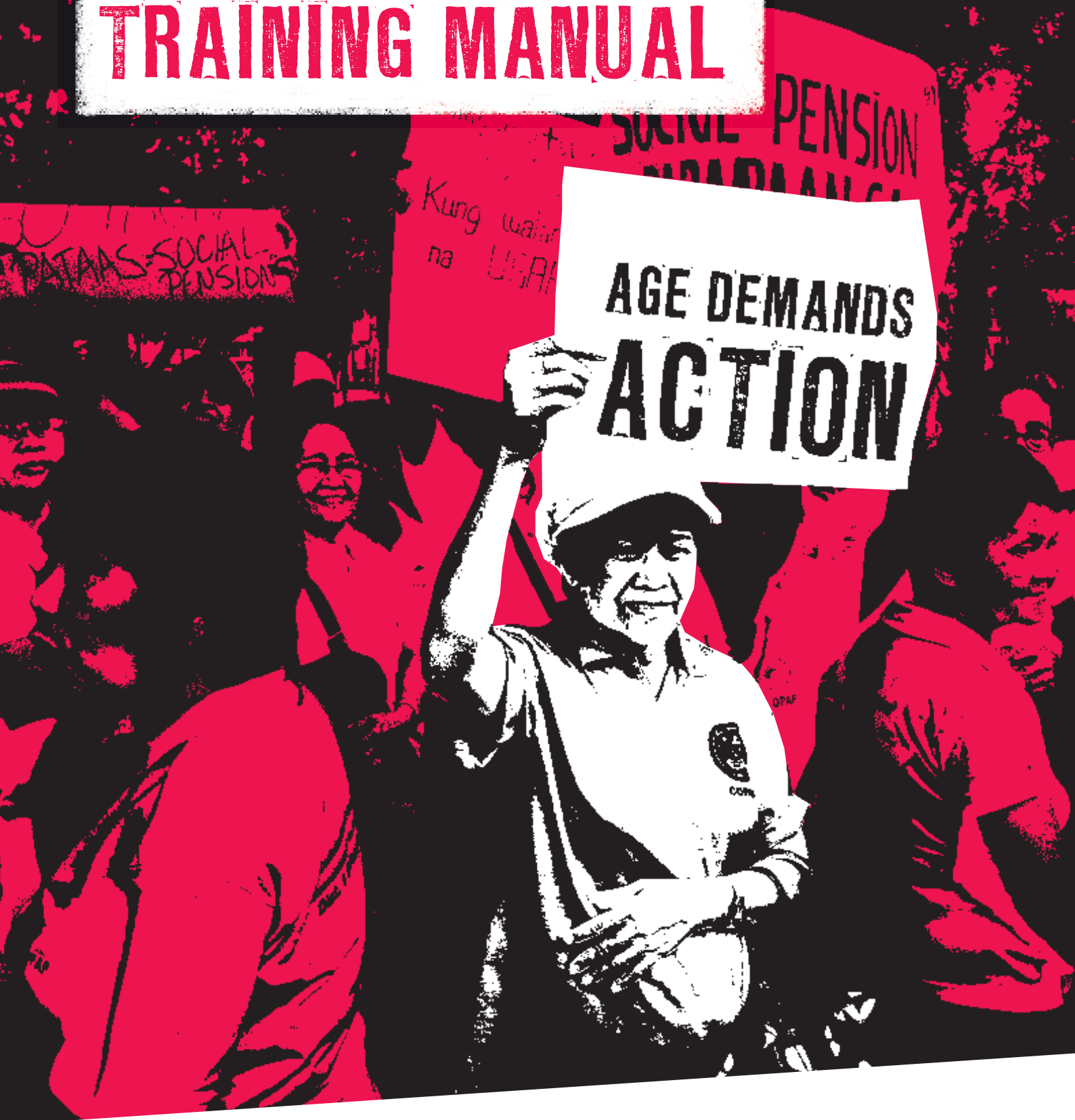


ADA CAMPAIGN TRAINING MANUAL



ADA
Age Demands Action

HelpAge
International
global network

Age Demands Action is a HelpAge global network campaign

HelpAge International helps older people claim their rights, challenge discrimination and overcome poverty, so that they can lead dignified, secure, active and healthy lives.

ADA CAMPAIGN TRAINING MANUAL

Published by HelpAge International

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INTRODUCTION TO THE MANUAL



WHY DEVELOP OLDER PEOPLE'S CAMPAIGNING SKILLS?

In the past few years there has been a huge increase in the number of older people's groups and organisations taking part in campaigning activities on issues that affect their lives, in all parts of the world. Older people have participated in round-table events and marches, have given media interviews and have formed delegations to government representatives. Many of their campaigning activities have supported practical projects in order to build pressure for longer-term changes to national policies. Many of their activities have taken place as part of HelpAge International's global Age Demands Action (ADA) campaign.

