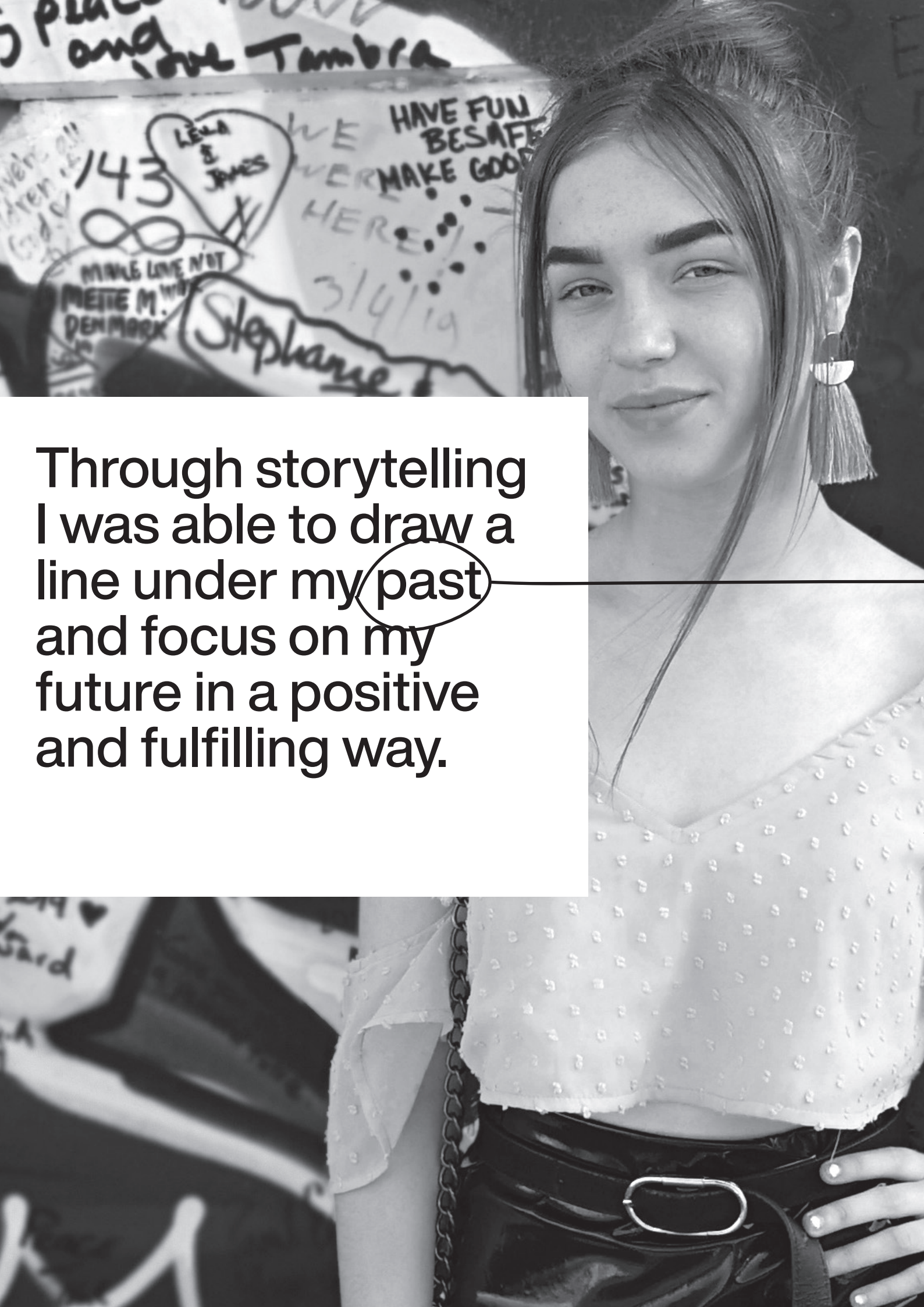




The power of storytelling for social change  
within a post conflict society.



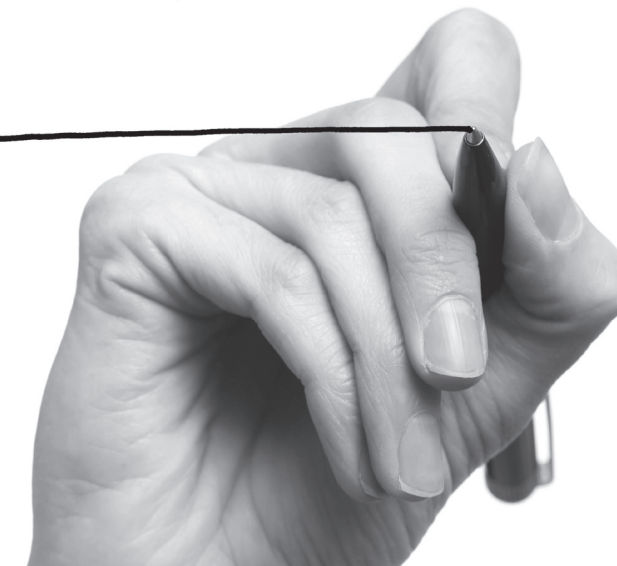
Through storytelling  
I was able to draw a  
line under my past  
and focus on my  
future in a positive  
and fulfilling way.

This toolkit is not simply about how to tell a good story, but about harnessing the power of storytelling as the catalyst for social change, peace, justice and healing.

Young people living in post conflict societies are often scarred with violence, loss, abuse and trauma, with many having to cope with past traumatic events with little or no support. Their environment is often characterised by violence, gangsterism, drug and alcohol misuse and poor mental health. Survival can be a daily struggle.

They are often those who are systematically marginalised in society, their voice often goes unheard which is a fundamental form of discrimination, disrespect and alienation. 'Youths' are often framed in the media as at best, apathetic, disengaged and removed from civic action. All their lives they have been taught to repress themselves, with increased surveillance, heightened policing, stop and search, juvenile incarceration, limited opportunities and poor education.

Everyone has a story to tell – but few people get the chance to tell it, nor do they realise the potential for change, healing and transformation that comes from telling our story and having our story heard.



## Sponsors

### The Social Change Initiative

The Social Change Initiative (SCI) was established in 2015 and is an international charity. Based in Belfast (Northern Ireland), it draws together people with deep experience of grassroots activism, peace building, advocacy and strategic philanthropy. The organisation works both globally and locally to secure progressive social change, so that communities become more inclusive, fairer and peaceful. SCI focuses on influencing policy, practice, behaviours and attitudes and believes that social change is most effective and sustainable when those most impacted are involved in defining and securing the change they need. It supports the development of effective and sustainable activism to bring about social change. It also supports maximising the impact of funding to support social change.

### Quaker Service

Quaker Service is a Quaker charity which provides support for people in Northern Ireland going through difficult times. By delivering practical, social and emotional support services that value and empower people just where they are, we play our part in reducing violence, suffering and disadvantage. Our work is often with those in our society who are the most forgotten, unpopular or sometimes viewed as "undeserving". Simply put, our core purpose is to make love visible.

Over the past decade, Quaker Service has delivered a range of therapeutic storytelling projects which have not only been transformational, but have highlighted an awareness of needs for the individuals involved and for their communities. Our vision is for a Northern Ireland where all people are valued and fulfil their potential, regardless of their circumstances or choices in life. Our ethos is guided by Quaker beliefs and values based on truth, integrity, equality, justice, human rights, non-violence, simplicity and sustainability. Quakers believe that there is a divine spark in everyone, and it is this fundamental belief that leads us to value the equal worth, unique nature and potential for greatness in every individual. More information on Quaker Service can be found here: [quakerservice.com](http://quakerservice.com)

This toolkit is for activists, youth workers and teachers to enable them to share the power of storytelling amongst young people and in turn empower them to participate and share their story for personal development and societal change.

Learn the tools and tactics needed to collect and use personal stories to effect change within the following four stages:



Author



Over this past 12 years with Quaker Service, Rory Doherty has dedicated his professional life to empowering the voices of marginalised young people in Northern Ireland. His most recent publication ‘My Story’ documented a series of emotive narrations of real life from the perspective of young people, women and refugee and asylum seekers living in a post-conflict society. Through his work, Rory has played an important role in elevating the voices of those, who he feels, have drawn the ‘short straw’ within the legacy of the Northern Ireland conflict. However, he believes these are the people who have the potential to influence massive change within Northern Irish society.

