

Foreword

Have you ever wanted to make change but don't feel like you know enough to try? Perhaps you've recognised the biblical call to social justice but aren't sure how to put it into action? Or maybe you've been involved in campaigns in the past but are keen to be more effective going forward? Then we hope this resource will prove useful to you.

'Policy' can be a scary word, but it is changes in policy which, for good or ill, can have the biggest effect on people's lives, and so understanding how policies get made and changed gives us the best chance of harnessing the political system for good. Getting involved in politics is a way of loving our neighbour on a structural scale. If we're going to do it, it's worth understanding how to do it effectively.

This resource will allow you to learn about, and explore questions around the why, where, when, who and what of policy-making.

While we explore some of the theology around faith and politics in session 1, the main thrust of this series will be practical – exploring how we can create change within our political structures, rather than whether we should. A more thorough discussion of politics and the Church can be found in another JPIT resource "The Art of the Possible."

There is no silver bullet to making change; it requires hard work, research, collaboration, compromise, time, and often a bit of luck. Sometimes people get excited about trying to make change, and jump straight in to a campaign without the knowledge which would help them campaign effectively. As Christians, we of course believe that God uses us in our imperfections, but Spirit-led preparation leads to Spirit-led action.

Whether you know lots about the political system and have been involved in campaigns before, or if you know next to nothing and are just dipping your toe in the water, we hope that you learn something from this resource. But more than that, we hope it sparks conversations which will invigorate and equip you as individuals and as a church to go away and make change yourselves.

For each session, there is also a longer accompanying blog which goes into more detail about what is covered in the videos. Your group may wish to use this as further reading to delve deeper into the topics discussed.

This resource is by no means comprehensive, you may well want to add to or challenge the content, and supplement it with other similar resources. But we offer it to you, and hope that God's presence will be felt among you as you use it.

About this resource

This resource contains 6 sessions, each designed to last around 60mins. They have been adapted to work online or in person.

Session 1: An introduction

Session 2: Why is change so slow?

Session 3: When does change happen?

Session 4: Where does change happen?

Session 5: Who makes change?

Session 6: What can I do to make change?

Preparation

Here are some suggestions for using these sessions effectively with a group:

The group leader needs to give some thought to how the group will be asked to tackle each Bible study. You may wish to have the same group leader for every session or alternate.

It can be helpful if each member of the group has a copy of these notes. They could be given out in advance or each time the group meets, in digital or paper form. Some of the opening activities require preparation beforehand.

If you are meeting online, see our guide for online sessions overleaf.

Suggested meeting format

Each session has a similar format:

- An opening activity
- A video addressing the session's primary question (which you can share via video conferencing platforms such as Zoom 'screen share' if online)
- A case study
- Discussion questions—for the group to unpack some of the issues raised by the video and think about how they might relate them to their own lives and specifically their Christian faith.
- A prayer to finish—members of the group may prefer to use their own prayers instead of or as well as the suggested prayers.

Some ground rules

- The group will start and finish on time.
- We will listen to each other - no one will interrupt or speak over someone else.
- We will watch out for each other and invite others to speak.
- We will disagree with each other with respect.
- Personal information shared within the group is confidential to that group, not to be passed on.

Top tips for groups meeting online

Online, groups need a different kind of facilitation. Here are some tips and techniques you may find it useful to be aware of.

Meeting Host

It will be helpful for a group leader to be a Host or Co-Host of the meeting, to enable you to access the relevant meeting functions.

Breakout rooms

If you are using Zoom, to split the group into smaller numbers you can use Breakout rooms. To enable this, you need to set the function up on your zoom account prior to the meeting. [You can find instructions for this here](#). You will need to be the Host of the meeting to use this function.

Meeting Security

Make sure you know who is attending the meeting. Send the link to participants directly via email or another platform prior to the meeting. Do not put the link on any public platforms (such as a webpage). You may want to enable the Waiting Room on your meeting, to monitor who is able to join.

Joining by phone

Some participants may only be able to join the group by phone. This can often make it harder to keep track of the conversation, or join in. As the group leader, you might have to identify those joining by phone and made additional effort to draw them into the conversation. It may also be helpful to ask other attendees to identify themselves by name when they speak, so that phone attendees can identify contributors.

