan for change to a funding institution. Have each group develop a poster that formally addresses one barrier identified in the “How Can I Make a Difference” worksheet. Use markers and other art supplies to create a visually engaging poster that responds to some of the following questions:

- What is the problem?
- What evidence supports the need for change?
- How do you propose to solve problem? What evidence supports your proposed solution?
- What is being done and can be done to make the change happen? What prevents action from taking place right now?
- What specific actions need to be taken?

Hang up the group posters around the room. During this time, every student should receive one sticky note per group (e.g., eight groups mean eight sticky notes per student).

Conduct a silent gallery walk, where students can visit the posters and read about other groups’ solutions to addressing barriers to girls’ education. Students should write on a sticky note a question or offer a comment for each poster. The goal is to end the exercise with a collection of thoughtful comments each group can consider to refine their idea.

Fill out an exit ticket before leaving class:

- What did you notice about the process of making the poster?
- What are some common threads that you noticed among the posters, if at all?