In 2018 Rory was awarded with a fellowship from the Social Change Initiative. The fellowship enabled Rory to study models of international good practice for effective youth-based campaigning and mobilisation on equality, citizenship and addressing their issues for change. During his fellowship Rory has been working alongside a group of young people empowering them to become young activists, who themselves are leading a mental health campaign – sharing their own personal stories for change.



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# Process

It is important to highlight the importance of young people understanding the process of storytelling from the beginning. From the cradle to the grave you are a story, your life is a story, you live out a certain narrative based on your environment – the story of your life is powerful. Regardless of the environment, we are interested to hear and learn of your story. Storytelling is used to help the participants gain an understanding of the things that have happened to them and how they have affected them. When they start, they will begin to think about their future and how they are going to cope with that.

Young people should be involved in the planning from the onset as this will also help to increase their awareness and enable them to decide if they are ready for it. This understanding can also help create some degree of ownership for the young people which in turn will empower them and help them feel a sense of accomplishment at the end.

We hope that through reflecting and sharing stories with others, they can become more hopeful and better able to set a direction for their future. Hurt and abuse separate us from our true selves and alienate us from others. Storytelling has the power to bring us together, getting in touch with our true self.

Jack a previous Storytelling participant stated;

*“It’s a healing process which helps you overcome your grief in a way that suits you at your own pace, you don’t realise that you’re doing it sometimes but if you look at me now and you look at me three years ago I’m a completely different person and I feel that the storytelling played a big part in that.”*

**Questions to ask young people who are interested in sharing their story:**

**Have you ever felt like you have the weight of the world on your shoulders?**

**That no one else understands or can relate to you?**

**Do you often feel like you are standing lonely at a cross-road with no map?**

**Have you ever thought about sharing your story?**

**Remind young people;**

- Their story matters!
- “I don’t have a story”  
“Who would want to hear my story”  
“My story is boring”

These are some of the statements I hear at the beginning of every storytelling project. Storytellers from all walks of life have the same doubts. It is this self-doubt which holds us back. Remember you are powerful. You are brave. You are resilient. You are a role model!

- No man is an island - you are not alone.
- Our individual stories are made up of different narratives, however in sharing we create connections with others, we can inspire and encourage them, we may create a better and empathetic society.

*“I feel like I’m half-way up the hill now, sharing my story has helped me get some confidence back. Even my mum said she’s starting to get her daughter back”.*

**Lilly**

*“I have always wanted to do this... I want to share my story so it’s going to be used – where young people can read it. From starting to share bits of my story I’m beginning to feel relieved.”*

**Ruby Tracy**

*“Me sharing my story with the world has enabled me to grow to become the leader that I am today. I also want to encourage many more people who have been to jail that it’s not the end of the tunnel, that it’s not the end of the world”*

**Siphosethu Dyonasi**



Here are 4 examples of why people share their stories with videos, images and quotes attached. Use the questions provided to start a group discussion.

**Example**

**1. Raise awareness of an issue = challenge public attitudes**

Anyone’s personal story can prove a powerful tool for change. Sharing our story openly and honestly with the world can and will encourage others to speak up too. Owning your story can make one feel empowered and through showing the world how it has affected you, this can also encourage others to speak out.

Think about the recent ‘#MeToo’ movement which has inspired countless women, and some men, to share their experiences with sexual assault or harassment. It soon became an international movement.

Rachel Haas, managing director for ‘No More’, (2018) stated, “Tidal waves like the one created by #MeToo are hard to quantify. For what we can track, we know that the proportion of Americans who say that sexual harassment in the workplace is a “serious problem” in the US, rose from 47% in 2011 to 64% in 2017.

**Exercise**



The ‘Me Too’ hashtag went viral in 2017, but Tarana Burke first started the movement back in 2006. In this YouTube video Tarana speaks about its origins and what specific things need to change to help the victims and prevent cases of sexual assault.

**Questions**

1. How has the #MeToo movement challenged public attitudes?
2. Discuss some of the actions taken to challenge public attitudes within the #MeToo movement?
3. When Tarana Burke says she panicked, what were the causes?

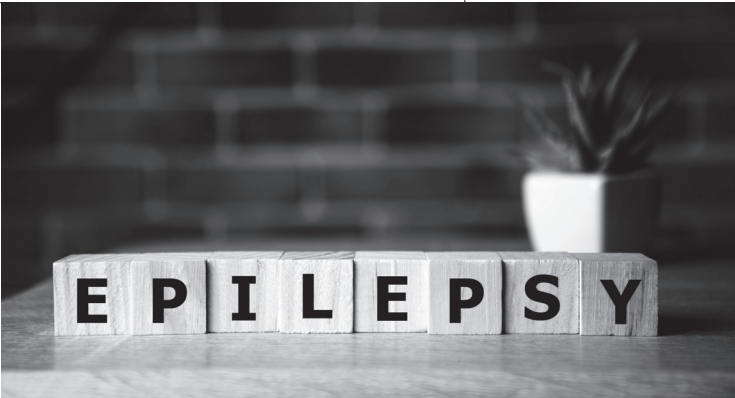


<http://bit.ly/METOOEXAMPLE>  
(5 min)





2. Influence decision makers = change policy or practice



Billy Caldwell, a 12-year-old boy from Northern Ireland, suffers from severe epilepsy. Cannabis oil, a medicinal lifeline that prevented dangerous seizures, was confiscated by the Home Office as an illegal substance in 2018. His mother used ‘his story’ to start the campaign ‘Keep Billy Alive’ in promoting the legalisation of medicinal cannabis, which saved his life and pushes the law forward for others suffering the same fate.

Exercise



Billy Caldwell victory as outdated cannabis law comes crashing down <http://bit.ly/KEEPBILLYALIVE> (3 min)

Watch the video via the link above and answer the questions below.

Questions

- 1. What were the disadvantages and advantages of Charlotte sharing Billy’s story?
- 2. What was the outcome of Billy’s story being told?
- 3. What do you think made Charlotte and Billy’s case successful?

4. To draw a line under the past = develop a focus on the future



Exercise



Sarah (16), a previous Storytelling participant expressed how she felt like she had completed a chapter in her life and was ready to move onto the next stage of her journey. She stated;

*“I was all rusty and bruising. And when I started it I was becoming more, like a screw driver which is all rusty and then you put some oil on it and it begins to work, the screws begin to come out and at the end of it I thought I’m not fully finished but I’ve started my journey. After completing my story, I feel like I have completed a chapter in my life. I felt like I had finished my chapter, but I was starting my journey, and that it made me feel really emotional because I thought I couldn’t overcome it. I just felt very proud, like I had accomplished something in my life for once.”*

Questions

- 1. Can you think of something which is holding you back? (A fear, belief or habit)
- 2. Do you have memories which make you cringe or make you feel bad? (Self-reflecting encourages self-forgiveness)
- 3. Are you ready to draw a line in the past and begin to focus on your future?

Note

Young people need to feel empowered and believe that they have the power to be the change they want to see within themselves and in their community. That their narrative can help inspire, move and encourage ‘themselves’ but also ‘others’ to become a better version of themselves.

Alan McBride, Director of the Wave Trauma Centre in Belfast has been a tireless worker for peace. His wife Sharon was among nine people killed by the IRA in the Shankill fish shop bombing in 1993. He states:

*“Not all paramilitaries were bad people, it was just a sign of the times.”*

Young people born in a post conflict society are often victim of circumstances; unfortunately experiencing traumatic events, involvement with and or becoming part of gangs, having little education and unemployment becomes the norm. This in turn results in a sense of hopelessness and the stigma attached. The lack of opportunities and frustration inevitably leads to bad life choices. We find that these young people will often feel shameful about the decisions they have made and the paths they have taken. As a result, poor mental health and depression are often the direct outcome.

Young people need to feel respected and live in a society where they can reach their full potential and in realising that the system has failed them make decisions for a better life.

We need to shift the feeling of shame into respect and to create opportunities for young people to become agents of change.

