

Outcome 6: Young people express their voice and demonstrate social commitment



Indicator 16: Young people understand the role of power within society

Ch-Ch-Changes Activity¹ will provide you with lots of qualitative data about how young people see power and change within society. You will need more than one facilitator unless it is a very small group.

Start off with the 'Daisy Chain reel':

- Everyone stands in a circle, with their back to one person and facing another – so some facing clockwise round the circle and the others (alternately) looking anti-clockwise.
- Start the music and get everyone to move in the direction that they are facing, taking the right hand of the person in front of them and moving past them with them on their right; then they extend their left hand and take hold of the left hand of the new person advancing towards them; continue right, left, right, left until the music stops and they are facing someone new.
- In that new pair, ask them to identify a change that has happened in their life time or is happening currently/now; this could be locally, nationally or internationally – but a change that has or will make a big difference to people's lives. At this point hand out a paper plate and pen to each pair, and the pair decide on one change example and write it on their plate. Put these into the middle of the circle.¹
- Start the music again and they move in the circle again; when the music next stops they stop and they should be facing someone new²
- Ask them to identify a new change; at this point facilitator hands out paper plates and pens as before. The pair agrees what to write down on the plate and throw into the centre of the circle.
- Everyone then goes and picks up a plate from the circle.
- On the floor ask the group to cluster the plates into themes. Allow time for explanation and debate around where plates should be clustered.

¹ From *The Little Book that Roars, Roars Not Whispers*





- As a group, choose 3 - 5 clusters to take forward (the number of clusters will depend on the size of the groups as well as the range of themes that emerge). Ask the group how they would like to choose – by voting with sticking dots or a show of hands or standing by the cluster that they see as most important or interesting.
- Ask participants to form small groups (each group will need a facilitator/note taker). Each group takes one of the clusters and decides on one of the changes within the cluster to explore and think through the change in a bit more depth. The following prompt questions should help:
 - What was/is the change?
 - What made or will make that change happen?
 - Who is involved in this?
 - Who is for the change and who is against it?
 - What influence do they or don't they have?

Facilitators ask each group to identify three learning points, who has power and how they use it.

