Chester Zoo

Conservation
Changemakers' Toolkit

LEADER'S GUIDE

Welcome

Thanks for downloading this Leader's Guide as a companion to the Chester Zoo Conservation Changemakers' Toolkit. It accompanies the downloadable Project Organiser and Reflection Journal (as well as other materials in the Toolkit).

The Project Organiser helps young people plan and deliver their own conservation social action projects. This Leader's Guide helps structure the organiser's content into digestible, facilitated sessions.

Using the Project Organiser

The Project Organiser includes activities to support decision-making and space to write everything down.

If you're working with a group, participants could each keep their own copy of the organiser, or the whole group could share a single organiser.

Help do your bit for the planet: instead of printing this organiser, participants could…

- 🐾 Download the pages and add digital notes using PDF software
- 🐾 Read the information on screen and make notes elsewhere
- 🐾 Print just the most important pages using black ink only

It is also possible to simply display the organiser's pages using a screen or projector, allowing participants to make notes on blank paper instead.

Using the Reflective Journal

The Reflective Journal includes prompt questions and space for participants to reflect more personally about their journey and experiences planning a project. They can use this **during the programme** or **after they're done**.

Completing templates digitally

If participants want to add digital notes to the Project Organiser or Reflection Journal, ensure that they have saved an offline copy to their device first. Using Adobe Acrobat Reader (or similar), they can type their notes into the spaces provided, saving their work as they go.

Using this Leader's Guide

Every group (and every project) will be different, so adapt this Leader's Guide to suit your needs. The guide includes activities and delivery notes for 6 x 120-minute sessions, with sessions becoming less structured throughout the programme so that leaders can respond to the needs of individual projects.

Overview of sessions

Session #1
Initial ideas
Introduces participants to different conservation causes and different kinds of social action their projects could respond to.

Session #2
Developing ideas
Allows time for participants to examine the robustness of their project ideas and set clear goals.

Session #3
Planning projects
Time for participants to plan out the tasks required to deliver their project and the resources needed.

Session #4 and 5
Preparing projects
Approximately two sessions have been allocated to freeform project preparation, with some supporting activities included. You could allocate more sessions for this depending on the group and their projects.

Project delivery takes place
Some additional activities are included to support this.

Session #6
Project reflection
Allows participants to reflect upon their projects and evaluate the success/impact of their chosen activities.

Structure of sessions

Largely, the sessions follow a similar framework (outlined below). As young people get closer to delivering their projects, sessions begin to include more unstructured planning time so that you can be responsive to the group's needs.

Activity	Description	Approx
Arrivals	A self-guided activity to set the scene as participants arrive.	5-mins
Energiser	An introduction to the aims/topics for each session and an activity to energise/focus the group.	10-mins
Projects	Partially facilitated time for participants to work on their projects, using the Project Organiser (alone, in small groups, or as one larger team). Each session includes additional brainstorming and decision-making activities to support this process.	40-mins
Break		15-mins
Projects	Partially facilitated time for participants to work on their projects, using the Project Organiser (alone, in small groups, or as one larger team). Each session includes additional brainstorming and decision-making activities to support this process.	40-mins
Wrap-up	A reflective or celebratory activity to encourage participants to think about their next steps or congratulate themselves for any successes.	10-mins

Adapting sessions

- 🐾 For longer sessions (or longer overall programmes), participants can spend longer planning and delivering projects
- 🐾 For shorter sessions, leaders could pre-determine a specific project to work on and exclude some planning materials to keep things simple
- 🐾 For really engaged groups, leaders could allow groups to work through the Project Organiser with less supervision
- 🐾 For less engaged groups, leaders could distribute a smaller number of Project Organiser pages at a time (e.g. just the pages for that session) to maintain focus
- 🐾 For sessions taking place online, groups could work on a single project together (depending on the size of the group). For activities that require team working, use breakout rooms. For activities that require physical brainstorming (e.g. putting answers on sticky notes), consider using a digital whiteboard tool like Miro

At any point, we encourage leaders and participants to consult the Chester Zoo Changemakers' Toolkit and see what other multimedia content is available. This could be used within facilitated sessions or at home.

Skills Builder framework

The sessions and Project Organiser have been written to support the Skills Builder framework. Skills Builder is a hub of resources that help learners master eight essential skills. Skills icons have been included in this guide and the Project Organiser to help learners identify the skills being developed during each activity.