3. Tell a ‘systemic story’ that links your personal experience to a larger social issue:

An idea – to create a visual image which would highlight how personal experiences such as the adverse childhood experiences would motivate someone to share their story. But then for them to be able to link it to the community environments as a direct cause or the flaws within the system as a result of their behaviour. And finally, to encourage them to identify possible solutions through better policies and practices.



Adverse Childhood Experiences

Maternal Depression  
Emotional & Sexual Abuse  
Substance Abuse  
Domestic Violence  
Physical & Emotional Neglect  
Divorce  
Mental Illness  
Incarceration  
Homelessness

Adverse Community Environments

Poverty  
Discrimination  
Community Disruption  
Lack of Opportunity, Economic Mobility & Social  
Poor Housing / Quality & Affordability  
Violence

Exercise



Example; In Her Shoes – visit the Facebook page ‘In Her Shoes - Women Of The Eighth’.

Using the information provided on the Facebook page =



<http://bit.ly/INHERSHOES>

Complete the following three statements by filling in the blank spaces:

Women of the Eighth is a grassroots movement started by Erin Darcy on January 14th, 2018. In its run up to the referendum to Repeal the 8th amendment on May 25th, 2018 - the page grew to a following of \_\_\_\_\_ people, and an organic reader reach of \_\_\_\_\_ people per week.

This movement has been a major driving force in changing the way people are talking about taboo subjects, from abortion to domestic violence and rape. \_\_\_\_\_% of people cited that reading personal stories in the media influenced them to vote for decriminalisation of abortion.

Just before the referendum, small, private donations funded a \_\_\_\_\_ to distribute across 26 counties.

Group discussion! Can the group identify a ‘systemic story’ which could link the adverse community environment and the adverse childhood experiences together?

Reflecting on your past can help you move forward

This stage of the toolkit creates the space for the participants to take the time out to reflect on their past (the good, the bad and the ugly). The storytellers will have the opportunity to reflect on their identity, create a timeline of key life events and be creative.

- Part 1. Identity
- Part 2. Timeline
- Part 3. Art

Before starting any storytelling project, it is important that the young people feel **Safe**.

**Warning** – we only encourage you to deliver a storytelling programme if you can provide a safe supportive environment for the participants. The translation of the person's past into words and images will likely prove to be an emotionally intense process. A list of support organisations should be made available to the group and when possible one-to-one support outside of group time should be available to the participants.

Many believe that whatever situations have happened in the past should be left in the past. To others, the past holds a special place in their hearts because it has helped in shaping the person they have become today.

*“I carried the stigma when I come out of jail, I didn’t want to go to school because of the stigma and a lot of work places they denied me.... they could not accept me. I woke up in the morning every day to apply for jobs and my CVs were denied there was no reply, there was no responses.”*

*“Then I started to express this pain through community groups; expressing my pain has enabled me to heal therapeutically because the more I express this pain the more I take away the emotional baton that I have and the stigma....the stigma that I contained I no longer feel it in this day and age. Because when you share your pain with people you heal and that thing that you carried, that cross that you carry just goes off.”*

Siphosethu – Cape Town

How others view us is important to us, we do not like to be put into ‘boxes’ therefore the label ‘victim’ or ‘offender’ is viewed uncomfortably by those who have been traumatised or inflicted trauma on others. People often feel trapped and consider themselves victims of their circumstances and past. They find it difficult to move on, to grow and fulfil a new life away from past traumatic experiences. In most instances that innate sense of positive identity and worth is not there as it is trapped in past negative experiences. If we can help people externalise that internal trauma by storytelling then we can see them develop a better sense of identity, self-worth and consequently be able to evolve, reinvent a new life narrative and a better future.

Note

Each stage of the toolkit has three parts, which may take a number of sessions to complete depending on the group. Encouraging self-care and group support throughout the programme is important. It is also recommended to make each session as relaxed and as fun as possible. Try ending each session on a positive note by having some food, games, quizzes, creating art or free time for the group.

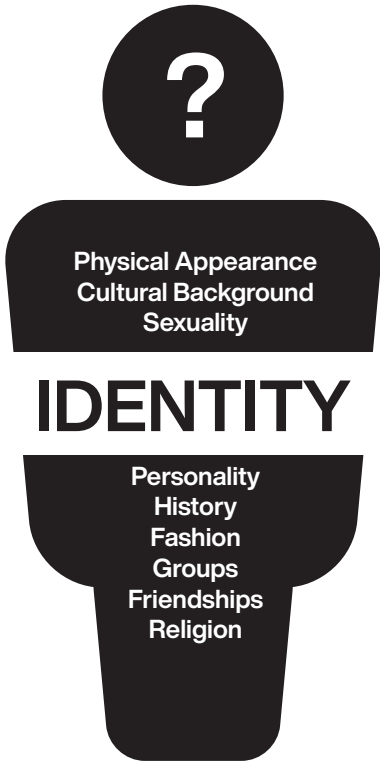
Part 1  
An identity trapped in the past!

Group conversation:

- What does ‘identity’ mean to you?
- Do people define themselves and have control over who they are, or are they defined by things outside of their personal control?
- Can we have multiple identities?
- How might uncertainties create new opportunities for determining our identities as well as insecurities?
- Do we form our own identities?
- What sort of constraints are there, and which structures might influence the identities we have?

Exercise

Art exercise –  
Create a collage on your identity



Note

At the end of the session the group should meet in a circle, a semi-structured conversation will enable the participants to disclose their thoughts or any insights developed during the exercise. They should also be encouraged to share their artwork with the group if they wish. This is the beginning of the sharing process as the young people begin to reveal parts of their story with others.



Part 2  
Create timeline of previous life events.

*“It’s good to see the events in your life, you never really think about the events in your life until you actually sit and do your timeline – you are not going to think about it any other time. It also makes you wonder about your future – and where you are going to be and how you’re going to get there.”*

Paddy 21

Exercise

To help the storyteller think about how to complete their timeline talk them through the example below; it may also be helpful to provide the group with a list of questions to get them started.

Creating and sharing your timeline with the group is a great way to reflect on what happened. You give yourself the time to acknowledge everything that happened, how it made you feel, what you did, and the way this experience influenced your present life.

Some questions for the group to consider when creating their timeline;

- What date and where were you born?
- What was your first memory?
- Can you think of a time when you were extremely happy/unhappy?
- Was there a breakthrough moment when you first recognised your inner strength?
- Was there a time when you had to overcome the unrealistic expectations of others?
- What are some of the successes you had?
- What are things that make you happy/unhappy now?
- Who are the people you have in your life at the moment? (both positive/negative)
- Where do you hope to see yourself in 5, 10 and 15 years?
- Visualise yourself in a happy situation 20 years from now, what does it look like?

Note

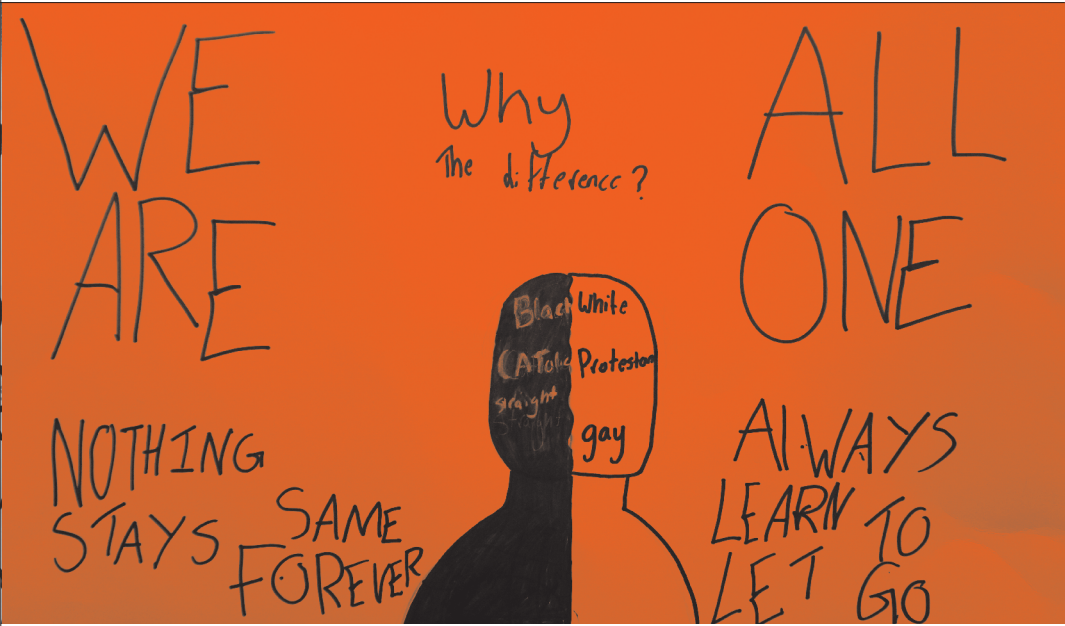
The participants should always be reminded that they are in control of what they want to share. They should have the time and space needed to complete their timeline or artwork away from the group.