In 2012, HelpAge International conducted a review of older people's participation in campaign work. Feedback from older people highlighted the need for training and practical skills to enable them to plan and implement campaigning activities, and to learn from their experiences of campaigning so that they can be even more effective.

In response to that review, HelpAge International supported a number of partners and affiliates to organise their own training workshops on campaigning, and to share the materials and methods they used. Reports from these sessions helped determine the structure of this manual. The content draws on tried and tested theories of campaigning within the not-for-profit sector.

PURPOSE AND STRUCTURE OF THIS MANUAL

This campaign training manual takes as its starting point the belief that older people are the best advocates for change on the issues that most affect their lives. It aims to strengthen older people's knowledge, skills and confidence to grow as campaigners and change their communities and societies for the better.

The 10 units are set out in a logical order with each unit designed to be stand-alone, so that you can work through the whole sequence or mix and match them according to participants' needs. Each unit has exercises (with suggested timings), followed by a series of handouts. See the key to symbols below, to help you navigate the manual.



Time needed for each exercise



Small group work



Materials needed



Handout



Checklist



Note



We hope the manual will be a useful, practical tool for a wide range of individuals and groups – including older people’s associations and groups who want to engage in campaigning at local, national or international levels, as well as facilitators and trainers working with older people’s associations and groups, community-based organisations wanting to advocate around issues of concern for older people, and the broader HelpAge International network, with all partners and affiliates.

YOUR ROLE AS A FACILITATOR

The manual has been produced to help facilitators in any of the HelpAge network’s localities to run training sessions with older people, many of whom are already likely to be part of a group or a member of an older people’s association. Older people who take part may be at very different stages of learning about, planning, or doing campaigning. Because of this, you are encouraged to undertake a needs assessment in advance of any training sessions. Allow yourself half a day for this so that you can identify participants’ needs in relation to the content of each unit, in order to design the most appropriate content and process for your training session(s).

You can select the sessions and exercises that best suit the needs of your participants. For example, your group may need to develop a deeper understanding of what campaigning is and what it involves – in which case Unit 2, “Introducing campaigning”, will be the best place to start. If the group already has some knowledge and experience of campaigning but wants to work on identifying and sharpening campaign objectives, you can start with Unit 6, “Setting your campaign objectives”. Alternatively, they might benefit from practising media work – in which case you can refer to Unit 8, “Communicating your campaign”. Or you can work through the manual as a whole from start to finish.

In Appendix A, you will find guidance on how to facilitate sessions (keeping the needs of this target group in mind) including tips for energisers and building a positive group spirit, and methods for monitoring and embedding learning.

PLANS FOR THE MANUAL

The training and learning that develops from using this manual is intended to play a part in building a global network of Age Demands Action leaders standing up for their rights (refer to “Profile of an Older Person Campaigner” in the handout section). It is offered in support of older people becoming activists on ageing issues and passionate advocates for change in their countries. The manual aims to support initiatives that contribute to realising one of the broader aims of the ADA campaign – to establish a UN convention to protect older people’s rights.

The manual plays a small part in the wider endeavours of the ADA campaign to build the capacity of older people as campaigners to support national and global actions that promote a more equitable and inclusive development environment.

HelpAge International is committed to supporting and monitoring the manual’s use and to linking learning between the groups, associations and organisations that use it.

APPENDICES:

A. NOTES FOR FACILITATORS

B. EVALUATION QUESTIONS

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APPENDIX A:

NOTES FOR FACILITATORS

APPENDIX A

Notes for facilitators

You and your participant groups are working together to increase older people's ability to act on their rights through campaigning work. It is a special opportunity, and one that we are glad you are taking up as a facilitator. Using this manual relies on some previous experience of campaigning and, ideally, experience in working with older people.

Remember to acknowledge and appreciate the depth of experience in this target population of older people. It helps if you are able to anticipate some particular elements involved in enabling older people to make the most of these training sessions, based on experiences with piloting the manual. Please be aware of the following:

- **Potentially low literacy levels:** (eg, all participants in Cambodia's pilot training group were educated to primary level only). Make sure you are aware of each participant's level of literacy and education. Set up mixed groups and pairs so that more literate participants can help less literate ones. Link less literate people with a buddy to explain any written materials. Take time to build a visual record of activities around the walls, with colourful, easy-to-see visuals. Display these in chronological order. Use symbols, colours, pictures and key words.
- **Particular health issues:** Be aware of the health or other needs of individual participants where relevant. Be sensitive in accommodating participants who have visual or hearing impairments. Link them with a buddy to help them get fully involved and invite them to sit where they feel most comfortable throughout the session and the exercises.
- **Fatigue and dips in concentration levels:** Particularly after lunch and in the afternoons, participants may feel tired. Judge when the best time is to work on subjects that require the most concentration or are more theoretical (often mornings are best for these). Ensure that activities directly after lunch are lively and stimulating. Include energisers with gentle physical movement at this point in the day (see the section on "Energisers, warmers and ice-breakers" later in this appendix for ideas).