Session #1:
Initial ideas

Session overview

Session aims

- Explore: conservation topics and social actions
- Plan: choose a cause/topic/activity for the project(s); define an audience

Session resources

- Flipchart paper
- Sticky tack
- Marker pens
- Sticky notes
- Writing pens/pencils
- Note paper
- Project Organiser(s)
- Refreshments (if budget allows)

Other toolkit resources

- Conservation Keywords PDF
- Social Action Keywords PDF
- Introduction to Wildlife Conservation video
- Introduction to Conservation Social Action video
- 'Choose the right Conservation Changemakers' Project for you' quiz (optional)
- 'I'm a Changemaker' video series (optional)

Entrance activity (10-mins)

Social action keywords

Before the session, download the 'Conservation Keywords' and 'Social Action Keywords' from the Toolkit. Write a few of these keywords on individual pieces of flipchart paper and hang them around the room.

As participants arrive, invite them to travel around the room and add a definition to each keyword. You could adapt this activity to the group's interests or ability by either choosing particular keywords or inviting them to add other types of response instead (e.g. how each phrase makes them feel).

Afterwards, invite reflections and discuss the definitions for any tricky keywords.

Introduction/energiser (10-mins)

Introduction

At the end of the programme, participants will have delivered a conservation changemakers' project that will help protect nature and the environment.

- 🐾 In today's session, participants will...
- 🐾 Discuss some conservation topics they care about
- 🐾 Discuss some different social action topics
- 🐾 Decided on a cause, action and audience for their projects

Race to change the world

Play a competitive listing game, in teams or as individuals. Participants must race against each other to list ten ideas in response to a given prompt.

Use the following prompts, pausing to share answers after each round:

- 🐾 Ten biggest problems facing animals, plants, or the environment today
- 🐾 Ten BIG changes world leaders could make to help solve these problems
- 🐾 Ten SMALL things individuals could do to help solve some of these problems

Reflect on some of the answers and explain what the group will be doing together over the course of the programme.

Projects (40-mins)

What is conservation?

Watch the 'Introduction to Wildlife Conservation' video (in the Changemakers' Toolkit) and discuss some of the different conservation causes participants can choose from:

- Wildlife protection: protecting animals and their habitats from harm
- Pollution reduction: making environments cleaner by reducing waste and harmful substances
- Climate action: taking steps to slow down or stop climate change
- Sustainable living: living in a way that meets our needs without harming other living things
- Other: can participants think of anything else?

Choosing a cause

Ask participants to discuss and decide which conservation cause their project(s) will be about.

If individuals need help deciding, the Toolkit includes a quiz they can complete ("Choose the right Conservation Changemakers' Project for you quiz").

If smaller teams need help deciding, ask them to follow the prompts in the Project Organiser (page 5) to help with this.

If your entire group will be planning a project together, you can run the following activity instead:

- Assign each cause to a place in the room (using sticky notes or flipchart paper)
- Give the prompt: "Which cause do you feel most passionate about?"
- Participants move next to the cause which best answers the prompt (in their opinion)
- Invite individuals to advocate for their chosen cause
- Allow others to change their answer if they are convinced
- Remove the least popular cause and repeat the activity until only one remains

Other prompts to use:

- Which cause would you feel most excited learning about?
- Which cause do you think requires the most urgent action?
- Which cause do you think people in this group are best equipped to tackle?

What is conservation social action?

Watch the 'Introduction to Conservation Social Action' video (in the Changemakers' Toolkit) and discuss some of the different social actions that participants can choose from:

- Campaigning: encouraging others to change things for the better or take part in other social action
- Tangible actions: simple but effective actions that individuals can do without much additional support
- Volunteering: giving your time to help others or the environment
- Fundraising: raising money to support other work in the same field of interest
- Craftivism: using crafts to try to achieve social or political change

If participants want to learn more about different kinds of social action, there are additional guides (including keywords) in the Changemakers' Toolkit. These could be explored together during the session, or at home afterwards.

BREAK (10-MINS)

Depending on the group's progress, ask them to think about which social actions they might like to try during the break.

If they have access to the internet, they can explore the additional guides in the Changemakers' Toolkit about things like planning a protest, speaking in public, making a podcast and more which might spark some ideas.

Projects (40-mins)

Choosing an action

Ask participants to discuss and decide which social action topic they feel drawn to.

If individuals or smaller teams need help deciding, ask them to follow the prompts in the Project Organiser (page 6) to help with this.

If the entire group will be planning a project together, you can run the following activity instead:

- Draw a large X/Y axis on a board or flipchart paper
- Label the 'X' axis: 'Achievable'
- Label the 'Y' axis: 'Benefits plant/animal life'
- Discuss each social action topic in turn and plot each one on the graph
- Select the topic that best balances practicality with impact
- Begin to brainstorm some activity ideas that might fall under this topic

Choosing an activity

Watch one or two videos from the 'I'm a Changemaker' series (in the Changemakers' Toolkit), then ask participants to come up with some practical activities they could do for their project.