*"I would rather express my story through a drawing rather than talk to somebody or write it down. I don't really like telling everybody; the drawing makes this easier for me although for others this might be different, each person likes to express themselves differently, maybe in drama. I would use a caption beside a drawing or picture to help explain and tell the story."*

Zoe 14



Throughout the process, the storyteller should be encouraged to be creative by using a variety of art mediums (depending on the individual's interest); such as painting, drawing, photography, clay, drama, poetry and film. It is hoped that through this artistic process, the narrator can produce a visual re-enactment of their experience which portrays the depth of their story, the depth of their despair, and the inspirational depths of their courage.



### Note

At the end of each session we sat in a circle where young people were free to share parts of their art/photos with the group if they wished. Week by week young people became more empowered to take ownership of their story by sharing small pieces at a time and as the weeks passed, they grew in confidence enabling them to share their full stories during the final stages of the programme.



### Example artwork

...While eating pizza and listening to relaxing music the young people started talking to each other about their artwork, their story. It was during these sessions that many meaningful conversations took place, for example a young person who drew a rainbow to represent the LGBTQ community felt confident to openly talk about his sexuality with his peers for the first time. In another session we had a young refugee talk to other asylum seekers about his journey into the country after a human trafficker dropped him off alone on the street at only 16. This helped make others who had not long arrived in the country feel at ease as they could relate with his experiences. It was evident that meaningful relationships were developing within the group and the participants began to trust one another more and more each week.

The art process can offer the participants the chance to express themselves non-verbally – often the unconscious feelings, wishes, fears or emotions to his or her inner experience are revealed. Like the photo below the individual can use the artwork - like a shield where they can protect themselves from what they decide to share with the group.

The fact that artwork was used to kick start discussion illustrates that the young people have been thinking about their thoughts and feelings while drawing or painting. I believe this allows the young person time to process their thoughts, so they then feel ready to share and express their inner feelings with the rest of the group.







# Project



Personal stories are more impactful if they are framed in a way which focuses the attention on how your circumstances, environment and emotional state has affected your choices and experiences and therefore your story. To help engage and enable the audience to connect provide a holistic view of the story with information such as the social constraints, inequalities, psychological and in some cases cultural barriers faced.



The young people who feel safe and supported should be ready to record, edit and share their story. Sharing their story within the group can be a powerful way to heal; helping to gain meaning of something that happened or even something they thought they had dealt with – subsequently helping the individual to develop closure.

Through sharing our stories not only are we healing ourselves, but we are helping to inspire those who are listening. As Julie stated;

*“At the start you feel ‘god love me’ I’m the only person who has ever gone through this but when you begin to hear other stories you begin to think hold on a minute here, there is loads of people that are here and going through hell.”*

- Part 1. Record
- Part 2. Edit
- Part 3. Share

**Before you start - Things to remind the group;**

When we share our story within a group, online or with the outside world. We could;

1. **Make ourselves vulnerable.**
2. **Make parts of our story open to criticism, attack or misinterpretation.**
3. **Others may use our story for their own agenda - especially the media and politicians.**
4. **On the other hand, we can gain support, understanding, connection and change.**
5. **Develop a focus on the future.**

Optional guide / possibly share with the group / have on flip chart paper.

**The story needs to be authentic and honest. And:**

- **A central character = Easier for the outside world to connect.**
- **The story should have a structure = Past, present and future.**
- **Identify the main struggles = Be clear.**
- **Hook your audience early = Use real raw emotions**
- **Be creative = Use pictures, drawings or art.**
- **What is the purpose of the story = What change are you seeking?**
- **The end should be clear = What does success look like?**

**Note**

It is important to highlight that if sharing your story could bring you harm inflicted by others, then there are ways to keep it anonymous. E.g. If it's a video you could blur the face, change any identifying information such as name, location, age etc.

Consent to share a story should always be sought. For more information use the link below;



<http://bit.ly/WITNESSCONSENT>



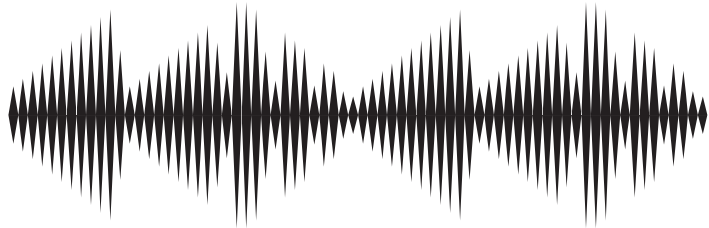


Part 1  
Record Story



*"I feel that it was extremely important that I could do it at my own pace, I think if I had of been rushed through it or it was a set programme it would have been a lot different and I wouldn't have had that sense of personal satisfaction at the end of it. It's my piece, my story, it's how exactly I remember things and it's how I want things to be remembered."*

Peter 16



Exercise

Record story: Audio or Video - One-to-one activity

The participant can decide if they wish to be recorded (Anonymously if requested) via video or audio. For tips on how to record someone using a phone - please use the link below;  
<https://bit.ly/TipsForVideoMaking> (4 mins)



The storyteller should always be reminded that;

- They are in control of what they share.
- They will get the chance to edit it once it has been transcribed.
- They can stop the process at any time.
- They don't have to share it with others once completed.
- Once transcribed and edited it can be anonymised.
- If they don't feel comfortable getting it recorded - they can type it themselves (best to do during group time for extra support if needed).
- A list of support agencies should be made available.

Note

Some storytellers will prefer to be asked questions relating to their story, therefore we encourage you to ask them prior to recording their story. If so, have a list of questions prepared which are open ended.

Test the recording device is working before the interview (battery) and ensure good sound quality of the environment.

The recording of the group's stories may need to be spaced over a number of sessions depending on the size of the group. While individuals are having their story recorded the rest of the group should be encouraged to continue creating art.

Everyone has a story to tell!

Part 2  
Edit Transcribed Stories

Exercise

Young person becomes their own author, editor and publisher.

*"After reading my story back to myself it has made me realise that there were a lot more things that have happened in my life that have affected me. Until you take the time out to read your story you don't realise how much other things that has happened in your life and the way that it affects you. My hopes for the future would be to work with young people and to help bring about some sort of change which is really needed today."*

Sean 20

Transcribe the story and give it back.

Young people can become their own author, editor and publisher – always in control of what they want to disclose. I have worked with people of all ages from many backgrounds, from those who are drug and alcohol-dependent, to those who have been imprisoned, and those who are struggling as the most marginalised groups and individuals in society. I have witnessed the innate power of (re) creating a story, where these individuals become the authors, editors and publishers of their own lives. Powerful 'others' have had their way with these people – some have been victims their whole lives – and the transfer of power from 'other' to 'self' during the storytelling process is palpable, tangible and visible for everyone involved.

It is important that young people don't become self-critical on previous life choices or mistakes made. Empathy and progressive thinking should support the individual to think about their future.

Together they can help create a more empathic and progressive society.

*"I used to think that the refugees and asylum seekers were coming over here and taking our jobs and our houses. I thought why can they not stay and fight in their own country like we do? But having had this opportunity to meet with them and hear what they have been through, they're a lot worse off than we are. It's made me change my opinions."*

Dana 19

Note

The storytellers get the chance to look over their stories and make any changes they desire. This stage of the process can be emotionally challenging, as their life appears in black in white – they may relive some of the feelings they experienced in the past. Extra one-to-one support should be made available. Especially to those who have additional needs. The storyteller can add to his or her story if they wish.

Tip

To edit and transcribe video or audio I recommend using - [www.descript.com](http://www.descript.com) Descript has been a game changer for me – spend time familiarising yourself with it – it has saved me many hours transcribing and editing.