- **Taking time to ground the lessons:** You may need to help refine general statements such as “a greater respect for older people’s rights” into actionable campaign plans.
- **Possible inexperience in monitoring campaign progress:** Encourage participants to commit to monitor their campaign actions at the local level.

Expect to share moments of fulfilling enjoyment. These might include:

- inspiration from long lives well-lived, with rich experiences to share
- renewed respect for your culture and traditions
- co-creation of real campaigning work that is taken forward by participants
- strong sense of connection with a wider, international campaigning web.

The facilitator’s role

- Be well acquainted with the training content and process in advance of your event.
- Use a variety of methods to help participants understand a given topic (the exercises included in the manual are suggestions which you are keenly invited to adapt and change).
- Use your judgement to set up energisers, times for reflection, gentle physical exercises and dynamic dialogue.
- Use a variety of monitoring exercises to check content and process. Please see the following section on “Monitoring exercises and embedding learning” for ideas.
- Actively seek guidance and information from: **campaigns@helppage.org** when you need it.

Key to symbols



Time needed for each exercise



Small group work



Materials needed



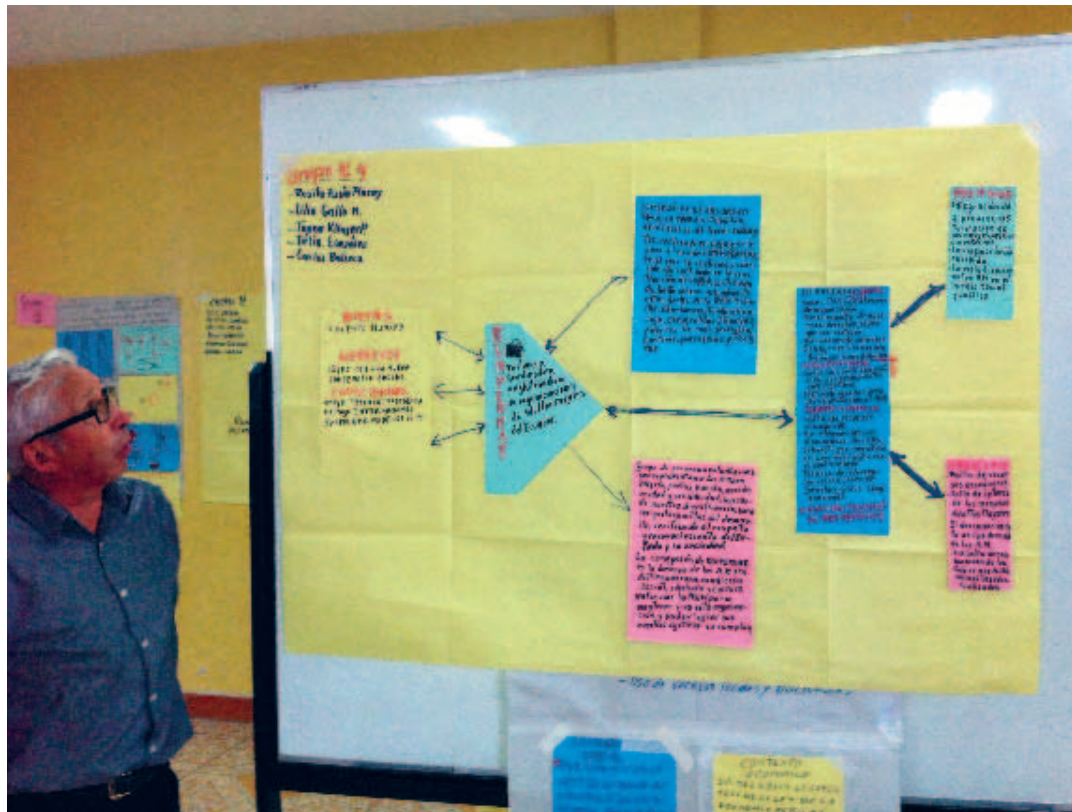
Handout



Checklist



Note



RENPERMAE (Ecuador)

Pre-training: preparation and priming

Try to be in friendly email, face-to-face or telephone contact with participants in advance of the training wherever possible.

Conduct a needs assessment where possible to gauge the literacy levels and training requirements of the group. This might include questions as to the participants' level of experience in campaigning, what they hope to get out of the workshop, where they wish the focus of content to be, providing a list of unit summaries to indicate preferred emphasis, etc.

Invite participants to do simple preparatory thinking in advance of the training (eg, ask them three questions to reflect on to help them prepare for the workshop).

Invite participants to think about their expectations before the training.



HelpAge International (occupied Palestinian territories)



Early in the training

Make sure you know – and can correctly pronounce – every participant’s name from the start.

