

Beyond the Bake Sale

There's nothing wrong with a good bake sale. Bake sales have been the mainstay of many a school's response to charity appeals for decades – and who doesn't love a cake stall?

Today, however, many schools are looking for ways to engage with issues of global injustice that extend beyond simple fundraising efforts. The Church of England's Vision for Education calls on schools to respond to injustices by supporting pupils to be courageous advocates (see our [Courageous Advocacy Guide](#)). This resource is designed to help you respond to this challenge and is for use for all schools and teachers — inclusive of schools not affiliated with the Church of England.



Beyond the Bake Sale is for any school that wants to go deeper with their pupils and put their learning about global justice issues and global citizenship into action through both fundraising and courageous advocacy. This tool builds on the core principles of participation, learning in action and dialogue, and offers tips to empower pupils to participate in change-making, alongside activity ideas and examples of best practice.

Before you begin

When setting out on a courageous advocacy journey in your school, it is useful to think big, but also important to manage expectations. Recognise that real change takes time, and that the actions you take may not always have the desired or immediate affect you and your class are hoping for. And while it's important to be realistic and pragmatic about 'changing the world,' it is also absolutely the case that small actions can make a big difference.

'Never doubt that a small group of committed citizens can change the world. Indeed, it's the only thing that ever has.' *Margaret Mead*

We have to balance this message of personal action in ways that protect against burn-out and anxiety. It can be very overwhelming, especially for children and young people, to think that changing the world is fully their responsibility. The truth is that change is sometimes slow. And it is usually a group effort, borne of people from across society chipping away at injustice and lighting the way to a fairer world. While we need to manage expectations around how quickly we can change the world around us, we must do so in a way that encourages and inspires sustainable action. Children and young people have a huge part to play in that, as we have seen time and time again, but they should not shoulder all the responsibility for it. Being courageous advocates and taking the journey to create positive change means we each have to develop strong characteristics like resilience, persistence, patience, hopefulness, creativity and courage. It isn't always easy, but it is worthwhile and has so many fantastic opportunities for growth, development and impact.

'The arc of the moral universe is long, but it bends towards justice.' *Martin Luther King*

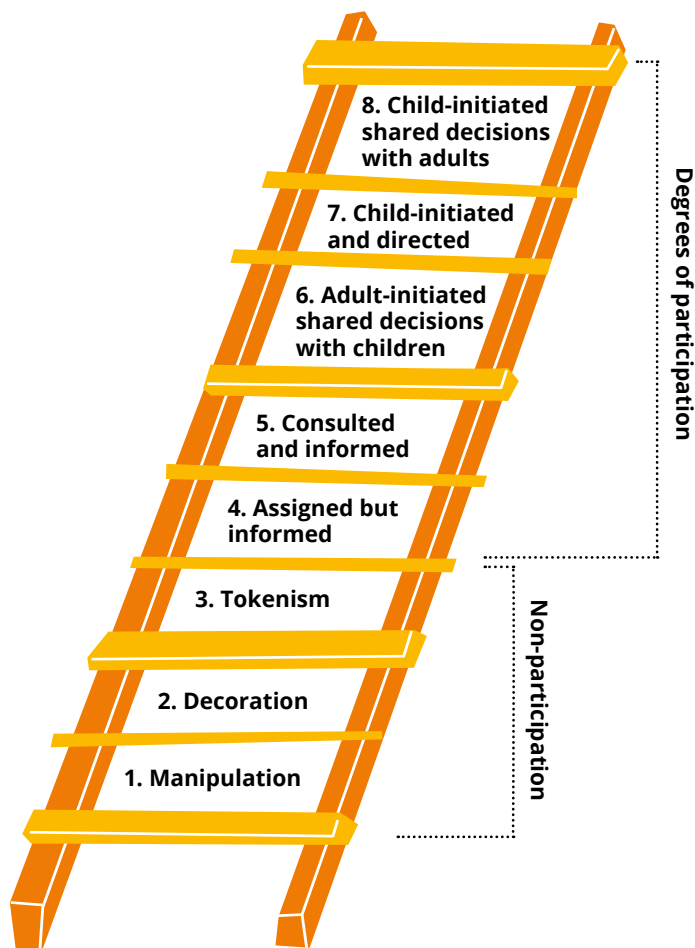


Core principles for fundraising in the context of courageous advocacy

Participation

Meaningful participation in courageous advocacy and fundraising is key. In our experience, it is easy to fall into the trap of making decisions for children and young people, or organising actions like fundraising without the children and young people fully understanding what they are doing and why.