Using the whiteboard

On Zoom, you can use the Whiteboard function to create visual notes. All participants can annotate a Whiteboard which the Host has set up. Participants will need to click the Annotate button on their control bar to do so. [You can find more instructions here](#).

Using notes

Be aware that not every member will have access to a screen to see the meeting notes on, or a printer to have them in physical form. You may want to use the Powerpoint we have created for each session to enable everyone to see meeting details. As the Host, you can share your screen to enable this.

Take a break

It is a good idea to include a break at some point during your meeting. Online meetings can require additional attention and energy. Keeping the meeting to time and including a 5 minute break to stand up and stretch will help keep the group engaged.

We have indicated which activities may need to be adapted for online meetings within each session.

Session 1: Introduction

Opening Activity—Making Change Bingo

Use **handout 1**: Making Change Bingo.

In person: give a sheet and a pen to each member of the group. Each person has to find someone else in the room who can sign a square on the bingo card, trying to find a different person for each square. The winner is the first person to complete a line- horizontally, vertically or diagonally.

Online: Complete this activity together as a group discussion. See how many of the activities your group has managed to complete.

Purpose: To recognise and reflect on the role of Christians in making change in policy spaces.

Read together: James 1: 19-27

Case Studies: Christian Change-makers

Read the three case studies below that show historical Christian figures who have been change-makers. Each of them have influenced change in different ways.

Take one person at a time and discuss:

- What change did this person influence?
- How did they do this?
- What role did their faith play in making change?

If you are a large group you may want to break into smaller groups to discuss on person each (using breakout rooms if online).

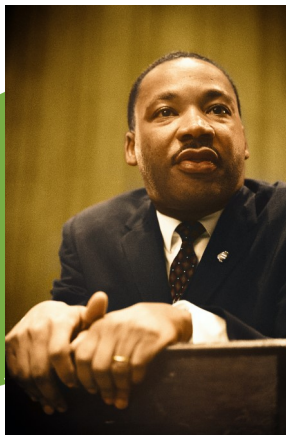
Mother Teresa (1910-1997)

Mother Teresa was an Albanian-Indian Roman Catholic nun and missionary. She was born in what is now known as the Republic of Macedonia, but spent most of her life in India. In 1950, she founded the Missionaries of Charity, a Roman Catholic religious congregation in Calcutta India, dedicated to helping the 'the poorest of the poor'. At the time of her death, the Missionaries of Charity had over 4,000 sisters and an associated brotherhood of 300 members operating 610 missions in 123 countries. Her life-long devotion to the care of the poor, the sick, and the disadvantaged was one of the highest examples of service to humanity and her memory and life's work is revered all over the world still today.



Martin Luther King Jr (1929-1968)

King was a Baptist pastor in the USA who became a leader of the civil rights movement, seeking an end to racial segregation. On more than one occasion, he was arrested and imprisoned, and was also the subject of frequent death threats. Though a leader of acts of civil disobedience, such as a bus boycott, he was committed to nonviolence throughout his life. He was assassinated shortly after his famous speech, 'I have a dream'.



Dietrich Bonhoeffer (1906-1945)

Bonhoeffer grew up in Germany. As a pastor and theologian, he grappled with how, as a Christian, he should respond to the rise of Nazism. He reluctantly concluded that he could not ignore or support the actions of the ruling party. Following Christ meant being in active opposition to Nazi ideology. After much heart searching, he participated in a plot to kill Hitler, and was eventually imprisoned and executed.



Discussion Questions

- Look at **James 1:22-25** again. Where in the Bible do you see a call to engage in making political change?
- In **verses 19-20**, James challenges "human anger". What role does anger play in change making? When can it be helpful and when can it be damaging?
- James writes of the importance of putting faith into action. How do we see this played out in the case studies above? How does this vary?
- What opportunities are there for Christian communities to influence political change in our society? What are the challenges?
- What change would you like to see happen?

Prayer

God of justice,

Thank you that you are a God committed to your people and your world.

Thank you for the legacy of your followers who have influenced change throughout history to create a fairer future.

We repent of the times that we have been complacent in allowing injustice to go unchallenged.

Thank you that you invite us to be a part of transforming our world together and we pray for your wisdom as we seek to do your work on earth.

Amen.

Session 2: Why is change so slow?