Clearly go through all the necessary housekeeping details, such as the location of fire exits and toilets, and arrangements for snack/drink breaks.

Establish some ground rules for participants as they work together. These may include, for instance: encouraging everyone to speak in plenary; encouraging less vocal or less confident participants to express their views and those who are more vocal to hold back at times; and punctuality.

Emphasise intentions for the session – underline what is planned for this time and invite the group to consider these intentions, reach agreement, and express their ownership of the aims aloud to establish buy-in.

Make sure everyone gets the opportunity to say something – in front of the whole group – within the first hour. By speaking and being heard, people will feel they have “arrived” in the place and the training. Throughout the training, ensure that women have the chance to contribute and speak, remaining sensitive to the cultural context.

Refer to, and use, any pre-work (eg, you may have asked participants to think about their expectations and reflect on three questions). Be sure you honour this preparation by using what participants have done.

Encourage opportunities for participants to meet and mix with as many fellow participants as possible – the earlier the better.



During the training

Take time to build a visual record of progress on the walls – telling the story of each session and discussion in a chronological display. This supports participants’ learning and acts as a powerful visual aid to situate participants in the chronology of the process at any point in time.

Cultivate an atmosphere whereby participants feel able to ask questions and offer comments.

Where possible, vary the layout of the room. Have one wall for the central focus and move the group to different places in the room (stations) for different activities. We tend to remember lessons and link them to the physical environment, so vary the physical cues.

Stick to the schedule, and take breaks and lunch at the agreed times. Don’t overrun at the end of the day.

Elicit participants’ views and experiences and ask questions wherever possible, so that participants generate information and contribute. Then back this up with your own inputs, to build on what has been said.

Discuss and agree any proposed changes with the group (eg, if the agenda or timings need to change).

Try to start each session on time – it is generally better for latecomers to feel pressure to get there on time, rather than penalise those who are punctual by having to wait around.

Be careful not to labour the reporting back to plenary from groups. Regularly remind participants that a lot of the learning will take place for individuals in the group activities, in pairs, and during individual reflection time.

Endeavour to involve participants as much as possible – volunteers can help with notes, organising, summarising, doing energisers, etc.

Ask volunteers to capture information on flip charts at particular points when you need to concentrate on facilitating the group, keeping participants engaged and the pace going.

Keep control of the process – it can be difficult to interrupt people in mid-flow if they have been talking for too long, so make sure you don't let them "take the floor" by making clear that comments should be kept brief.

Allow plenty of time for role-plays as they can be the most effective form of learning.

After the training

Participants' time and active contribution is very much appreciated. As a reward, print copies of the certificate that is inserted in the following page and hand it over after the training to all the participants.

Do encourage participants to stay connected and update each other on campaigning progress.

Do encourage participants to stay in touch with the organisation or association that initiated this training and/or with the local HelpAge International partner.

Please provide feedback to **campaigns@helpage.org** with suggestions for improvements for future training and additions or changes to the manual.



Insert
partner/
affiliate
logo here



Age Demands Action is a HelpAge global network campaign

HelpAge International

is pleased to present this certificate to

.....

**for the completion of the
HelpAge Campaigns and Advocacy Capacity Training**

in

.....

(country)

on

.....

(date)

.....

(signature)



Monitoring exercises and embedding learning

The following activities require no, or very few, materials. They serve as prompts to check participants' learning and satisfaction.

Why use monitoring techniques?

- Helping a new group take stock
- Generating a collective sense of how best the session and training can develop
- Encouraging working together
- Creating a good atmosphere for learning
- Identifying gaps in content or process.

Ways to use monitoring techniques

- Be positive and open – set an example so others do the same
- Choose volunteers carefully (avoid embarrassment)
- Timing is important. Sometimes a quick “temperature check” straight after an activity is more valuable than a predictable evaluation of the day at the end of the last session.

Checking understanding and embedding learning

Display sessions as visuals around the room

Take time to build a visual record of activities around the walls of the room where the session is taking place, with colourful, easy-to-see visuals. Display these in chronological order. Use symbols, colours, pictures and simple key words.

Use visuals to capture lessons on a timeline

Draw a line on a very large piece of wall-mounted paper. It can be a U shape, or straight, to indicate the training timetable. Mark this with sessions and breaks. Write session titles on large, coloured Post-its and stick onto the line. When you have established key learning points, write these on smaller coloured Post-its and cluster them around their session title. Keep returning to these to situate the lessons and reinforce the learning.



HelpAge International (occupied Palestinian territories)

Recapping

Encourage participants to recap. You can use many methods to do this, for instance:

- Ask people to talk in pairs or in threes and go over lessons learned from an exercise, session or the previous day. Invite them to share their input in plenary.
- Ask people to walk around the wall displays and reflect on what they have learnt. Use guided questions such as: what surprised you; what insights did you have; how can you apply this to your own situation; what more do you need to ask/learn about, etc.
- Participants throw a ball among each other. Each person who catches the ball expresses a quick learning point.
- Have one or two different volunteers recap each morning or at the start of an afternoon session.