Part 3  
Sharing of Stories

Exercise

*"It was hard at the start when I began to share my story, but it got a lot easier the more and more I shared parts of it. It was also easier as you began to hear other people's stories, you could tell that people were hurting and then you could tell them your story to reassure them that they weren't the only one this had happened to. After sharing my story, it felt like a truck or a lorry filled with cement had been lifted off your shoulders it was really good to get it lifted off."*

Joe 16

Group activity = sharing of stories:

Once all the stories have been edited and everyone feels ready – it's time to bring the group together to share their stories. When storytelling is done with groups of young people who have experienced the same kind of trauma, the likelihood is that they will find it easier to open up and talk about their experience. The project should support the participants to find the courage to express themselves in a way they want, in their own time. The process of sharing helps to restore one's dignity and help build upon their self-esteem and self-worth.

Young people who feel listened to receive the message that they are worthy of being heard. This shift of perspective from a negative to a positive image keeps hope alive, it is very encouraging as it helps release an energy, which creates a new vision. I believe that the process of being listened to helps to ignite the process of change.

Note

- A safe environment is essential.
- Disruptions to the session mitigated e.g. noise, phones.
- The storyteller is always in control of what they share.
- If the storyteller is extremely nervous about reading their story aloud, ask if they would like someone else or a leader to read it. It is also OK if they decide not to share it at all.
- Respect and support for each other should be encouraged throughout.
- Recognise how difficult it can be to open up and share your own story with others – that it takes a lot of courage.
- At the end of the session make time for fun – e.g. something to eat as a group / burning of stories in a fire etc.
- Where possible the group should go on a residential where they can relax, have fun and share their stories.

If you have completed the storytelling programme and want to share your story upload it to; [pastpresentfuturechange.com](http://pastpresentfuturechange.com) here we can share your story with the world.







The process of turning the story from personal to political enables people to feel empowered and encourages them take control of their story. People can relate to personal stories and therefore it makes it easier for them to connect with the campaign if it becomes personal.

It is important to acknowledge that campaigns can have various priorities as some are developed to empower young participants, to give them the experience, to help raise an awareness of an issue or to make a real change. **Throughout the development and implementation of campaigns, it is important to acknowledge the small victories which are needed to ultimately reach and achieve overall meaningful change.** Some examples include, increased levels of confidence with the campaigners, increased number of members joining the campaign for street protests, increased public awareness on the issue, any media coverage which has helped gain public support etc. **Celebrating these small gains with those involved in the campaign helps to boost morale while also reinforcing the need to maintain focus on the bigger picture.**

- Part 1.
- Issue and solution
- Part 2.
- Be SMART
- Part 3.
- Target audience and key message

Part 1  
Identify the Common Vision

The group should have the opportunity to reflect on the stories shared. The next stage will provide the group with an opportunity to identify on any common threads which connect the stories. Remember that each storyteller will have different views of what the issues are. Some individuals will prioritise an issue over another one, more important to them. It is important that everyone gets the opportunity to speak and identify an issue which is of personal interest to them; encourage active listening and that differences be put aside while the group critically reflect on the issues raised and identity possible solutions.

Encouraging group participation will help develop a shared understanding of the problem; provide opportunities for the group to explore possible solutions and help the group stay motivated and focused during the campaign.

Exercise

Activity 1  
Identify the issue

Thinking about the stories which have been previously shared. Can the group identify; (Word Storm Exercise)

1.
- What were the key issues raised within the stories?
2.
- Can a common thread among the stories be identified?
3.
- Are there any issues which could be linked to a systemic failure?
4.
- Can the group identify any rights of the child which are being denied?

For more information on children's rights visit <http://bit.ly/UNCHILDRENSRIGHTS>

The group should now collectively decide on the issue they would like to address. When possible, the best solution is one that satisfies everyone's or the majority's interests.

Activity 2  
Identify the Solution

Each person should now create their own answers to the following questions; (encourage them to be creative, using diagrams, illustrations, art and words)

1.
- What would be the solution? (Imagine money and resources weren't an issue)
2.
- Are there any advantages and disadvantages of the proposed solutions?
3.
- Share the answers with the larger group – are there any similarities?

As a group decide on the solution and a common vision for your campaign. (Remember, are resources available?)

Activity 3  
Example / Case Study



 'My Story' Video - <http://bit.ly/MYSTORYMOVIE> (11 min)  
Watch the 'My Story' film with the group.

1.
- Can the group identify the issues raised within the stories?
2.
- Were there any common themes among the stories?
3.
- What might have the group decided to run with as their first campaign?

Before beginning any campaign for change we can't over emphasise just how important it is to take the time to Plan and Prepare your campaign strategy. A carefully considered plan will help you develop a focus and a clear vision on how to best use your story for change and achieve your goal.

Once the issue and solution has been identified the next step is to Identify a goal.

Common types of goals are to:

- 
- Increase something
- 
- Make something
- 
- Improve something
- 
- Reduce something
- 
- Save something
- 
- Develop someone (yourself?)

The Smart goal objectives will help you develop your storytelling/campaign strategy.

Exercise

Specific

Specify the changes you want to see. Make it short, sweet and to the point. Identify a distinct need. eg. "I want to use my story to improve mental health awareness in N Ireland" is vague, while "I want to improve mental health awareness within my school" is more specific.

Measurable

Making sure we have something to help us measure the progress of the campaign helps us keep on track. Set a target number and think about the most effective way to measure progress.

E.g. "I want to reach 50 people within my school" - a pre/post survey questionnaire could help measure impact. (Working in a team will help with the workload and help complete the tasks on time)

Achievable

Be realistic – sometimes we set ourselves objectives which can be over ambitious. Remember your capacity and the nature of the problem. Start small then go big. Begin with family and friends then gradually reach out to the wider public. Keep yourself organised as this will help you achieve the desired objective.

Realistic

Research relevant facts and figures on the issue to help illustrate the desired change and need for it. Become an expert! Try and find the most up-to-date information as possible, although tracking the issue over time can be useful too, using various sources (newspaper article, book, reports, etc.). If challenging the State, request for Freedom of Information on the data you seek.

Time-Bound

Creating a timeline could help you set targets and help create a vision for the year ahead and the activities to be completed. Part of making your campaign measurable is knowing when you plan to achieve it. "Have a peer mentoring group up and running in my school within a year" is a time-bound goal. Connect with other organisations who are working towards a similar goal.

Questions

What change do you want to make?  
What actions will you take?  
How does your story relate to your goal?

What data will you use to measure the desired change?  
How much?  
How well?

Is the change possible?  
Do you have the necessary skills and resources?  
What factors are within and not within your control?

What do you need to know?  
Why is the outcome important?  
What are the current stats?  
Who has the power to make change happen?

What is the time frame for accomplishing the change?  
Can you identify anyone who could help?



Exercise

Activity 1  
People power & opponents darts

Take aim...time to identify your target audiences!

You need a flipchart, markers/pens and post-its.

Draw a large target on the flipchart and label it. Discuss and explain the different categories of the target audience to the group, make sure that everyone understands the difference between them. Do they agree in the importance placed on each of the categories?

Divide the group into two teams and give each of them post-its and pens. Tell the teams they have to write down as many potential audiences they can, try to be as specific as possible (e.g. 15 – 21 year-olds in West Belfast, the Health Minister, retired school teachers, etc.) Explain that the potential audience will get full points if it is not repeated by the other group, only half the points if it is.

Ask the group to come up and put them on the target explaining why they have decided their chosen target. Add up the scores of each team.