Almost all of us recognise that the status quo is rarely perfect, and there is a need for things to change from time to time. However, it can be frustrating when the change we want to see seems to take so long, if it happens at all. This is as true in politics as in other aspects of life, but understanding the reasons behind sluggishness in a system, can often help us when we are trying to make change in that same system.

Opening Activity – The Church Budget

Imagine you are the church council. Your church has unexpectedly been given a grant of **£5000**, and you have to decide what to spend it on.

In an impulse buy, the minister has already committed to buying an ornate new pulpit for **£500**. You could cancel that purchase, but you would only get **£250** back.

Your decision must command a two-thirds majority of the group, and you have 10 minutes to reach your decision. Refer to **handout 2** for your options.

- *Did you reach a decision before the time ran out?*
- *What were the challenges?*

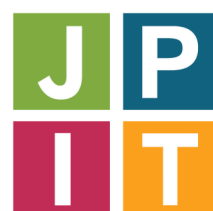
Purpose: To explore some of the challenges of making changes quickly.

Watch the video
'Why is change so slow?'

Case Study: Pensions

Pre-existing structures often mean that certain areas of welfare are resistant to reform. The pension system is one key example of this. Most countries operate pensions on a pay-as-you-go basis. This means that the pay contributions made by current workers are used to finance the previous generation's retirement. If the system was to change, for example to switch to private funding arrangements, it would place a far greater burden on current workers as they would still be required to finance the previous generation's retirement, while at the same time having to save up for their own. This would likely be very unpopular politically, meaning even if it was ideologically preferable, no government is likely to take that risk.

Can you think of other examples of where policy reform has been held back because of the difficulty in challenging the status quo?



Discussion Questions

- Have you ever been frustrated with the pace of change in the past? If so, when?
- How do we resist getting fatigued when the change we want takes a long time? How might our faith help with this?
- How might understanding why change is slow help us when we want to bring about change?
- Read together: **Acts 15: 1-21**. What might this tell us about overcoming resistance to change?

Prayer

Unchanging God,

While your steadfast love remains the same, the context we live in changes rapidly, and often requires us to change with it.

When the status quo is failing, grant us perception.

When change seems slow, grant us patience.

When the system is frustrating, grant us perseverance.

Help us to seek the change you want to see, now and always,

Amen.



Session 3: When does change happen?

As we discussed in the previous session, political institutions are dominated by deep-rooted norms and values, which can make them highly resistant to change. However, it does not preclude the possibility of change under the right conditions. But, this change is complex and a result of many influencing factors. When seeking to influence policy it is important that we get to grips with some factors that might influence change.

Opening Activity- The Pitch

One member of the group is the decision maker. The other members of the group are each given a different idea to pitch (see below). After having a few minutes to gather their thoughts, they each will take it in turns to pitch their idea to the decision maker. The decision maker must then decide which pitch they found most convincing, discussing the reason they made this choice.

If your group is large you may wish to break into smaller groups or decide to have more than one decision maker.

The pitches:

Pitch One: The Church should get chickens

Pitch two: Every August the church services should be held outside.

Pitch three: Doughnuts should be served with the tea and coffee after church.

Pitch four: The church should host a monthly board games evening.

Pitch five: This year's nativity play should be a musical.

Purpose: to start to think about the importance of how an issue is framed and how this can influence decision makers.

Watch the video
'When does change happen?'

Case Study: American civil nuclear power policy

Initially when nuclear power was introduced after World War 2, there were minimal opposing voices. In fact, nuclear power was seen as representing technological progress. This was the dominant policy image until the 1970s, when National Unions and environmental activists began to challenge it, raising concerns that nuclear power was a danger to the environment. These concerns were then backed by many scientific experts, who questioned the safety of nuclear power. Their backing gave these claims greater credibility, since they could not simply be dismissed as disgruntled activists. The Unions and environmental activists saw this new scientific thinking as a window of opportunity to further their concerns. They disseminated this new message through popular media in order to change the public perception of the policy. Through these efforts, this new policy image gained the attention of congress, courts, local government and regulatory bodies, exerting pressure on them and resulting in regulatory change in nuclear power policy.