Children and young people need to be on a facilitated journey to develop the skills and knowledge required to be leading decision-making processes and influencing the world around them. Hart's Ladder of Participation is a helpful framework to enable practitioners to recognise the level of participation and empowerment we are currently building with children and young people, and to identify a direction of travel for future engagement. We cannot expect children and young people to all jump to the top of the ladder – and we want to avoid the lowest rungs.



The bottom three steps should be avoided, and the top three steps should be the goal when doing courageous advocacy with children and young people.

Explore more about Hart's Ladder in this short YouTube clip: [Understanding Youth Participation, by SALTO](#)

Learning by doing

Another important principle underpinning active global citizenship and courageous advocacy is about journeying through the whole learning cycle. It is not enough to simply seek to understand issues of global injustice. We must go further, through critical reflection and onto action. And after action, the learning journey doesn't stop. It is vital to continue reflecting and evaluating. Through sustained reflection, each of us – children, young people and adults included – will learn more about the world and about ourselves in the process.

Dialogue

Dialogue is key to enabling the other principles of participation and learning by doing. Leaving space for open conversations is a rich and deep practice that enables children and young people to explore and share their thinking, to test their ideas and shape them together as a group. Active global citizenship, campaigning and courageous advocacy don't have simple straightforward answers, so facilitating exploration is key.

Dialogue will also help to make sure that there are leadership opportunities for children and young people, ensuring they are genuinely engaged in learning and the decision-making processes about how to put their learning into practice.

Your role as educator while exploring themes of courageous advocacy is less to provide the right answers, and more to ask the right questions and facilitate exploration of ideas, and to create space for pupils to listen to one another and different perspectives from their own.

The Global Neighbours scheme sets out the following framework for pupil participation:



At bronze level, pupils will:

- participate in activities that relate to issues of global poverty and climate justice
- take action as a result of having learned about global citizenship themes. Pupils decide how to respond, having evaluated different options.

At silver level, pupils will also:

- investigate the causes and impacts of the situation around which they are taking action and explain how it is preventing people from living a full life
- make decisions about how to take action, having explored possible responses which go beyond a sense of pity or compassion to a concern for justice
- actively participate in planning and taking action against poverty and for a more just

and sustainable world (and be able to explain why this action is important).

At gold level, pupils will also:

- confidently challenge and confront injustice and inequality as articulate advocates for change
- make decisions about appropriate actions after learning about an issue and critically evaluating options for responding
- share responsibility for planning and implementing activities that involve taking action against poverty and for a more just and sustainable world
- evaluate the effectiveness of the action taken and reflect upon the skills and insights they have gained.

(Global Neighbours Handbook p.13)

Fundraising and beyond

Christian Aid's work, like that of many charities, relies on donations from supporters. We really appreciate all donations – large and small – yet fundraising is not the only way to support our work. It is also very helpful when supporters campaign with us, raise awareness of the issues we work on and stand in solidarity with those around the world who are living in poverty. This quote by the late South African and Nobel Peace Prize recipient Bishop Desmond Tutu helps to communicate some of the limitations of fundraising on its own:

'There comes a point where we need to stop just pulling people out of the river. We need to go upstream and find out why they're falling in.' *Desmond Tutu*

We have a moral duty to respond to people in crisis. Thus, fundraising work to help 'pull people out of the river' is important. But it's also our responsibility to 'find out why they're falling in' – to understand the root causes and to try to stop that from happening. When you fundraise for a charity like Christian Aid, most of that money goes into the communities we work with who are living in poverty. And some of this money also helps to make sure that we can join in with churches, supporters, children and young people to help make the bigger changes necessary to tackle the root causes of poverty. This type of work is called campaigning and advocacy. At Christian Aid, we believe that both aid and advocacy are important to affect lasting change.

Good and not-so-good fundraising

Good fundraising with children and young people needs to be understood and contextualised. Before you begin a fundraiser, children should always be clear about what the money they are raising will and will not be used for.

When fundraising is not contextualized from the start, there is a real danger of stereotyping and misleading children into thinking that there is a really simple way to solve a problem for “*poor people, over there*” – an attitude which belittles the complexity of the world and its deeper injustices, and denies the agency of people who are living in poverty.