Learning in the hat

Each participant writes one lesson they have learnt on a piece of paper. The papers go into a hat and are mixed up. In a later session, participants pass the hat and take a piece of paper. Each person reads out their paper in turn. Check that it is understood – if not, the person who wrote it should explain what they meant. Encourage dialogue and clarification.

One new thing

In a circle, participants each share one new thing they have learnt. Either work around the circle or let people offer points that link to the previous one shared.

This day next year

Ask participants to consider what will be a positive change in their lives as a result of this training. Share these thoughts in plenary to highlight what is being learnt and what is important for people.

Reflection time

- Invite participants to sit still for 6 minutes and think about what they are learning. Share quietly in pairs and offer observations in plenary.
- Give participants time to walk for 15 minutes and reflect on what they are learning and any questions they have. Return ready to share key points in plenary.



HelpAge Kenya

Lesson tree

Write down what you learnt on coloured cards and put them up on a drawn tree of knowledge – at the end of an exercise or at the end of a day or the whole training event. Build up the tree during the training session(s).

Adapting content and process

Identify two or three people to actively seek feedback from fellow participants on any aspects of the training sessions (eg, content, level, pace, methods). These comments are non-attributed and shared with you at the end of each day. Address these in the group and adjust content and process accordingly.

Rapid monitoring

Dot voting

Provide participants with a certain number of sticky dots. Write elements of the training that you wish to rate on a piece of flip chart paper and attach it to the wall. Let participants vote on each aspect. You might propose three dots for excellent, two for good, and a different colour dot to indicate questions or issues.



Smiley faces

Draw a smiley face, a neutral face and a sad face on a piece of flip chart paper, each at the top of a column. Ask participants to tick which one applies to how they feel about any aspect you want them to rate. Do this at any point if you want a quick “temperature check” of one session or the whole day.

Recaps

Provide a sense of direction with regular, clear checks – what’s been covered, what’s about to happen, where it’s going. Ask various participants to summarise – to embed learning and check participants’ understanding.

Burning issues

Stick up a piece of flip chart paper on the wall, where participants can note ideas, questions, and any burning issues. Any participant can write something down at any point during the training so that they don’t forget it or need to interrupt the session. Deal with the points on the list collectively when appropriate.

Clap-o-meter

A light-hearted way to quickly judge a presentation, group work, role-play, etc. Announce the thing to be judged and people clap – the louder the clapping, the better the item was received. Mark the level of clapping on your “clap-o-meter”. Have a line drawn from 0-100 on a board or flip chart paper. Move your marker pen along and judge where to stop according to the volume of clapping. The highest score wins.



Energisers / warmers / ice-breakers

The following activities require no, or very few, props. They should encourage openness, co-operation, movement and sometimes discussion, providing useful “getting to know you” or “group building” exercises for small to medium groups.

Why use them?

Using energisers, warmers and ice-breakers can:

- help a new group get to know one another and feel comfortable
- help new members to integrate into a group
- encourage working together
- create a good atmosphere for learning and participation
- raise energy levels and change the mood.

Ways to use them:

- Whatever happens, be enthusiastic!
- Choose volunteers carefully (avoid embarrassment).
- If something is not working, move on quickly to the next activity – that is, be attuned to the state or mood and when it needs to change.
- Timing is important. Finish while everyone is enjoying it.



HelpAge International (Cambodia)



A menu of exercises

1. Movement

Stretching and breathing

Take people through gentle stretches – stand with feet hip-width apart. Bend knees slightly and relax. Take three deep breaths. Place hands on a point two inches below navel and breathe deeply. Put feet together. Place hands on knees; rotate knees in small circles clockwise for a few turns, then anti-clockwise. Vary the size and speed of the rotations. Keep people aware of their breathing.

Place hands on hips, feet shoulder-width apart, and do the same rotations with hips. If you choose to, spell a word (eg, your name or the subject of the workshop) by tracing the shapes of the letters with your hips. Do the same rotations with shoulders. End with circles of neck. Stretch hands and arms to the ceiling, then sweep down to the floor – breathing in when reaching up and exhaling on sweep down to the floor. Do these three times. Stand up and shake out arms and legs.

Simon says

Pick a person with an extrovert nature and get them to come out with a string of instructions – for those instructions that begin with their name, the participants obey, for those without the name prefix, participants stay still. Eg, “Jose says reach for the sky, Jose says touch the ground, turn around”, etc. Keep it fast and physical.

Rain, thunder, lightning

Rain – gentle drumming on own knees; thunder – loud drumming on thighs; lightning – reach for sky, arms high and jump. The leader commands rain, thunder, lightning in order – fast and several times – all follow. Then changes the order to catch people out. Gets people moving and breathing fast.