Discussion Questions

Think about a few policy areas that are important to members of your group and discuss these questions:

- What might a window of opportunity look like for this policy area?
- What is the policy's overall image?—How do the public perceive this policy area? How do politicians perceive this policy area? How does the media cover this policy area?
- What are the current dominant facts and values that are involved in shaping how this policy area is perceived?
- What are the facts and values that we *want* to shape the way this policy area is perceived?
- What might our faith have to say about this policy area? How can we frame this in a way that would appeal beyond the church without losing our distinctively Christian voice?

Prayer

Righteous God,

We thank you that you are a God of justice and are stirring in us hearts for change-making.

We pray for opportunities to speak up for justice and call for policy change. And as we speak up grant us your wisdom and guidance as we can speak with a distinctively Christian voice.

Enable us to be your hands and feet in the political sphere, so that we can live in a world characterised by peace, justice and love.

Amen

Session 4: Where does change happen?

In the UK when we think about policymaking we often immediately think of Westminster. While it is one key area where policy change happens, it's not the only one. And, in order to affect change in the UK it is important that we understand where else this happens and what lies in each of their jurisdictions.

Opening Activity—Taboo—arenas of change edition

In person: Cut out each of the cards on [handout three](#) and place them in a pile in the middle of the room. Choose who will start. This person must draw a card and describe to the rest of the group the word in bold on their card without using any of the words below on the card. Make sure not to use any derivatives e.g. “Irish” for “Ireland” etc. When guessed, the guesser will then take then draw a card a take their turn. Repeat this until all the cards are used up.

Online: Nominate one person as group leader. Use the ‘chat’ function on your video call to send a word directly to a member of the group, with the associated list. They must then try and describe it to the rest of the group.

Purpose: A bit of fun, but also to start thinking about the different arenas where change takes place

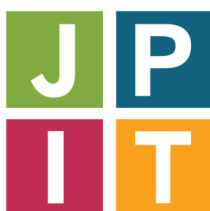
Watch the video ‘where does change happen?’

Case Studies: Different arenas of change

Choose one case study, or divide into three groups, each taking one of the three case studies. Together identify what change was made, how it was made and who was involved.

Devolved: Fracking Ban in Scotland

Friends of the Earth and other environmental groups spent six years campaigning for fracking to be banned in Scotland. A combination of mass protests, engaging with the public on the streets and working collaboratively with MSPs, kept the issue present in Holyrood and educated policymakers over time to their concerns. By facing both policymakers and the public, popular support for this policy change spread. As opposition parties began to adopt this position, the 2016 Holyrood election saw pressure on the First Minister to also support the anti-fracking cause. It was in this context that MSP Claudia Beamish introduced a Private Members Bill to ban fracking and a public consultation was launched gathering responses from over 60,000 sources. The bill was passed and in 2017 banning fracking in Scotland.



National: The Climate Coalition

In 2019 there was a huge surge in attention on the climate crisis in the UK. Activist groups such as Extinction Rebellion and Youth Strike for the Climate, who had been campaigning for years, had the goal of making people and governments take heed of the global climate crisis and commit to taking significant action. After Extinction Rebellion occupied the streets of London in 2019 and over 1000 arrests were made for civil disobedience, the UK Parliament declared a climate emergency. They also became one of the first countries around the world to legislate to reach net-zero greenhouse gas emissions by 2050. Whilst this is not the campaign ask that Extinction Rebellion campaigned for (net-zero by 2025) these actions significantly raised the profile of climate issues across the UK and in Parliament.

International: Christian Aid and the World Bank

Christian Aid, alongside other partners have campaigned for years to get the World Bank to stop funding fossil fuel infrastructure projects around the world. To do this they had to tackle the popular view that fossil fuels were the only option for developing nations. In 2012, the campaign saw a success with the World Bank committing to stopping funding coal power stations. This campaign has continued since to challenge the World Bank to make this transition for all fossil fuels and to see renewable energy sources used to provide a cleaner future.

Discussion questions

- What similarities do you see across these campaigns and across the different political arenas discussed in the video?
- What differences are there between these arenas? How would you approach them differently?
- Read [Acts 17:16-21](#). We see Paul engaging in the market place as well as the Areopagus, the council in the city of Athens. How do these locations interact? How does Paul move between them and how does he act in each of them?
- A key observation in the case studies is that campaigners often spend years collaborating with stakeholders. How can this be sustained? How could you start to build relationships with key individuals in these arenas?
- Think of a change that you want to see happen, which arenas would you need to be engaging with as you work towards influencing change?