At Christian Aid, we believe it is important to put the needs, the dignity and the empowerment of the communities we serve at the forefront of everything we do. We also recognise that this is an ongoing journey for Christian Aid, and many others in the international development sector. There is always more to learn and improvements that can be made. We strive to show love and recognise the dignity of those we work with. For this reason, we would encourage you and your young people to think carefully about the pros and cons of different types of fundraising. Some popular models of fundraising – such as sponsoring a child or filling shoeboxes – can be quite problematic because they can prioritise the satisfaction of the donor above the best interests of the recipient.

It might make us feel fantastic to think that we are sponsoring a named child – but do we really understand what impact that might have on the

rest of the community around that child? And it might be really satisfying to fill a shoebox with nice things – but are those things really what a child in a particular context needs? And consider, might it feel patronising for that child to receive a shoebox?

Similarly, when we ‘buy a goat’, do we understand that we are not purchasing a specific goat for a family or community? And, while it might feel rewarding and tangible and capture our imagination as a group in the UK to think that we are sending a particular goat to a community affected by poverty, have we considered the fact that what that community is more likely to need is the resource and decision-making power to buy their own goat or to invest in whatever resource they require at a particular time? And, above and beyond that, have we understood that what they are likely to most need are the bigger components of a just world: a steady climate with predictable seasons, fair trade rules, peace, an accountable government and agency over their own lives?

In all these situations, when we donate, we enter into a power dynamic we likely don’t even recognise. It is important to approach this with some humility and some care, because there are long and complex power imbalances between individual donors and recipients, and between nations with greater and lesser resources. These imbalances can sometimes be harmful, especially if they foster a sense of ‘saviourism’ on the part of the giver.

Partnership, not saviourism

At Christian Aid, one of the most important principles that underpins our work is *partnership*. We work through local partners who already run projects in communities and who understand the politics, culture, languages, history, context and particular needs of the most vulnerable people in these communities. Just as in the UK, it takes

local expertise and knowledge to know what is most needed to help empower people in poverty and to solve problems in a community. This is why Christian Aid never ‘sends people in’ to fix a problem. We work with the people who are already living in the countries and communities and can tell us what is needed.

A 'beyond the bakesale' approach

Christian Aid has always recognised that fighting poverty requires a two-pronged approach. We need to support and assist people living in poverty right now through practical needs-based projects financed through fundraising. But we also need to challenge the systems that manifest poverty by campaigning to change things that are unfair and harmful. Christian Aid works *both to pull people out of the river and to stop them from falling in*. We would encourage you to think about these things when you engage in fundraising, and to go 'beyond the bake sale' by integrating fundraising into a deeper learning and engagement process that also looks at the bigger issues and explores how the injustices that underpin poverty can be challenged.

Fundraising can be a great gateway to go deeper into the issues, to share that knowledge with others and get creative in influencing others. Raising money for an issue you care about is a great opportunity to raise awareness too.

Fundraising checklist:

Here are some helpful questions to ask before you begin fundraising with young people:

- How well do the children and young people really understand the issue at hand?
- Does your group know how your fundraising will contribute to genuine change?
- How are the children and young people involved in planning and delivering your fundraising activity?
- How will your fundraising lead to other activities such as courageous advocacy and change-making?
- How could your fundraising activity involve the wider community?
- How can your fundraising educate and influence others? What ideas do your pupils have as to how they can share key information and their learning?
- How else could the children and young people respond to their learning?

A couple of creative ideas for fundraisers

Instead of a bake sale, could you get creative and hold a *craftivist* sale? Using our craftivism guide, make things with a message. It could be hankies embroidered with a powerful message, art with meaning or key rings created out of recycled materials – the only limit is your creativity. Try to make sure the items you create reflect the issue you care about.

Similarly, if your class has been learning about an issue on which they want to take action, why not get creative and make some postcards with meaningful art about this issue and sell them to friends, family and maybe the local community at the church. A creative fundraiser can raise money for a chosen cause, as well as help raise awareness on the issue and educate others!

Why not celebrate cultural diversity through food? Food is a vital part of culture, and instead of a bake sale, you could get a wider community involved sharing foods from different cultural backgrounds. Celebrating diversity is a foundational building block when exploring global justice.

The children and young people you work with will also have loads of great fundraising ideas — be sure to engage them in the planning.



Activities

It's important for children and young people to know that their voices matter, and that they can play an important role in campaigning and fundraising. Activities, like those provided below, can help children and young people recognise and understand their own potential to affect positive change.

Idea 1: young activist matching

Match a set of three photos of young activists to their names and their accomplishments.