Group discussion;

After both groups have placed all their post-its on the flip chart paper- get the group to identify;

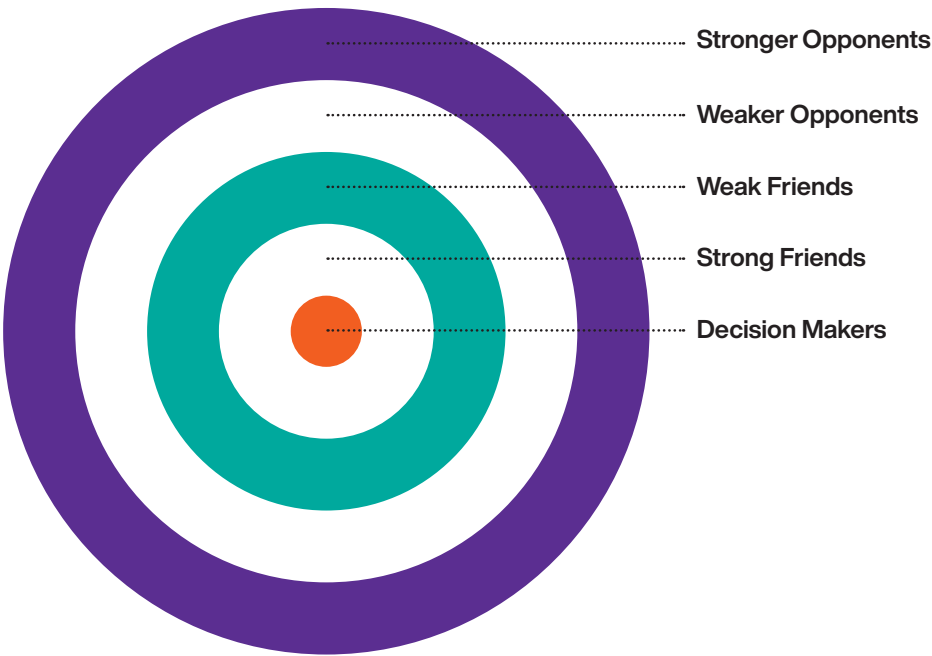
- The most influential people or individuals who can make the change you seek happen – they become your potential primary targets.
- Identify stakeholders who could support your campaign or those who would have influence on or relationships with your primary target group. They are your secondary targets.
- Thirdly identify those who are most affected by the issue, those who could become actively involved in helping your campaign achieve its goals. Think about how they could help you achieve your aim. These should also be your primary targets.

People Power

Identify people or organisations who are working towards the same goal. Recruiting supporters and allies to help promote the campaign will make your campaign stronger, adding to resources within your team.

Opponents

Identify the potential opponents and any obstacles to the advancing of the campaign. You should be prepared to challenge opponents' arguments and perhaps even persuade them to your point of view (in a respectful manner).



1. Decision Makers:

**100 points:** Who holds the power to make the change you aim to make? Make sure you have their up to date information; can you contact them directly? Can you contact them publicly? (Keep record of correspondence)

2. Strong Friends:

**50 points:** Who are the people directly affected by your issue? How can they support the campaign? Are there any organisations/people working towards a similar goal? Can you join forces? Any creative ideas to recruit new members to the team?

**Remember the success of a campaign lies in the support, resources and skills you can gather. Engaging target audiences will require different messages and content.**

3. Weaker Friends/ Opponents:

**25 points:** Are there any individuals/ organisations who 'kind of' agree with your point of view? Target them with your stories and the facts – increasing their awareness could help foster their support. They might be difficult to engage; therefore, it may take multiple attempts and different methods to gain their support.

4. Strong Opponents:

**20 points:** (Beliefs as critical blockers, e.g. same sex marriage) What arguments do you think they might use? What solutions can you use against them? Can your time be better spent elsewhere?



Activity 2  
Identify the Key Message

Remind the group that a good campaign message is clear and simple, states the problem and proposes a solution. That a good campaign message should;

- Capture the attention of the target audience
- Appeal to people's emotions and values
- Be easy to understand and remember



Using the link below watch the YouTube video and answer the following three questions.  
<http://bit.ly/KEEPBILLYALIVEVID> (2 min)



Questions

1. Who is Charlotte Caldwell's target audience?
2. How does she appeal to the emotions and values of the viewers?
3. What do you remember most about the video?

Exercise

Group exercise:

The groups should now prepare a key message for the three main targets previously identified with the darts exercise;

1. Those most affected by the issue = potential supporters
2. Most influential people = primary targets
3. Stakeholders who could support or have influence = secondary targets

- Remind the group to be mindful of their language; what words will they use to describe the issue differently and appeal to the various target audiences?
- It doesn't have to be written, encourage creativity. (Think outside of the box)

Bring the groups back together and ask them to share their key message to the other teams.

Debrief: Questions for the group;

- Was the message clear?
- Can you remember what the asks where?
- Was it short, memorable & engaging?



Tips to consider:

- Catchy campaign name: Make it memorable and to the point.
- Your ask(s): What do you want to change or bring awareness to?
- Personal stories: You've collected the stories, now what will you do with them? Use of quotes from someone who is taking about their own personal experience (as long as you have permission from that person).
- Reason/Research behind the campaign: What is at stake if nothing's done? Why is the situation the way it is? Is this the same elsewhere?
- Direct call to action: Have something tangible for your audience to do today (Make sure this applies to audience being targeted at).

Note

A campaign message does not have to be static, it can change over time so be prepared to review and refresh it as things change.

Now you have a clear key message it's time to think of the various ways to share it. Encourage creativity by getting the group to think outside of the box. Often, it's these innovative ideas which can have the most impact and help gain support.

Your tactics will vary depending on who your target audience is, e.g. children, young people, adults. If they are supportive (mobilisation tactics), neutral (educational, visualisation tactics) or opposing.

- Part 1. Media
- Part 2. Explore example movements
- Part 3. Celebrate

Exercise

Part 1 - Media  
Activity 1 - Create a social media strategy

Most young people are social media savvy, constantly sharing images and stories online. Develop a digital strategy which can harvest their talents and capitalise on the opportunities social media can offer.

When developing the social media strategy for 'MyStoryYourStory', we used ForaChange.org.

ForaChange is a toolkit for campaigners, activists and non-profit organisations to design and implement an effective digital strategy for achieving progressive social change.

Using the online resource, we worked through the following 7 questions;

1. What are your aims and objectives?
2. Who are your target audiences?
3. What are you going to say?
4. Which platforms will you use?
5. What is your content strategy?
6. How will you engage your audiences?
7. What does success look like?



Media interview tips for spokespeople

If a campaign is in its infancy, it's important to educate the general public; the following three key points should be an essential part of your interview:

1. What is the campaign?
2. What is your vision?
3. What do you want?

Insert 5 tips to help you prepare for an interview

1. Think of the three key points that you want to get across and remember to bring these points in when possible during the interview.
2. Take a deep breath and remember to take your time when answering the question. When people speak fast during an interview it can be difficult for the listener to understand.
3. When possible try to drop in the website or hashtag relating to the campaign a good way to do this is to use examples, e.g. ".....can be found on our website or by following our ....hashtag #".
4. Remember why you joined the campaign to begin with, what motivated you to join and take action?
5. Try and keep your answers short and sweet – no longer than 25-30 seconds. And, enjoy the interview – it will all be over in a flash.

Exercise

Can the group identify difficult questions they may be asked about their specific campaign?

In smaller groups take the time to ask each other the questions identified – while someone films the person answering.

Look over the recording and reflect on the answers.

Remember Practice makes perfect.



Examine the five example movements highlighted within– discuss the tactics used, watch the videos and answer the questions presented. Encourage the group to research and reflect on the examples at home or in their free time and subsequently present any thoughts or findings to the rest of the group during follow up sessions.

1. #NeverAgain

On Valentine's Day 2018 a recently expelled student entered Marjory Stoneman Douglas High School in Parkland, Florida and killed 17 of his peers and teachers with a semi-automatic rifle. Within the first four days after the shooting a small group of students formed #NeverAgain, a grass roots gun reform campaign. What started out in the young people's bedrooms quickly attracted worldwide attention through social media, public speaking and media coverage. Together they planned and prepared their campaign, they called for specific changes like renewed assault-weapons ban, universal background checks and digitized gun-ownership records.

They organised a variety of direct actions which spread throughout the country, culminating with the nationwide March for Our Lives protest on the 24th of March. They collaborated on the event with an already established non-profit organisation Everytown for Gun Safety. They toured 60 cities in 60 days calling it Road to Change, hundreds of thousands of protesters showed up at their demonstrations demanding action against gun violence. Many of the #NeverAgain activists spoke at the protest in Washington D.C, one activist named the victims, before standing silent on stage for four minutes. She was on stage for six minutes and twenty seconds, a symbolic act as this was the length of the Parkland shooting.