Prayer

Ever-present God,

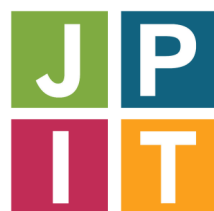
Thank you that as we approach new and unfamiliar arenas you are there with us.

We pray for our leaders, in local authorities, devolved administrations, in Parliament and around the world.

We pray that your peace will be found in these spaces and communities.

Help us to engage with policy-makers with grace, with integrity and with wisdom.

Amen



Session 5: Who Makes Change?

In any context, certain people have the authority to implement change, and understanding who these people are is important in order to have any influence. Equally important however, is understanding who can affect change indirectly, through exerting influence on those with authority. This session will explore some of the main people and organisations who have power and influence in our society, and ask how that might affect the way we go about making change.

Opening Activity – Who is involved in my decisions?

Think of a really important decision that you've made in your life, and try to list all the people or groups who influenced that decision – directly or indirectly, in a large or small way.

Read the example from **handout 4**. You can either read it out to the group or let everyone read it for themselves.

Either as a whole group, or in breakout groups of two or three briefly discuss the following questions:

How many people could you name?

Were there any that surprised you?

If someone were trying to influence your decision, who else would they need to get on board?

Purpose: To explore how numerous people and groups influence decision-making, not just the person who makes the final decision.

Watch the video 'Who makes change?'



Case Study: Upskirting

In 2017, while at a festival, Gina Martin was a victim of upskirting – this is where someone points a camera up a non-consenting individual's clothing and takes intrusive photos. Furious, she told the police, at which point she found out there was little they could do because under the law upskirting did not count as a sexual offence.

Committed to changing this, Martin launched a social media campaign and a petition which received over 100,000 signatures. Over the course of 2 years, she worked with lawyers, spoke with politicians, made media appearances, listened to others who had similar experiences, and in April 2019 the Voyeurism (Offences) Act was passed into law to make the practice illegal.

Martin was an ordinary woman who changed the law through determination and getting the right people on board.

What do you think of Gina Martin's story? What different groups were involved in helping Gina's campaign to make upskirting illegal?

Discussion Questions:

1. Are there any groups or people you think the video missed out?
2. Which groups do you think tend to have the most influence in policymaking?
3. Who do you think should have more influence than they currently do?
4. Have you engaged with any of these groups before?
5. Pick three of the groups or people that have been mentioned, and discuss how the Church might engage with them.

Prayer

Loving God,

We give thanks for those who offer themselves in positions of political authority and responsibility. May they use that authority wisely and justly, seeking to include the right people in their decision-making.

We also thank you for the work of those who help influence change, for those who amplify the voices of the marginalised, research the effects of policies, who see something is wrong and seek to change it.

We pray that we ourselves may be change makers. Even when the influence we have may seem small, help us use that influence effectively, and not become weary in doing good, knowing at the proper time we will reap a harvest if we do not give up.

Amen.

Session 6: What Can I Do to Make Change?

Over the last few sessions, we've explored a lot of the practicalities of how change really happens. Hopefully you are now wondering what you, and the church, can do to join in. This session will open up these questions and offer some of the principles which should underpin such an effort.

Opening Activity: How can the church effect change?

In person: (**Required: post-it notes and pens**): Ask the group to write down on a post-it note one important thing they think the church would need to do in order to effect political change. For example: identifying an issue people are passionate about, or researching where the relevant politicians stand on an issue. Once everyone has done this, spread the post-it notes around on a table. Ask the group to look around all of the suggestions and to put a mark next to the three suggestions they think are the most important. Have a look at which suggestions received the most votes, and discuss why they the group thought they were the most important.

Online: If you're using Zoom, use the Whiteboard function. Invite the group to annotate the whiteboard with their suggestions, and then use the stickers to indicate the options they think are most important.

If you cannot use the whiteboard, ask the group to type their suggestions in the chat, and then ask for feedback in a discussion format.

Purpose: To start to think about the practical ways we as a church can play a role in the decision-making process.

Watch the video 'What can I do to make change?'