1. Greta Thunberg – Climate change activist who has travelled across the world using buses, trains and boats to speak to world leaders about the climate crisis.
2. Malala Yousafzai – A young activist from Pakistan who has campaigned around the world for girls' rights to education and has won awards, including the Nobel Peace Prize, for her work.
3. Vanessa Nakate – Climate justice activist from Uganda who has inspired thousands of young people.

Questions for conversation:

- **What did you notice about all of the individuals?**
 - They are all young – you don't have to be old to make a difference.
 - They come from around the world – you can influence issues no matter where you are in the world.
 - They are all courageous – we can learn from each of them that our voice with a bit of courage and support from others can make a huge difference.
- **Why should adults listen to children about big issues like climate justice?**
- **If you could change one thing in the world, what would it be?**



Idea 2: cutting through the noise

In your classroom, play something to create background noise (eg, white noise or soft music). With the noise playing, quietly give instructions to the pupils for a task so that only the pupils at the front can hear you. The pupils will have to pass the message backwards to the rest of the class.

After the message reaches everyone, explain that in a busy world where lots of people have their own agendas, one voice alone can be easily ignored. However, when we work together, and when we find a good and positive message to share, we can make sure we are heard by all!

Idea 3: role play

Some of the approaches to change-making that are explored in this resource can be practiced and refined through role playing. You can role play positive communication, meetings with your local political representative, conversations with family and friends, or interactions at a fundraiser or a presentation. Role play is a great way to explore different perspectives, practice communication skills and build confidence. It can also help prepare children and young people to think about the kinds of responses they might get, and how they might respond accordingly.

Idea 4: watch and reflect

Watch one (or both) of the two suggested video clips below from Kid President – all grown up. Both are powerful messages about the importance of young people in making the world a better place. They can be used to provide a spark for thinking and talking about the roles we can all play in our communities and beyond.

Kid President – Travel show, episode 2, Selma (7mins)

Kid President – Another pep talk (2.5mins)

Questions for conversation:

- **How do you feel after watching the video?**
- **What do you think about every generation owning the responsibility to leave the world a better place than we found it?**
- **What are some of the ways we can help make positive change**
 - in school
 - in our local area
 - elsewhere in the world?

Idea 5: a vision for change

Ask the children or young people to draw or make a collage of what they think the world *should* be like. Encourage them to dream big.

Once they have made their creative artworks, invite each pupil to share their picture with the class. As the pupils present, help to identify any common themes that demonstrate there are others who hope for the same things for the world and that we can work together to make these a reality.

If you want to take this idea further, create a display board in your school corridors or hall for other classes and/or parents to see. The pupils could write a brief explanation to accompany their artwork that summarises these hopes and why they care about the issue presented. This could even be a platform for the school and parents taking action together.

The final step of this activity is for everyone to think of one tiny thing that they can do today or this week to help make the world more like the place they want it to be. It is okay to begin with a very small action. Share this perspective.

You could also share these thoughts for inspiration:

‘Be the change you want to see in the world.’

Mahatma Gandhi, political leader

‘What is it you plan to do with your one wild and precious life?’

Mary Oliver, poet

‘I am only one, but still I am one. I cannot do everything, but still I can do something; And because I cannot do everything, I will not refuse to do the something that I can do.’

Edwin Osgood Grover, American publisher



Everyone can change the world when they start with the world around them.

Idea 6: a global perspective

As we journey with children and young people to create a world in which they want to live, rooted in notions of justice, it is important that our perspective isn't limited to our own locality. Consider giving 10 to 15 minutes a week for your pupils to explore appropriate news stories from around the world. As part of the time, give space for the children and young people to ask questions or to share their feelings about what is going on in the world beyond our immediate experience. Be sure to seek out and provide different perspectives over time.

Questions for conversation:

- **What have we seen going on in the world that is good?**
- **What is going on in the world that we think is bad?**
- **Are there any links or connections you have seen between what is going on elsewhere in the world and our life here in the UK?**

Idea 7: celebrating diversity

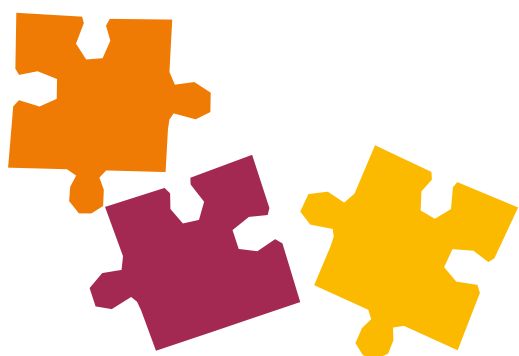
Like most things in life, courageous advocacy is enriched by diversity. Diversity of experience, perspectives, identity, skills and talents. Each and every one of the children and young people you work with has something unique and wonderful to bring to the table. For this activity, provide each person with some post-it notes and a pen, and invite them to put their answers to the prompts on one post-it note each.