In March #NeverAgain had achieved their aims when the Florida legislature voted in a law for increased funding for school security and raised the required age to buy a gun from 18 to 21. The governor commented, "To the students of Marjory Stoneman Douglas High School, you made your voices heard. You didn't let up and you fought until there was change."

This is a prime example of effective youth mobilisation to achieve wider societal change, the #NeverAgain group targeted the root cause of the problem, the NRA and gun laws. They used their personal stories as gun attack survivors and as young people being afflicted by violence to campaign for change. They set achievable aims, limiting automatic weapons and background checks, in a defined timescale. Organised a variety of direct actions from vigils, protests, lie-ins and poster competitions. A T-shirt was designed that could be scanned with a mobile to register someone to vote. As a result, they secured the largest youth turnout in 25 years – still only 31%. They linked up with already established gun lobbying groups for support and mount pressure on government officials.

They funded their campaign through a Go Fund Me Page and celebrity donations. It is also a great example of youth campaigns playing to their strengths, social media often seen as a negative preoccupation within younger generations was used as a vital tool to grow their campaign, something which they were experts in. A small group of young people under the voting age turned a tragedy into positive change for the lives of other young people around them.

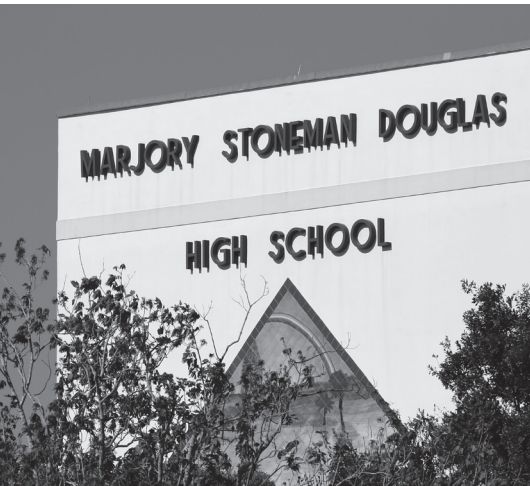
Exercise

Watch the video = Time 100 | Park land Students (in the article) <http://bit.ly/PPFCNEVERAGAIN> (3 min video)



Questions

- 1. Describe what happens at the marches seen in the video?
- 2. What advantages do teenagers have speaking out about certain problems?
- 3. Why is it important for young people to see a youth led social movement for change?



A 16-Year-Old Is Leading a Global Climate Movement – Greta Thunberg

Following on from the previous #NeverAgain movement the recent climate strikes across the globe have been inspired by the students in Parkland, Florida, who organized the mass walk outs (#MarchForOurLives) of classes in protest against the US gun laws that aided the massacre on their campus.

Last summer, after a record heat wave in northern Europe and forest fires that ravaged swathes of Swedish land up to the Arctic, Greta Thunberg was part of a group of young people that wanted to do something to raise awareness about climate change. The group could not decide on the best form of action so Greta decided to go it alone and started her own protest on August 20, 2018, she stated;

2. #Skolstrejkförklimatet - (SchoolStrikeForTheClimate)

"I painted the sign on a piece of wood and, for the flyers, wrote down some facts I thought everyone should know. And then I took my bike to the Parliament and just sat there," she recalls. "The first day, I sat alone from about 8:30 am to 3 pm—the regular school day. And then on the second day, people started joining me. After that, there were people there all the time." (To read the full article visit <http://bit.ly/ClimateDeskArticle>)

Among her demands were that the Swedish government reduce carbon emissions per the Paris Agreement. Just before the general elections Greta publicized that she would continue with her strike until Sweden aligns with the Paris Agreement. She then created the #FridaysForFuture slogan which quickly gained worldwide interest, helping to encourage and inspire approx. 1.4 million students across the globe to take part in student demonstrations; young people walked out of schools on the 15th March 2019 in 2,233 cities and towns in 128 countries, with demonstrations held from Australia to India, the UK and the US.

Exercise

Watch the short two minute video to witness the scale of the movement = <http://bit.ly/WorldClimateStrike> (2 min video)



Watch the video = How a 16-Year-Old Is Leading a Global Climate Movement. <http://bit.ly/GlobalClimateMovement> (8 min video)



Questions

- 1. From watching the video can you identify any small and big victories for Greta Thunberg and the campaign?
- 2. Greta opened up and shared her own personal struggles, her story, why do you believe she decided to share this?
- 3. How do you believe the campaign turned global?





3. #FeesMustFall

In South Africa under Apartheid there was so much repression the one thing you couldn't ban was people dancing and moving. This soon became a key tactic for protesting which helped to create a positive energy – it soon became the cultural expression of the people. The anti-apartheid songs are continuously being rewritten and used again and again. More recently with the #FeesMustFall movement – see video below for example;



<http://bit.ly/FEESMUSTFALLSONG> (3min video)

**#FeesMustFall** was the biggest mass movement of the people and in particular students since the end of Apartheid. The movement which began in October 2015 in South Africa, united students across the country and helped to put education on the national agenda. The movement saw thousands of young people mobilise and rally for change throughout the country.

The young people involved believed in more than free education, they wanted to be a part of South African society and have a part in it. The movement united students across campuses, colour and racial lines. The goals of the movement were to stop increases in student fees as well as to increase government funding of universities.

'The 2015 protest ended when it was announced by the South African government that there would be no tuition fee increases for 2016. The protest in 2016 began when the South African Minister of Higher Education announced that there would be fee increases capped at 8% for 2017; however, each institution was given the freedom to decide by how much their tuition would increase'. (Wikipedia)

Exercise



Watch the video = The legacy of the fees must fall.  
<http://bit.ly/FEESMUSTFALL> (11 min video)



Questions

1. Acting National Police Commissioner Khomotso Phahlane has queried whether the **#FeesMustFall** campaign may have been taken over by criminals. How can a movement protect itself from being hijacked by others for their own personal gain?
2. What was the outcome of the **#FeesMustFall** movement?
3. Activist Lerato Motaung states “Like a lot of comrades I have gone through extreme anxiety, depression, FeesMustFall fundamentally changed the way I view and interact with world”. Why do you believe this was the case? How could mass movements protect its supporters?



For more information on FeesMustFall visit <https://en.wikipedia.org/wiki/FeesMustFall> or watch the film. Everything Must Fall.



*“Nonviolence is a powerful and just weapon, which cuts without wounding and ennobles the man who wields it. It is a sword that heals. In spite of temporary victories, violence never brings permanent peace.”*

The #Feesmustfall movement turned violent with widespread damage caused throughout the country. I would like to take this opportunity to stress the importance of peaceful protesting. As Martin Luther King Jr. stated;



4. #YesEquality



On May 22nd 2015 62% of voters passed same-sex marriage in Ireland, making it the first country to do so by popular vote. The Yes Equality campaign built on previous work done for this struggle since the 1970s to help secure a successful vote. A mass movement occurred across the country with a huge volunteer network canvassing in their local communities. The power of personal stories played an important role by activists, supporters and famous people. Social media was central to the success of the campaign in spreading messages and in mass media movements like #HomeToVote and #RingYourGranny.

Exercise



Watch the video = #RingYourGranny  
<http://bit.ly/RINGYOURGRANNY> (4.5 min video)



Questions

1. What types of emotions are felt before and after the phone call do you think?
2. Why is it important to bring the personal and human aspect into political debates?
3. What target groups do the people rang fit into?
4. And why was it important to ring them?

Door-To-Door Canvassing was one of many tactics used in the Yes campaign. Canvassing in the community is a great way to engage with the local community, by asking them how the issue is affecting them. This should help add to the core group of supporters. Before canvassing it is worth considering the following three questions;

1. What are you trying to achieve from this activity? (i.e. raise awareness of campaign, build support base, invite people to a protest, etc.)
2. Are you able to summarise your story/ campaign ask in 30 seconds?
3. How does it relate to the listener and connect to wider social change? (It's a good idea to do this in small groups for safety)

Tips:

1. Have a friendly knock. 2. Take two steps back from the door. 3. Break the ice. 4. Inform them about your campaign. 5. Summarise it in 30 secs. 6. Thank them for their time. 7. Always be respectful.