Case Study: Period Poverty in Scotland

Girlguiding Scotland's advocacy in this area is a heartening example of ordinary people campaigning around an issue they are passionate about and making a real difference. Period stigma and inability to buy sanitary products were issues known to many Girl Guides, and after looking at the statistics and hearing stories from food banks, the charity as a whole decided to launch their own campaign around the issue. This, and calls by other groups on the issue, were picked up by Labour MSP Monica Lennon, who brought forward a bill in the Scottish Parliament which would create a legal duty on the Scottish government to ensure that period products are available free of charge "for anyone who needs them." The Scottish government initially refused to support the bill, but rather than giving up, Girlguiding Scotland continued to urge the government to reconsider. Public pressure eventually forced a U-turn, and the Period Products (Free Provision) (Scotland) Bill passed its first stage in February 2020.

Might this be cause for optimism for the Church making change? What might the challenges be?

Discussion Questions

- Was there anything in the video that jumped out for you?
- Have you had any experience with affecting political change?
- What are the things that hold us back from trying to bring about change?
- We are encouraging churches to build relationships with their MPs. What do you think is the role of relationship building in change making?
- How might the Church be particularly well placed, or otherwise, to influence change?

[Find out more about meeting your MP here.](#)

Prayer

God of the possible,

Open our eyes to what we can achieve, not in our own strength but yours.

Compel us to care for the issues you care about, knowing no inch of public life is outside of your domain.

Inspire us with your Holy Spirit to think creatively, passionately, and practically about what we can do to further your Kingdom on Earth.

May your will be done through us, In Jesus' name,

Amen



So what happens next?

Over these sessions it is likely you have identified either as individuals or as a group areas in which you'd like to see change. We want to offer you some practical resources that you may be able to use as you go forward and seek to enact your vision of change.

Final reflection

Give everyone a couple of minutes to reflect on their own about the last couple of weeks.

- What have they learnt?
- What has inspired them?

Then ask everyone to think of one word to answer the question “What Happens Next?”

Share the words and write them on a big piece of paper or on a shared screen if meeting online and discuss what this means for individuals and for the group collectively.

Below are some helpful resources that might help to get you started:

My Core Vision

<https://www.theleadershipdeficit.org/my-core-vision>

This resource helps you to developing your vision pitch. You may wish to complete this individually or as a larger group as you develop a campaign together.

The resource asks you to think about:

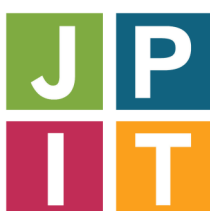
- What is your vision all about?
- What do you want to achieve?
- Who are the beneficiaries of your vision?
- What are the outcomes you want to create?
- How will you know if you have achieved your vision?

A Problem/ Objectives Tree

Sometimes, the issue you are passionate about can seem so big that it's hard to know where to start. A useful tool to get started is a problem tree. See Appendix A for an example.

The tree starts by naming the central problem. Then, it invites the group to ask what the causes of this problem might be (Roots)—why isn't something better happening? Then, you are invited to ask what the effects of the problem might be (branches)—how do we see the consequences of the problem being lived out?

Using this analysis, you can then create an objectives tree. By taking the bottom layer of the tree outlining the 'causes', you can turn these around to determine solutions and objectives.



SMART objectives

This might help you to fill in Step 4 of the “My Core Vision”. By setting SMART objectives you can ensure your objectives are possible. These objectives may be incremental steps that to contribute towards a wider objective—the change that you want to see happen.

SMART objectives ensure objectives are Specific, Measurable, Achievable, Relevant, and Time-Bound

Specific	Measurable	Achievable	Relevant	Time-Bound
State what you will do Use action words	Provide a way to evaluate Use metrics or data targets	Within your scope Possible to accomplish, attainable	Make sense within your wider goals Improves your community/ society etc. in some way	State when you'll get it done Be specific on date or timeframe

SWOT analysis

This is a helpful tool in recognising what the unique contribution your group can make to making change and what challenges you might need to overcome. There are some basic questions below to get you started.

STRENGTHS	WEAKNESS	OPPORTUNITIES	THREATS
What skills do you have? What experiences do you have? What resources do you have? What networks are you a part of that might get involved?	What are you lacking? What could those who disagree with you do better? What resources are you lacking? Where might you struggle to make contacts?	What external changes will bring you opportunities? What are others doing to raise awareness about this topic?	What external factors might prevent this issue being raised? Are there others campaigning on this issue with different asks?