Prompts:

- **Something you see in someone else that you want to celebrate (this could be about who they are or something they do).**
- **A skill that they have which they think they can use for the betterment of their community**
- **Something about themselves that makes them special**
- **A skill/talent that you would like to develop that can enrich the lives of others**

Once you have finished, collect the post-its and stick them to the whiteboard. Highlight all the wonderful and amazing things that people bring to the table. Be sure to note that all of these wonderful things that make us different from each other also make us stronger as we seek to make positive change.

Note to facilitator: *this activity isn't about singling out individuals as 'different' but rather celebrating that regardless of who we are we all bring our unique experiences, perspectives, skills, and identity to the table. We want to stress that this activity shouldn't be used in a way that causes individuals to feel marked out as different from their peers.*



Courageous advocacy toolkit

Campaigning with local politicians (and other community leaders)

Learning how to effectively engage with local politicians and community leaders can be important for making change at a local, national and global level. In this section of the toolkit, we will cover some ways that you can support children and young people to engage with local politicians.

It is important that schools are mindful of the requirement to be politically impartial. This does not mean that your pupils cannot, or should not, engage with politicians and other decision-makers, or that you should shy away from discussing any issues that have political aspects. At the end of the day, all important issues have *some* political aspects, and a central part of a child's education is to understand the key issues at play in our world and their rights and responsibilities in relation to these. We are trying to embed courageous advocacy, after all!

It is important to present a balanced range of views where appropriate, noting that you do not have to be drawn into false equivalences or try to balance every possible viewpoint (eg, it is perfectly acceptable to present climate change as a fact, without giving airtime to climate deniers). A good rule of thumb is to consider the question: 'Is there more than one widely held viewpoint about this, and is it important for my pupils to understand that?'

It is also very important that you are not partisan in your teaching (ie, conveying your own party-political views). But you can absolutely encourage your pupils to engage with their local and national politicians. Many schools have done so to great effect and found it incredibly empowering for pupils and an important part of political literacy (eg, exploring British values around democracy) to understand that decision-makers are accountable to their constituents –

including young people – and that we can all attempt to influence politicians' positions and decisions on issues. Experiencing that political interaction first-hand through school can

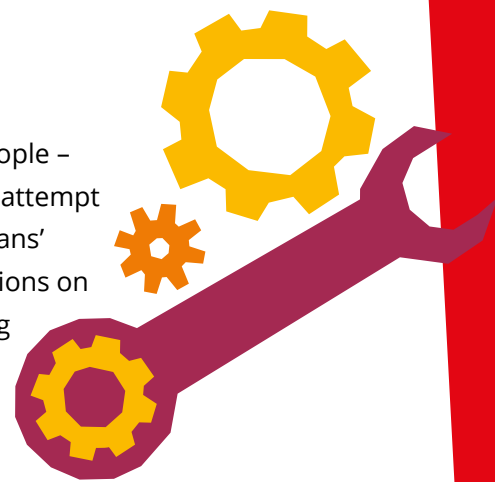
genuinely change the way pupils see themselves in the world and transform their understanding of their own relationship to power and decision-making. The important nuance for us is that it should always be the pupils' own, informed views that are conveyed. At no point should children be used as a vehicle for conveying someone else's point of view.

Suggestions for political engagement in a school context:

Political engagement should:

- encourage pupils to think widely and deeply about issues (asking 'Why?')
- empower pupils to understand political processes and their own rights and responsibilities in society
- encourage pupils to think of creative solutions to problems (asking 'What can be done about it?')
- equip pupils to identify where power is located, who their political representatives are and how decisions are made (asking 'Who has the power to change this and what is my relationship to them?')
- enable pupils to express themselves confidently, courteously and articulately to decision-makers and others.

Some of the engagement tools for local politicians can also be used to engage with local community leaders, such as business owners or



local church leaders. Community leaders can be particularly helpful if you are trying to get wider support for your campaign and advocacy.