RENPERMAE (Ecuador)

Sing and move

Sing a rhyme or song that everyone knows – or quickly teach one. At every word which starts with a given letter, all bend knees, or touch the ground or turn around.

All our fruit

To the tune of a simple round (eg, Frere Jacques) divide in three groups and sing the round. (Make up lines according to the group – eg, list fruit such as “Pears and apples, pears and apples; guava, plum, guava, plum; pineapple and jackfruit, pineapple and jackfruit, all our fruit, all our fruit” or better, fit phrases to do with the workshop content.) Walk around the room singing your own part and hearing the harmonies as you circulate close to others with different parts. Speed up walking or slow down according to your instructions.

Yes sir, no sir

Pick a person with an extrovert nature and get them to come out with a string of statements – if the statement is true, all reach for the sky with both arms stretching up and shout “Yes sir!” or appropriate cultural response. If the statement is false, sweep arms down to the ground and shout “No sir!”

Robots

One person – being the robot – has two controllers, one each side. One tap on the arm from the controller to turn left, two taps to turn right (add more physical cues to slow down or speed up if you choose). Groups of three walk around the room with the aim of keeping clear of chairs/tables/other robots and controllers.

Line-up

Ask the group to line up. Works best with 8-10 people in a line. If you've got a bigger group, split them up and challenge each line to complete the task first. Ask the group to form a new line in order of (for example)... height, from smallest to tallest; birthdays, from January through to December; shoe size, from smallest to largest; alphabetical first names (A-Z); alphabetical mothers' first names; alphabetical grandmothers' first names.

Jump the line

Place a line of tape down the centre of the room. Ask the group to straddle the tape. When asked "Would you rather...?" they have to move to the left or right as indicated. Included here are sample starter questions, just add your own.

Visit the doctor or the dentist? Watch TV or listen to music?
Have a beach holiday or a mountain holiday? Be invisible or be able to read minds? Make headlines for saving somebody's life or winning a Nobel prize? Always be cold or always be hot?
Be stranded on a deserted island alone or with someone you don't like? Be three inches taller or three inches shorter? Wrestle a lion or fight a shark?

Knots

Divide your group into teams of 6-8. Each team forms a small circle. Ask them to extend their right hand across the circle and hold the left hand of the other team member opposite them. Then extend their left hand across the circle and hold the right hand of another group member. The task is to unravel the spider's web of interlocking arms without letting go of anyone's hands. Give them a three-minute time limit to complete the task.

2. Getting to know you

Interesting facts

Divide into pairs. Ask people to take three minutes to interview each other. Each interviewer has to find 2-3 interesting facts about their partner. Bring everyone back together and ask everyone to present the 2-3 facts they have learned about their partner to the rest of the group. Keep it moving along.

Interview

Introduce yourselves by stating your name and attach an adjective that describes a dominant characteristic and also starts with the same letter of your name (eg, rebellious Raj).

My name is...

Each person is given a sheet of paper with a series of instructions to follow. This is a good mixing game and conversation starter as each person must speak to everyone else. For example, find out who has made the longest journey; who has the most unusual hobby; find the strangest thing anyone has eaten; who has had the most funny/embarrassing experience.

Fact or fiction

Ask everyone to write on a piece of paper 2-3 things about themselves that may not be known to the others in the group. Two are true and one is not. Taking turns, they read out the three “facts” about themselves, and the rest of the group has to vote which are true and false. There are always surprises.



HelpAge International (Kyrgyzstan)

Linking up

You need to have string for this exercise. Stand in a circle. The first person holds the end of the string and throws the ball of string to another member of the group to create a web. Link with pre-determined questions (either pose these or have people choose which question they'd like to ask to which person from a selection of questions); alternatively, quickly say the person's name and one thing you know already about that person.

Examples of "getting to know you" questions that you can add to, adapt and use in various ways – pair talks, group answer and response, etc:

- 1.** If you could go anywhere in the world, or in the past, where (when) would you go?
- 2.** If your house was on fire, what two objects would you save?
- 3.** If you could talk to any one person now living, who would it be and why?
- 4.** If you were an animal, what would you be and why?
- 5.** Do you have a pet? If not, what sort of pet would you like?
- 6.** Name a gift you will never forget.
- 7.** What's your favourite thing to do in your free time?
- 8.** Does your name have a special meaning?
- 9.** What was the best thing that happened to you this past week?
- 10.** If you could ask an all-powerful being to change one problem in the world today, what would you like changed?

Desert island

Announce, "You've been exiled to a deserted island for a year. In addition to the essentials, you may take one piece of music, one book and one luxury item you can carry with you (not a boat!). What would you take and why?" Discuss in pairs or threes. Back in plenary, pick some example answers.

What if...?