Further Resources to explore

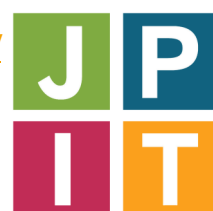
Campaign Planning: <https://www.networkforgood.com/nonprofitblog/successful-campaign-planning/>

Social Media tips: <https://www.skillsplatform.org/The-Charity-Social-Media-Toolkit.pdf>

Influencing Local Government: <https://smk.org.uk/wp-content/uploads/Influencing-local-government.pdf>

Environmental Lobbying: <https://www.hftf.org.uk/tailored-lobbying-strategy>

Meet Your MP: <http://www.jointpublicissues.org.uk/issues/politics-and-elections/meetyourmp/>



Handout 1: Making Change Bingo

Someone who has changed their diet (vegetarian, vegan, Fairtrade etc.)	Someone who has written to their MP	Someone who has convinced a friend/ family in a political decision	Someone who has taken part in a demonstration or march
Someone who has helped someone register to vote	Someone who is part of a committee	Someone who has met a local councillor	Someone who has volunteered in their community
Someone who has met their MP	Someone who has read the news today	Someone who has changed their commute from driving	Someone who is a member of a political party
Someone who has shared a petition on social media	Someone who has taken part in a local consultation	Someone who is proud of a change they made at work	Someone who has been convinced by a political decision by a friend/ family

Handout 2: The church budget

You have ten minutes to choose how to spend the £5,000 church budget:

Up-to-date hymn books – **£200**

New music group equipment - **£750**

Replacing pews with chairs – **£4000**

Smoke machine – **£100**

Employ a mission worker for 1 day a week - **£3500**

Brand new piano/organ - **£2500**

Week of outreach - **£2000**

Microphones - **£250**

New carpets - **£2000**

Coffee machine - **£500**

New welcome sign - **£250**

Re-paint church hall - **£400**

Sound desk - **£250**

New projector/screens - **£500**

Bibles - **£250**

Year's supply of high quality biscuits - **£250**

Donate to local food bank – **amount of your choice**

Put it in the reserves – **amount of your choice**

Handout 3: Taboo

Debate

Discussion
Parliament
House
Speech

Westminster

Palace
Commons
Lords
Parliament

Opposition

Labour
Power
Minority
Debate

Conservative Party

Blue
Tory
MP (or specific name of
an MP)
Government

Backbench

MP
Cabinet
Minister
Constituency

Constituency

MP
Area
(Name of a specific
constituency)
Vote

Holyrood

Scotland
Parliament
SNP
MSP

Bill

White paper
Law
Legislation
Vote

House of Lords

Baroness
MP
Upper
Hereditary

Committee

Select
MP
Party
Discussion

Local Authority

Council
Elected
Ward
Bins

Devolved

Scotland
Wales
Northern Ireland
Sovereignty

European Union

Brexit
Trade
Movement
Names of European
countries

House of Commons

MP
Bench
Green
Parliament

Stormont

Parliament
Northern Ireland
Sinn Fein
Democratic Unionist
Party

Twitter

Social media
Tweet
Bird
Facebook

Student Union

University
Motion
Election
Name of specific
university

Trade Union

Strike
Representation
Industry
Congress

White House

United States of
America
Washington DC
President
Name of specific
president

Downing Street

Ten
Prime Minister
London
Whitehall

Handout 4: Who is involved in my decision?

Tim's Big Decision

A really important decision for Tim was deciding where to go for University. He recognises that although ultimately he made the final decision, a large number of people influenced that decision. His parents gave him lots of advice based on their previous experience, his teachers talked to him about his expected grades and therefore what courses he might be accepted onto, one of his friends had said she didn't like a particular city so he didn't consider looking there.

Then he considered the bigger picture of who had influenced his decision. Tim liked the idea of living at home during university, so the local councillor who had pushed for improved public transport links between his village and the nearby University town impacted his decision. As, in a small way, did the graphic designer of the very nice-looking booklet he received from the university he eventually chose. Not to mention the kind man at his work experience placement who encouraged him to pursue his subject area.

Tim was surprised by how many people he could name, and realised that when Universities are trying to influence students' decision-making, it requires more than talking to them directly.

Appendix A: Problem Tree