As your pupils engage with politicians, be sure to remind them that while a politician's job is to represent us, this doesn't mean you can boss them about! Members of Parliament are elected

by the people in their area – which in politics is called 'a constituency'. Obviously, people living in an area will have lots of different views, so a politician's job isn't to just do what you tell her or him to do – it is to listen to the views of local people and then to make an informed judgement as their representative.

Some ideas to get your pupils started with courageous advocacy



Courageous advocacy idea 1: get to know your local politicians

Using the website [theyworkforyou.com](https://www.theyworkforyou.com) look at the issues that your local MP is passionate about and their voting record on the issue you want to explore. Are they already working on the issue you want to take action on? Are they for or against the actions you would like to see? This will help shape any interactions you have with them. Are you asking for further action? Are you asking them to change how they have voted in the past?



Courageous advocacy idea 2: write to your local MP

Introduce your pupils to the practice of letter writing to their local MP in five easy steps.

Step 1: get learning

Courageous advocacy is all about informed action. For any courageous advocacy, it is vital that children and young people are learning about and critically reflecting upon the issue and the potential solutions.

Step 2: get thinking and get creative!

Next, it's important to put learning into action. What do children and young people want to say to the politician to whom they are writing? (This could be your local MP/MSP, or your children and young people could also choose to write to a relevant government minister or a local councillor.) An important part of the learning

step is to find out who holds responsibility for different levels of issues.

For example, if you want to raise issues about the management of your local allotments or dog poo bins, it is likely to be your local town or parish council who is responsible. An issue with your local roads would be the responsibility of the county council. A planning issue would fall under the remit of the district or city council. You can approach your MP to encourage them to reflect your views on all sorts of issues, from local, to national, to global. And for some big things, it is likely to be useful to think about writing to the relevant Minister or their department in the UK Government.

You may also want to think creatively about what else you can send along with your letter. You could make something using the ideas from the section of this resource guide on craftivism.

Step 3: get writing

Before your pupils pick up their pens to write a letter to the decision-maker(s) identified, we suggest bringing the children and young people together into groups to discuss how and what they will communicate (use the bullet points below as a guide). Individuals and groups can share their ideas, and the class as a whole can pick the key ideas and points to focus on. Your job will be to manage expectations and help keep the conversations focused; striking a balance between



ambition and vision, and what is practical.

In discussion, facilitate the group to think through how they will communicate the following points:

- Who are you? What is your story?
 - Why are you writing to them?
 - Who is the wider group of people you are representing?
- What is the role of the person to whom you are writing and why might they be able to help?
- How do you want to present the issue you are addressing?
- What course of action do you want the politician to take?
 - Is there an upcoming event or decision-making moment?
 - How do you want them to hold the government to account?
 - How do you want them to vote on a particular issue?
 - Do you just want to make them generally aware that this is an issue you care about?
- What have you learned about persuasive writing that might be useful in writing your letter?

Remind the children and young people to remember to be polite and respectful as this is not only the right thing to do, but it also is much more effective when communicating. Also, it is important to remind the pupils to be sure to provide an address for further correspondence and make it clear that they are looking forward to a reply.

Step 4: send and share your letters

Your pupils can easily pop a letter in the post, but if you are able, your class could also hand deliver the letter(s) at the local constituency office or other meeting place of your decision-maker.

But why stop there? Who else can you share your learning journey with? Could you share the story with the wider school, the local community or even local papers? We would also love to hear

about it: schools@christian-aid.org

You can also get in touch if you have any questions or need some advice to get you started!

Find out more about sharing the story wider using the ideas in the communication section of this resource.

Step 5: wait for a reply

Hearing back from your politician can take some time, but if your pupils have remembered to include an address for further correspondence, local councillors and MPs/MSP should reply within a few months. In the meantime, have a look at some of the other ideas to continue the courageous advocacy learning cycle with the children and young people with whom you are working.

When you do get a reply, be sure to make space to explore what your local decision-maker has said with the class. Did you achieve what you wanted? What have you learned from the process and the reply? Is there a follow up action? Can you meet your local MP/MSP in person? Maybe invite them to an event at your school that showcases the subject.



Courageous advocacy idea 3: meet with your local politicians

Meeting your local politicians is similar to writing to them – it is really important to prepare appropriately. Again, you will need to begin by considering what you want to say and why. You may want to consider how you want to say it as you will have the benefit of being in person. Do you want to create/perform something to illustrate your point? Ensure that children and young people are involved in the preparation to meet the local politician, and identify key roles and responsibilities.

