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| Skills for change | Tutor notes |
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| Session: lobbyingIn this session, students will identify the components of a winning argument and practise making their winning argument to key targets. They will find out the most effective ways to lobby MPs |
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### Objectives

They will:

* Identify the components of a winning argument
* Practise making a winning argument to decision makers and targets

### Session timing

This session should last for 60 minutes.

### Audience and numbers

The audience for this session is students that would like to gain skills in campaigning. This session has been designed for 15-20 people.

### Learners previous knowledge of subject

This can be quite varied, so ensure you allow space for delegates that do have a higher level of knowledge to share their learning during discussions.

### Learning outcomes

* Find out how to effectively lobby your MP

### What you will need

* Room set-up cabaret style with tables
* Pens
* Flipchart

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| Timings | What you need | Tutor activity | Delegate activity | Learning outcome |
| 10 minutes | PowerPoint presentation | **Slide 1: Learning Objectives**Welcome students to the session and read out learning objectives**Recap**Ask students to introduce themselves again (in case of any new students) and ask for a volunteer to recap the last session to the rest of the group. Encourage others to chip in.Ask them to get into groups and remind each other the key targets they identified at the end of the last session | ListenRecap on the learning from the last sessions. | Relax delegates into the environment.Remember previous learning |
| 35 minutes | PowerPoint presentation | **Slide 2:**Ask students to get into pairs and identify what makes an effective argument. Encourage them to think of at least five things.Ask students to feed back and write points up on flipchart.**Slide 3:**Talk through some key components off an effective argument.*Activity**Give groups 10 minutes to compose their argument, aimed at one of their identified decision makers.****Slide 4:****Role play**Put students into groups of 3, mixing them up so no people from the original groupings are together. In each group, ask students to label themselves A,B or C.**Person A is the lobbyist (themselves)**Person B is the target**Person C is an observer**The lobbyist has 3 minutes to have a conversation with the target to make their case and convince the target to agree to their ask. The observer should make some notes on how they argued effectively. Rotate the group twice so each student has chance to play all the parts.**After everyone has had a turn, bring the whole group back together and students what they say when they were observers that they thought was effective.* | Take part in exercises – thinking about what makes an effective argument.  | Learn how to form an argument to persuade the people they need to influence |

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| Timings | What you need | Tutor activity | Delegate activity | Learning outcome |
|  |  | ***Cont.****Person A is the lobbyist (themselves)**Person B is the target**Person C is an observer**The lobbyist has 3 minutes to have a conversation with the target to make their case and convince the target to agree to their ask. The observer should make some notes on how they argued effectively. Rotate the group twice so each student has chance to play all the parts.**After everyone has had a turn, bring the whole group back together and students what they say when they were observers that they thought was effective.* |  |  |
| 15 minutes | PowerPoint presentation | **Slides 5-8:**‘Now we’re going to look at how to effectively lobby MPs. Sometimes, a local MP will be your ultimate decision maker or target, particularly if you’re lobbying on an issue which is part of a national campaign but even if they’re not, they still hold a lot of power and can be a great ally to your cause. By building a relationship with them, you’re also making students a more powerful part of their group of constituents.’Talk through slides on how to find and lobby your MP. You might want to insert some additional information specific to your local MPs.[SIDE BOX] Get your students to tweet their MP on the #skillsforchange hashtag to start lobbying them or just say hello! You can find out which MPs are on twitter at <http://tweetminster.co.uk/mps>.**Slide 9:**Recap learning objectives and thank students for coming. | Listen | Learn about the arguments that could persuade an MP |

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| Cont. | PowerPoint presentation | [SIDE BOX] Get your students to tweet their MP on the #skillsforchange hashtag to start lobbying them or just say hello! You can find out which MPs are on twitter at <http://tweetminster.co.uk/mps>.**Slide 9:**Recap learning objectives and thank students for coming. | Listen and tweet | Review learning |