

HOW TO BE A YOUTH AMBASSADOR: INDUCTION SESSION

Age range: 11 – 18 years

Time: 1 hour

<p>Outline</p> <p>This activity is designed to induct your newly recruited Oxfam Youth Ambassadors so that they are ready to take action in their new role. Young people will learn about what they need to do to gain their Youth Ambassadors Award and the skills that they will develop in the process. They will explore the tactics that campaigners and fundraisers use by looking at real life examples of young Oxfam supporters taking action.</p>	
<p>Learning objectives</p> <ul style="list-style-type: none"> • Understand the 3 skills required to gain the Youth Ambassadors Award. • Understand the tactics that campaigners (in general) and Youth Ambassadors use to make an impact. • Analyse some examples of how other Oxfam School Groups have taken action. • Learn where to access current action and learning opportunities for Oxfam School Groups. 	<p>Outcomes</p> <ul style="list-style-type: none"> • Young people self-identify as Oxfam Youth Ambassadors. • Young people feel confident in their role as part of an Oxfam School Group. • Young people bond with the other members of the school group. • Young people feel excited about starting their first project. • Young people prepare for next session by looking at current learning and action opportunities for Oxfam School Groups.
<p>Key questions</p> <ul style="list-style-type: none"> • What is the Youth Ambassadors Award and how do I get it? • How have other Oxfam School Groups approached campaigning? What did they do? • What are the next steps and how shall we take them? 	<p>Resources</p> <ul style="list-style-type: none"> • PowerPoint • Print outs of worksheets on pages 4-7 • Wristbands – to order these look at the welcome email you received after registering your group.

Pre-session learning

Before this session we strongly recommend that you have completed the Youth Ambassador's **taster PowerPoint and the taster activity**. This should mean the young people involved in this induction session have already opted in to becoming Youth Ambassadors and understand what it involves. You should have also [registered your group](#).

Putting young people in the driving seat is what an Oxfam School Group is all about. Why not start as you mean to go on and have the young people facilitate this session themselves? There are six activities which could be delegated to six students.

Session outline

Activity 1 (5 minutes)

Re-cap from taster presentation and activity

- Brainstorm all the things the young people learned in the taster presentation and activity – you can write them up if it's useful. If your students get stuck, prompt them to think about what campaigning is, how it works, Oxfam's mission (to end extreme poverty) and the role of an Oxfam School Group and its members (Oxfam Youth Ambassadors).

Activity 2 (5 minutes)

Ice-breaker – open fist

- Divide into pairs. Start a timer for 2 minutes. One young person holds their fist closed and the other persuades them to open it.
- After 2 minutes: Who managed to persuade their partner to open their fist? What tactics did they use?
- Remind the young people that to run great campaigns you need to understand how to persuade others.

Activity 3 (10 minutes)

The Youth Ambassadors Award

- Use the Induction Presentation to help explain what kinds of activities Youth Ambassadors will take part in as an Oxfam School Group, and what they will need to do in order to gain the Youth Ambassadors Award.
- If you have them, hand out the 'Oxfam Youth Ambassador' wristbands.

Activity 4 (30 minutes)

Analysing some real campaigns

- Divide the young people into 3 groups and assign each group the challenges described on slide 14.
- Each group is given the relevant worksheet from pages 4-6.
- Give the groups at least 10 minutes to develop their ideas.
- Ask group 1 to share their ideas and then show slides 15-18 as an example of how a real Oxfam School Group took action.
- How did group 1's ideas compare to the example on the slides?
- Do the same for groups 2 and 3 (see previous 2 bullets).
- Thinking about the examples students have seen on the slides. What kinds of actions do they think they would most like to be involved in?

Activity 5 (5 minutes – only if you have time)*My age in 2030*

- Oxfam wants to see an end extreme poverty and suffering. In the 15 years between 2000 and 2015 poverty was halved. Oxfam believes that by 2030 extreme poverty can be totally wiped out.
- Time to think – hand out one copy of the statement on page 7 for each young person to think about and complete. Allow young people to share their answers with one another.

Activity 6 (5 minutes)*Preparing for the next session*

- The Oxfam Education website has a dedicated page of resources designed for Oxfam School Groups. Ask young people to [look at the current themes and resources](#) in their spare time, and to think about what theme they find most exciting.
- When they return for their next meeting, they can decide which campaign they would like to take action on first.
- You could also assign someone to go away and find out about Oxfam in general and to feed that back to the group as part of your first session. There is lots of information on the main Oxfam website to help them.
- Decide on the time and place of your next meeting. Do you have time to put together an agenda now and decide who is going to chair?

What to do next

- Organise the time and location of the next meeting.
- Plan the agenda and decide on a chair.
- Ask young people to [look at the current themes and resources](#) in their spare time, and to think about what theme they find most exciting.

Activity 4: Group 1. Red Line for Yemen Campaign.

You learn from Oxfam that bombs which the British government has sold to Saudi-Arabia are fuelling war and suffering in Yemen. Oxfam has launched a 'Red Line for Yemen' campaign calling on the government to stop. What does your Oxfam School Group do?

STOP BRITISH BOMBS
FALLING ON YEMEN

Further information (information correct in January 2017):

- Yemen has a troubled past and is currently in the midst of a bitter civil war.
- More than two thirds of the population are in desperate need of life-saving aid.
- The UK government has been supplying arms to Saudi Arabia which have been used in Yemen.
- Oxfam's view is that selling weapons in this way breaks international humanitarian law and crosses a 'red line'.

Plan your campaign:

You want to inform and educate people in your school using both face to face and online methods, what do you do?

You want to get your whole school involved in a 'Red Line for Yemen' petition – you want it to be as visual as possible – what do you do?

You want to engage your local MP in person and online – what do you do?

Have you got any other ideas?

Activity 4: Group 2: Fundraising Fashion Show

You want to do a fashion show fundraiser. Your local Oxfam shop is happy to lend you some clothes. How do you make it a success?

Plan your project:

How will you make the fashion show an appealing and inspiring event to attract lots of people?

How will you raise funds through the fashion show event?

Think about the partnership with the Oxfam shop – are there any opportunities there?

Have you got any other ideas?

Activity 4: Group 3: Banner at Glastonbury

Oxfam is asking School Groups to design banners to raise awareness about the human rights of refugees as part of its **Stand as One** campaign. Banners will be displayed at the Glastonbury Festival. Read the information below and decide what your banner will look like. (Use the blank space for your sketch).



Further information (accurate in June 2017):

Oxfam's **Stand as One** campaign is challenging the **rules that keep refugees' families apart:**

- Unaccompanied child refugees can't apply to have their parents live with them here in the UK.
- Refugees in the UK cannot apply for their children to come and join them if their children are over 18.
- Only a child's parents can apply for them to come and join them in the UK. This means that a child may be facing great danger in a refugee camp outside of Europe, but their brother living in the UK could not apply to have them travel here safely under the current refugee family reunion rules.

Activity 5 - worksheet

In 2030 I'll be ___ years old. I'll be living in _____ and

I'll be a _____.

When we end extreme poverty for every person on the planet, the world will be better because:



In 2030 I'll be ___ years old. I'll be living in _____ and

I'll be a _____.

When we end extreme poverty for every person on the planet, the world will be better because:



In 2030 I'll be ___ years old. I'll be living in _____ and

I'll be a _____.

When we end extreme poverty for every person on the planet, the world will be better because:

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