

# Youth Mobilization for Change



## Learning Outcomes

By the end of this activity learners will:

- Understand the potential impact of youth on policy.
- Gain insight into the diversity of approaches and strategies used by youth activists.
- Learn the basics of creating a briefing note.

## Curriculum Connections

### Alberta

- Grade 10 Social Studies
- Grade 11 Social Studies

### British Columbia

- Grade 9 Social Studies
- Grade 10 Social Studies
- Grade 11 Environmental Science
- Grade 12 Environmental Science

### Ontario

- Grade 10 Civics
- Grade 12 Canada & World Studies

## Length of Activity

2 hours – 5 hours  
(approximately 3-5 classes)

## Materials List

- Topic Backgrounder
- Internet access or access to library resources (for Step 1 and 2)

## Activity: Step 1

(~1 class)

Ask your students to read the backgrounder to gain better understanding of how youth mobilization can be used as a tool for change.

Divide students into groups and assign each group a specific jurisdiction: consider assigning different provinces, cities, countries, etc.). Have students research the economy, geography, politics, climate actions, etc. of their assigned jurisdiction to gain a general overview.

## Activity: Step 2

(1-2 classes)

In their groups, students select a climate issue appropriate to their assigned jurisdiction (based on recent news, or ongoing movements).

Then, the group should prepare a short briefing note to summarize the issue and propose some potential policy options. Briefing notes are a helpful tool regularly used in policy making. To learn more about briefing notes, check out the links below:

- How to write a policy briefing note (University of Birmingham)  
<https://www.youtube.com/watch?v=i-qFbAxfGP4t>
- Briefing Notes: Introduction (Queen's University)  
[https://www.queensu.ca/sps/sites/sps/www/files/uploaded\\_files/GovTalk/2\\_%20BN\\_INTRO\\_2021.pdf](https://www.queensu.ca/sps/sites/sps/www/files/uploaded_files/GovTalk/2_%20BN_INTRO_2021.pdf)

As the groups prepare their briefing note, encourage them to write as a policy leader in their assigned jurisdiction to a policy leader higher up (this will be relative to what their assigned jurisdiction is).

The briefing note should include:

- Who the briefing note is addressed to.
- **Subject/Issue:** This is your title only. For example, Flooding Situation in Manitoba
- **Summary:** Think of this as what you would say to the reader if that person said: "I don't have time to read this right now. Give me your elevator pitch."
- **Background:** This sets the context for this note.
- **Policy Options:** Lay out several options and their pros and cons.
- **Recommendation:** Select one option to recommend and explain why you think it's the best option.

### Activity: Step 3

*(1-2 classes)*

Using the backgrounder, have the students find a creative way to share their policy recommendation with the public.

It could be them creating an Instagram infographic, a TikTok, a headline, or anything else! Encourage students to get creative in garnering attention to their issue and showcase the power that youth can have in making change.