Ask the group to sit in a circle, or small sub-groups. Write 20 “if” questions on cards and place them (question down) in the middle of the circle. The first person takes a card, reads it out and gives their answer, comment or explanation. The card is returned to the bottom of the pile before the next person takes their card. This is a simple ice-breaker to get people talking and listening to others in the group. Keep it moving and don’t play for too long.

Sample questions:

- 1.** If you could go anywhere in the world, where would you go?
- 2.** If this paper had \$10,000 attached for you, what would you spend it on?
- 3.** If you could learn any skill, what would it be?
- 4.** If you could talk to anyone in the world, who would it be?
- 5.** If you could wish one thing to come true this year, what would it be?
- 6.** If you could live in any period of history, when would it be?
- 7.** If you could change anything about yourself, what would you change?
- 8.** If you could be someone else, who would you be?
- 9.** If you could have any question answered, what would it be?
- 10.** If you could watch your favourite film now, what would it be?
- 11.** If you could have any kind of pet, what would you have?
- 12.** If money and time were no object, what would you be doing right now?
- 13.** If you had one day to live over again, what day would you pick?
- 14.** If you could eat your favourite food now, what would it be?



RENPERMAE (Ecuador)

Who am I?

Divide into two teams. Give each person a blank piece of card. Ask them to write four little-known facts about themselves on their card. (For example, I have a pet iguana, I was born in Iceland, my favourite food is cheese, my favourite colour is blue...). Collect the cards into two team piles. Draw one card from the opposing team pile. Each team tries to name the person in as few clues as possible. Five points if they get it on the first clue, then 4, 3, 2, 1, 0. The team with the most points wins. (Note: if you select the most obscure facts first, it will increase the level of competition.)

Who are we? Group secrets

In groups of three, think about and share one thing about you that people would not necessarily know – which is surprising, interesting, which you are proud of. It can be an intriguing thing – eg, “I met my husband when our identical suitcases were mixed up at the airport. He had to come to my house to take his and deliver me mine – that’s how we met and we have been married for 30 years.” Once the talk in the groups has developed, ask for unassigned, written sentences for each person’s secret. The facilitator can type these up as “Group secrets” and hand a list to each person. People get to know each other over the course of the event, and enquire or take a guess as to who has which secret. Let them know if they ask you directly about a question – but no more than one attempt. Take the answers near the end of the event and orchestrate the revelation in a light-hearted way – informally hearing more of people’s stories as their secret comes up. Award a prize for the winner.

Flags / CVs

Flags is a “get-to-know-you/your team/your organisation” activity. Provide large sheets of paper, crayons, markers and paints. Ask each person to draw a flag which contains some symbols or pictures describing aspects of self, team or organisation. Each flag is divided into 4 or 6 segments. Each segment can contain a picture. Set a short time limit (15 minutes) to draw the flags. Ask some of the group to share their flags and explain the meaning of what they drew. A variation could be a team CV – with people’s skills and experience depicted in symbols or one-word titles.

People bingo

Good for new groups. Make a 5 by 4 grid on a piece of card and duplicate for everyone in your group. Supply pens or pencils. Each box contains one of the statements below. Encourage the group to mix and talk to everyone to try and complete their card. If one of the items listed on the bingo card relates to the person they are talking with, have them sign their name in that box. End the activity after 10 minutes and review some of the interesting facts the group has discovered about each other. You can add your own statements that are appropriate for your group. Sample questions:

Who...? has made the longest journey; has eaten the most interesting food; is wearing blue; speaks more than two languages; plays a musical instrument; has three or more grandchildren; has been to the most countries; has four or more siblings; has a name that begins with an “S”; likes to get up early...



Guess who I am...

Prepare a self-adhesive label or Post-it note for each person in your group. Write on it the name of a well-known or famous person. This can be a historical character or current sportsperson, politician, musician, TV personality, celebrity, etc. Keeping the names hidden, stick a Post-it note on the forehead of everyone in the group. They must then ask questions of the others to find out their identity. Circulate and ask anyone you can, questions such as “Am I alive? Am I female? Am I in a band?” Only yes or no questions can be asked. Once people have discovered who they are, they can help answer the remaining people’s questions until the last one is left.

Twenty questions

Twenty questions is an old party game where one player is selected to think of an item. The rest of the group tries to guess the item by asking a maximum of 20 questions that can only be answered with a yes or no.