It is important to be clear about what you want your local politician to do. It is also OK to be direct in asking for a response and commitment to action, so long as it is politely conveyed and



it reflects the pupils' own views on the matter (see political impartiality guidance above). You may find that your local politician will make a non-committal answer. It can take a lot of courage, but it is OK to be direct in re-asking for a commitment or a simple yes or no answer.

Meeting and writing to your local politicians are great ways to build a relationship between them and your school. If done well, it can be the beginning of a fruitful relationship that adds value to the life of the school and important learning about citizenship for your pupils. A good relationship can really help to achieve the outcomes you are hoping for (although this is not guaranteed).



Courageous advocacy idea 4: communication

How we talk to others matters! If we would like to persuade others of the importance of the issues and actions we care about, then we need to think about the best way to communicate. Campaigning and activism aren't about being the loudest voice in the room. Influencing others isn't only about speaking. Good communication skills are key to influencing others. To effectively persuade others, it is important to ensure we are listening to them and understanding the intended audience – be it the wider school, family or local politician. We can put ourselves in their shoes, we can ask questions and listen to them to better understand their priorities and concerns.

Encourage your pupils to think about who we are trying to influence and how we can communicate well with them.

Possible audiences to think about:

- staff and school leadership
- family
- friends and the wider school community
- local politicians
- local papers
- others?

Spend some time with pupils thinking about different audiences and how we might communicate with them differently. What skills do we have that help us to do this well?

Local papers love stories involving schools! Do get in touch with your local papers to let them know what you have been up to and see if they want to cover it. Remember to take pictures (with relevant parental permissions) as this will make your story much more attractive to local media. Really great ideas might even generate the interest of local TV. And of course, don't neglect to share what you've been doing with the school community as well via your newsletter, website and social media channels.



Courageous advocacy idea 5: craftivism

Craft + activism = craftivism

Crafting can be a great way to help your pupils explore their thoughts and feelings on issues of justice and make a powerful statement at the same time. It's not only about what you make, it's also about the process and what you do with it. Creating something can provide space for children and young people to reflect on and think about the chosen issue and can help bring into focus what the children and young people would like to say.

As always, it is vital to ensure that children and young people engage in craftivism as a form of informed action. Try exploring craftivism in response to someone's story of experiencing injustice – using the reflective time to explore and experience empathy.

The aim of craftivism is to create something that communicates about the issue you are wanting to take action on. Abstract art is great, but it may not help to make the point you wish to make. Craftivism isn't art for the sake of art, but a way to communicate feelings, hopes and awareness-raising around the issue the pupils have chosen.

Three quick ideas for using craftivism:

- 1) Could your group's craftivism be given as a gift to your local MP (or Government Minister) alongside a letter? This can help establish a positive relationship with decision makers. [Read a case study](#) from a school who used craftivism to build a relationship with their local MP.
- 2) Could you use craftivism more publicly by hosting an exhibition – maybe in the school hall or in a local church? This can be a great way for children and young people's voices to be encountered and heard by others.
- 3) Could you use craftivism as a part of a fundraiser – instead of selling cakes, what about selling your courageous crafts? (For more information on this, see the fundraising section of this resource.)



Courageous advocacy idea 6: petitions

Petitions are a useful campaigning tool. They are a way to gather people power behind a particular call for action or a policy you want implemented. There are websites such as [change.org](#) where you as a class or a school could start a petition about the issue you care about.

Change.org features some great case studies of petitions that have performed well – with plenty started by children! These examples may help you to think about doing your petition well. Remember to make sure your petition is clear and easily understood by your intended audience.

Invite your pupils to think about:

- What is the issue?
 - Is it local, national or global?
Who are you trying to influence – local council? local MP? national government? a business?

Thinking about your intended targets, are you targeting a local business, your local council or

an MP? What do you want them to do? How will you deliver your petition to them? You may want to consider how giving your petition could be accompanied by craftivism or a good letter.

Who is your audience? If it is a local issue, then your audience is likely to be local community members. If it is a national issue, then you have a bigger potential audience, but you also will need to get more people involved to be noticed!

- How will you share and amplify your petition?

Who else will be interested in your petition and how can you get it to as many interested people as possible? Could you partner with your local church or wider community? If your target is beyond your community, are there any networks you could share your petition with? How can you share your story? Why should others be interested and care?



Courageous advocacy idea 7: protests and demonstrations

Part of change-making is being visible advocates for change. Peaceful protests can be a powerful tool for showing a popular demand for action and change. There have been lots of great examples of powerful protests that have helped raise public awareness on issues and have influenced decision makers.