For more information on door to door canvassing watch this three minute video by the yes equality on a guide to canvassing  
<http://bit.ly/CANVASSING> (3 min video)



5. Democratic Republic of Congo - Child Soldier Campaign

In Eastern Congo, a campaign against the use of child soldiers made a film aimed at creating a conversation around why parents allow their children to become child soldiers. The film was shown in local communities and was very effective in starting this discussion. However, soon after the aims of the campaign quickly changed as the UN Criminal Court started making their first arrests. In response, the group made another video addressed to the UN calling for action to be done immediately as it was a crime against humanity. This is a perfect example of how a campaign used grassroots videomaking to register the issue, audience and story being told to right audiences.

On the Frontlines was created by Ajedi-ka and WITNESS to advocate for the cessation of voluntary recruitment of child soldiers in Eastern DRC.

Exercise



Watch the video = On the Frontlines: Child soldiers in the DRC.  
<http://bit.ly/CHILDSOLDIERSVIDEO> (3 min video)



Questions

1. The aim of the video was to cease the voluntary recruitment of children. What do you believe made the video successful?
2. How have personal stories and statistics been used within the video?
3. Does grassroots organising still work?

Watch the short video below to learn more; Dolores Huerta 89 Co-founder, United Farm Workers has been an activist for 64 years, states, “The most effective way to make changes is by organizing, especially at grassroots level”.  
<http://bit.ly/GrassrootsOrganizing> (2 min video)





Change can happen. Believe!

Making posters, placards and leaflets are great tools for campaigning. It's a fun group activity and a great way to relax and share ideas.

- Use a short catchy message, 7 words or less. The text should be clear and readable from a distance. Text-based posters work better with less colour, contrasting colours make the words stand out from the background.
- Humour and rhyme are effective ways to get your message across. Make it personal.
- Get creative with the materials that are available to you, gluing mixed media to you placard is popular. Stencils and printing text from a computer address time and quantity issues.
- Have a friend review it before in case you say something offensive or suggestive by accident.

Protest/March:

Feet on the street! Protests don't have to start big to be effective. #FridaysForFuture started with one person and resulted in over 1 million people across the globe protesting.

Here are some basic tips we learned on planning an effective

- Get organised early, start an event page on social media and begin inviting people and sharing it.
- Simplify what you trying to achieve through this protest, is it an achievable goal?
- Distribute roles at the protest among activists, have something for activists to feel involved.
- Is it in an accessible public place? Check local laws around protesting.

Note

When organising a protest or march the group should make it a priority to avoid a situation where confrontation leads to violence. Young people should discuss how it is possible to engage in peaceful protest to bring about change.

Congratulate the group on all their hard work so far, touch on the group's personal journeys through the storytelling workshops and in their campaigning to make social change. It's sure to have been a lot of work and energy so it's time to put your feet up, relax and reflect on the campaign.

Group discussion:

- Can the group identify any victories both big and small achieved?
- What tactics do the group believe worked best for them? Why?
- If running the campaign again what would you do differently?
- Can the group identify 3 achievable goals for the next 6 months/year?
- How have you looked after your own self-care during the campaign?



Exercise

Exercise on self-care: Jellybean Icebreaker.

A bowl of jellybeans is passed around the group and everyone encouraged to help themselves. For every jellybean taken you say something that you do that makes you happy when you're feeling down. (Self-care, how do you lift yourself back up when you are down?) e.g. "My name is Joe and when I am feeling low, I go for a run. I also like to listen to music in my room and finally I like to hang out with my friends."

Congratulate young people on their feedback, importance of knowing self-awareness and regulation of their emotions.



Motivational Video  
<http://bit.ly/Jellybeanvideo> (3 mins)



The Time You Have, Explained With Jelly Beans (VIDEO) ... In a video, the jelly beans are used to spell out just how precious the time is we have in this life. The massive pile of beans represents the average American life span -- a single bean for each day. At the end the viewer is asked what are you going to do today? You could encourage the group to check in with a family or friend, ask them how they are feeling? How they are really feeling?

Celebrate / Have fun

It is important to end the session on a positive note. When possible take the group out on an activity. Or; have food, play games, create some art etc. This is a good opportunity to gather feedback from post evaluation questionnaires or take the time to thank your supporters via a card or sending a social media post. You never know when you might need them again.

*"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has".*

Margaret Mead.





For more information visit  
[pastpresentfuturechange.com](http://pastpresentfuturechange.com)

Special Thanks

To all the young people who have contributed their time, ideas and thoughts – Dean, Sarah, Keeley, Paddy, Katie-Rose, Caolan, Morgan, Steven, Siphosethu and Máiréad. A special thank you to Finn Stoneman, who started last year as an apprentice youth worker, and having successfully completed his course, is now working full time within the Quaker Service Young People’s Programme. He has been a great support, offering invaluable honest feedback and bringing forward many great ideas.

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Thank you.

Resources

<http://bit.ly/QuakersToolkitForAction>  
The toolkit for action is a series of short publications that provide practical ‘how to’ detail for changing the world.

<http://bit.ly/TurningTheTideTool>  
A range of workshop activities, group exercises and games.

<http://bit.ly/WitnessTool>  
Visit the library to download free resources for video activists, trainers and their allies. (Video production basics, documenting protests and police abuse and video advocacy).

<http://bit.ly/FireItUpTool>  
A youth activism manual for teachers and youth workers.

<http://bit.ly/MentalHealthFoundationTool>  
A guide to help create a classroom and school environment where children can thrive with good mental health.

<http://bit.ly/MSWToolkit>  
(MSW@USC) Diversity Toolkit: A guide to discussing identity, power and privilege.

<http://bit.ly/ForaChangeTool>  
A toolkit for campaigners, activists and nonprofit organisations to design and implement an effective digital strategy for achieving progressive social change.

<http://bit.ly/ActBuildChangeTool>  
Is a free online training resource for community organising.

<http://bit.ly/LessonsForChange>  
Lessons from around the world on activism.

<https://bit.ly/DIYToolkit>  
Development Impact & You - Practical tools to trigger & support social innovation.

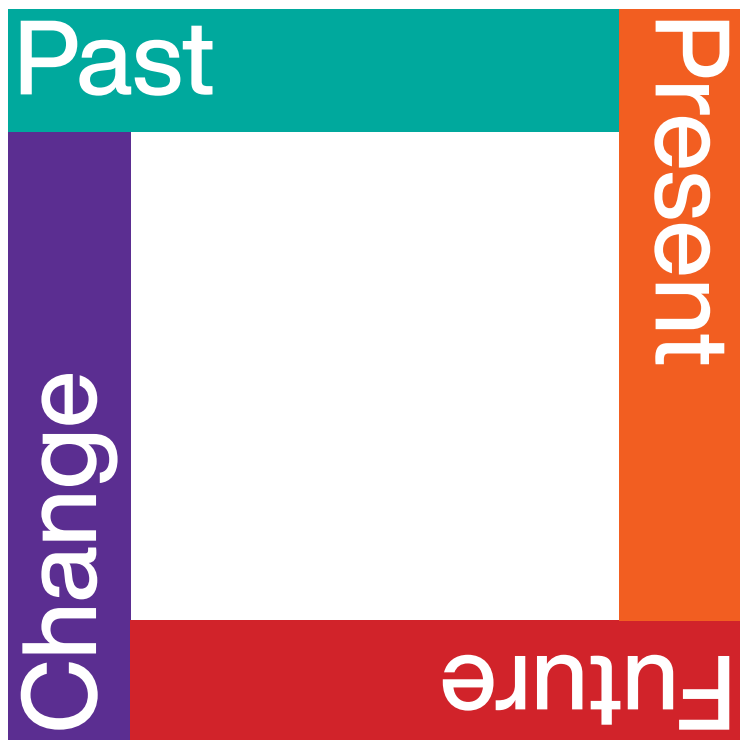
The DIY Toolkit has been especially designed for development practitioners to invent, adopt or adapt ideas that can deliver better results.

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[pastpresentfuturechange.com](http://pastpresentfuturechange.com)



541 Lisburn Road  
Belfast  
BT9 7GQ  
+44 28 9020 1444  
[info@quakerservice.com](mailto:info@quakerservice.com)  
[www.quakerservice.com](http://www.quakerservice.com)



1 Lanyon Quay  
Belfast  
BT1 3LG  
+44 28 9023 1310  
[thesocialchangeinitiative.org](http://thesocialchangeinitiative.org)

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