3. Competitive games

Vocabulary train game

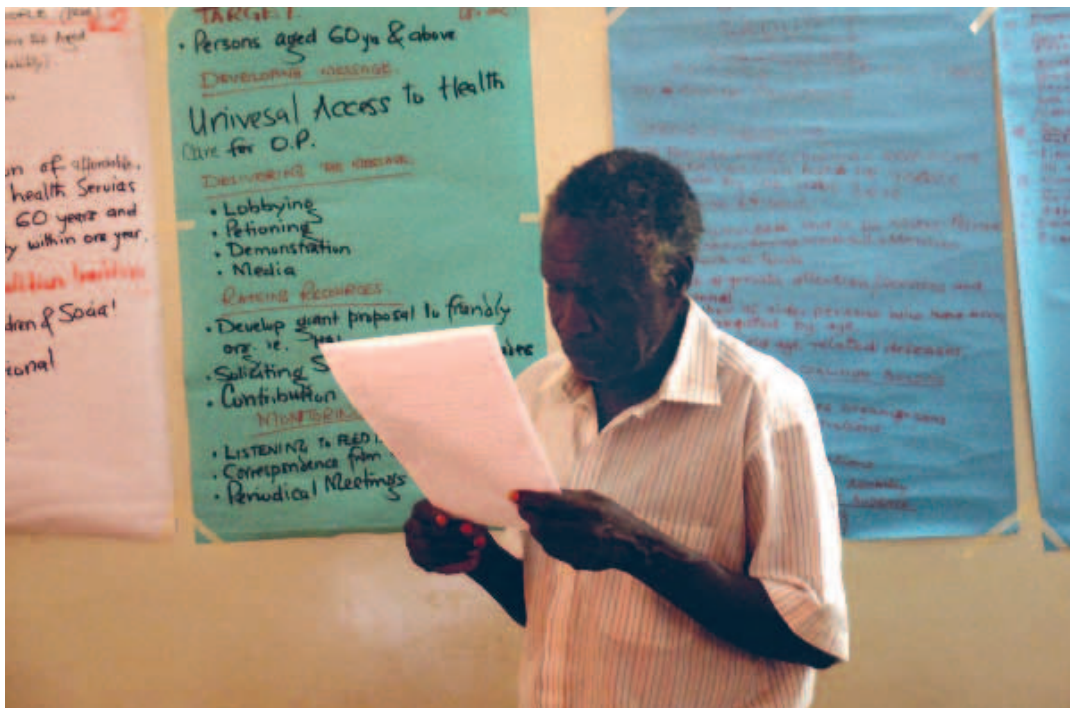
The facilitator notes key terms or words to do with the workshop content. Write each on a coloured square (as many sets of words as there are teams of about 6). People stand up, one behind another in lines, all facing the front, with their set-up words face down on a chair or on the floor at the head of each line. At the signal, the first person at the head of each line goes forward and picks up a word, and describes it (in words and gestures) to the first person in the line. Once this person has correctly guessed the word, the teller goes to the back of the line and the identifier of the word takes their place and picks up a new word to explain to the new person at the head of the line. The first team to get through the pile of words wins.

Word links

The leader begins by saying the name of any country, city, river, ocean or mountain that can be found in an atlas. The person next to them must then say another name that begins with the last letter of the word just given. Each person has a time limit (eg, three seconds) and no names can be repeated. For example – first person: Sudan; second person: Nile; third person: Ecuador... Sit out if you fail to respond.

Quiz

The facilitator notes quiz questions based on content of the training sessions as the process develops. Near the end of the event, run a quiz – for energy and fun as well as to embed learning. Have at least 15 questions prepared so you can adapt and select for the group. Split into teams and have the teams choose a team name and a noise to act as a buzzer. Run the quiz, which quickly generates rowdy competition. Answers can only be accepted if the team buzzes first with their sound. End on a high energy question (eg, how many nationalities are represented in this group). Award the winning team with a prize (biscuits or something appropriate).



APPENDIX B:

EVALUATION QUESTIONS

APPENDIX B

Evaluation questions

Purpose: To find out how the organisations using the manual perceived its usefulness.

Please make copies, fill them out, scan and send them to:
campaigns@helpage.org

Overall, how did you find using the manual? Please comment:

Please rate: 1 2 3 4 5 (where 5 is excellent)

Consider the overall style of the language. What do you like?

What could be improved?

What parts of the content did you appreciate and why?

What could be improved?

What parts of the method (eg, facilitators' notes and exercises) did you appreciate and why?

What could be improved?

What parts of the layout and the visuals (diagrams, illustrations) did you appreciate and why?

What could be improved?

Do you feel more able to conduct training sessions or workshops for older people on campaigning now that you have access to this manual? Please tick one box:

Yes

No. If no, please explain why:

Do you have any tips for helping us to improve the manual so that it can better meet the needs of participants with low literacy levels?

What is your biggest question in relation to this manual?
(Please think of the content, the method, and how it will be
used in the future)

How confident do you feel about using this manual in the
future? Please tick one box:

Very confident

Reasonably confident

Not confident

What more, if anything, do you need, to use this manual
effectively and routinely?

Do you have any other observations about the manual?

Name

Role

Organisation

Date

With many thanks

APPENDIX C:

REFERENCES

APPENDIX C

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This is one unit from a set that makes up the ADA Campaign Training Manual. You can download single units, or the full manual from:

www.agedemandsaction.org

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ADA
Age Demands Action

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global network

Age Demands Action is a HelpAge global network campaign