As you will have seen, the school strikes for climate around the world have played a key role in raising awareness and triggering debate among the general public and decision-makers in the wider climate movement. These strikes also have demonstrated the powerful leadership of young people and their ability to campaign for change. You may want to consider with the children and young people you work with, about what it means to support a cause and

whether it is appropriate to attend a protest or march. Before you take this action, consult your headteacher and consider the parental response as well as prioritising safeguarding questions. The decision to support children who want to take this sort of action should always be a dialogue between school, parents and pupils, and will depend on context.

There are also opportunities for young people to attend actions like mass lobbies. This is when thousands of people all meet at Parliament and invite their MPs to come and listen to them voice their opinion about an issue. Christian Aid, as a member of The Climate Coalition, for example, helped to organise a mass lobby of Parliament.

Creative evaluation

Evaluation is an important, and often forgotten step in the courageous advocacy process. As previously mentioned, courageous advocacy requires resilience and perseverance to carry on. Change doesn't happen overnight. And because change can be slow, evaluation is crucial to maintaining our efforts, celebrating what we have achieved and planning for the future.

Evaluation also is a learning tool, that helps us and our pupils to better understand our successes and our failures. Evaluation enables us to build on our strengths, improve our weaknesses, and identify what we have achieved and what we have yet to achieve. Evaluation is not only a tool to look back at what we have done, but also helps us look and move forward with new knowledge at what we need to do next.

This kind of evaluation helps us talk about our stories, experiences, feelings, learnings and how we can share them together. It is not only about measuring whether we achieved what we set out to achieve, but it's also about considering what skills have been developed, what we did that we hadn't done before, what we learned about ourselves and what we learned about the issue

At events like these, there can be designated school zones. Attending a mass lobby can be a learning opportunity alongside civic engagement.

Things to consider if planning to attend a peaceful public protest:

- Have you done a risk assessment?
- Do the children and young people know what to expect?
- Do the children and young people understand the issue and what they hope to achieve by attending?
- Is the wider school community supportive?

and the change-making process.

Evaluation should be fun, imaginative and shared. Consider a creative approach to evaluation utilising one of the following ideas:



- Art is always a great medium for reflection. Invite the children to create a collage that responds to a question or captures their story of the campaign so far.
- Integrate role play as a part of the reflection process. Role play can be particularly useful for thinking about particular situations and how we wanted them to go, or what we would do differently next time.
- Ask the class the question: How will we know if we have achieved our goal in a year's time? Have them answer by writing a mock news article about your campaign results.
- Set up some signs around the room that say 'strongly agree', 'agree', 'disagree',

'strongly disagree' and ask the children questions and let them move to the area that reflects their answer and ask them why.

- Create reflective stations around the room, asking the children to spend some time at each one and consider the question in front of them and to write down or indicate their answer in the quiet.
- Create a timeline of your actions and achievements that acknowledges young people's contributions, as well as casting an eye to the future and looking at what we did and will do along the way. You could include things like: we did a lesson on an issue, we engaged with an expert, we spoke to others in our community, we wrote to our local politician, etc. Courageous advocacy is not only about the 'action' but also includes all the things we do along the way.

In your creative evaluation, have your pupils consider these key questions:

- Did we achieve what we set out to achieve? (It's normal for the answer to be 'no' or 'not exactly what we thought we would'.)
- Did we learn any new skills?
- Did we learn anything about the world and about each other?
- Did anyone do something for the first time? (eg, leading, planning, public speaking, etc.)
- In one word, how do you feel about what we did? Why do you feel that way?
- If we were to do this action again
 - What would you keep the same?
 - What would you do differently?
 - Is there a role/activity that you didn't get to do but want to do moving forward?
- Is there something we can do together to keep us moving towards our original goal/aim?

Conclusion

We appreciate your care and your efforts as you unpack these ideas and explore courageous advocacy. It is a rich and deep area for schools, and we feel there has never been a better time to think about how we engage with and think about our global neighbours, how we interrogate our own responsibilities, how we understand the historical drivers of injustice, and how we shift the focus from charity to justice in order to play our part with integrity and humility in forging a fairer future for all.

If your school is exploring what it means to go 'beyond the bakesale', it's likely that you would be a good candidate for a Global Neighbours Award. If you've not already applied for an award, you can find out all about this accreditation scheme at caid.org.uk/globalneighbours

We would love to hear from you. Please let us know what you have been up to and feel free to ask us any questions or send us any comments at: schools@christian-aid.org