If they need help deciding, can run the following activity instead:

Return to the competitive listing game from earlier. This time, for each round of the game, give one of the following prompts:

- Ten public or community-spaces in our local area (e.g. library, school, park)
- Ten hobbies or leisure past-times (e.g. gardening, painting)

Ask participants to combine any number of these answers (and any other ideas of their own) into activity ideas for their project (e.g. gardening workshops in the library, vegan cooking livestream fundraiser).

Ask the group to write their ideas down and display them around the room. Work together to eliminate or combine duplicate ideas - then vote for the most popular.

Choosing an audience

Ask participants to choose who their project will be for.

If they need help deciding, ask them to use the prompts in the Project Organiser (page 7) or use the same prompts to facilitate a whole-group discussion:

- Does my preferred kind of action work best with a particular group of people?
- Who is more likely to support my project?
- Who needs to learn about my project the most?
- Who could have the most impact if they became aware of my project?

Wrap-up (10-mins)

Keeping a record

Ask participants to write down their ideas so far on page 10 of the Project Organiser. They should also add any notes they made during previous activities on pages 1-5 (if they didn't so do at the time) so they have a record of their planning.

Skills appreciation

- Ask each participant to name one skill that is essential for a successful project
- List these skills on a board or piece of flipchart paper
- Have participants name somebody in the room who embodies each skill
- Participants assign **one name** to **one skill**, naming everybody in the room once
- Ask participants to share who they named and why

Session #2:
Developing ideas

Session overview

Session aims

- Explore: ethics of planning a social action project
- Plan: consider project feasibility; develop SMART goals

Session resources

- Flipchart paper
- Sticky tack
- Marker pens
- Sticky notes
- Writing pens/pencils
- Note paper
- Project Organiser(s)
- Refreshments (if budget allows)

Entrance activity (5-mins)

Ethics discussion prompt

Display the following text on flipchart paper or on screen:

> *"Is a meat-based diet ethical?*
>
> *Discuss this from the perspective of...*
>
> *Health, the climate, the cost of living, treating animals with respect, preventing extinction."*

If time allows, invite participants to share their reflections before the session begins. Explain that today they will develop their projects into practical plans, so this discussion question should help everyone get into a critical mindset.

Introduction/energiser (10-mins)

Introduction

During the last session, participants...

- 🐾 Discussed some conservation topics they care about
- 🐾 Discussed some different social action topics
- 🐾 Decided on a cause, action and audience for their projects

In today's session, participants will...

- 🐾 Develop their project(s) so they are as practical as possible
- 🐾 Set a goal for their project(s)

At the end of the programme, they will have delivered a conservation changemakers' project that will help protect nature and the environment.

What would you do?

In small teams, participants should discuss one of the ethical dilemmas below. Afterwards, ask participants to share their thinking.

1. You witness somebody well-dressed drop a £50 note on the street. What is the right or wrong thing to do in this situation? Why?

2. You witness somebody well-dressed drop a £50 note on the street. Somebody else picks it up and puts it in their pocket. What is the right or wrong thing to do in this situation? Why?

3. You witness somebody well-dressed drop a £50 note on the street. Somebody else picks it up and puts it into a charity collection bucket. What is the right or wrong thing to do in this situation? Why?

Projects (40-mins)

Developing feasibility

Ask participants to refine their project(s) into practical concepts, using the prompts on page 11 of the Project Organiser. If they need support, you can use the same prompts to facilitate a group discussion:

Prompts to use:

- 🐾 What resources would you need to do your project? A few or a lot? Easy to find or hard to find?
- 🐾 How much money would you need to make the project happen? A little or a lot?
- 🐾 How many people would you need to make the project happen? A few or a lot?

Using the prompts:

- 🐾 Read the prompt aloud and discuss the answer
- 🐾 For each prompt, give project(s) a score between 1 and 10
  (1 = very easy, 10 = very difficult)
- 🐾 If a project scores more than five for any of the prompts, make some adjustments to lower the score

Ensure participants note down any adaptations to their project on page 11 of the Project Organiser.

BREAK (15-MINS)

Projects (40-mins)

Developing a goal

Ask participants to choose a suitable goal for their project. Give some examples or facilitate a whole-group discussion if they need help deciding. To kick-start the discussion, you could ask:

- 🐾 What positive impacts could the project(s) have on the environment?
- 🐾 What positive impacts could the project(s) have on animal and plant life?
- 🐾 How do we want people to behave differently after the project(s) and why?

Overview the criteria for a 'SMART' goal:

Specific

What exactly do you want to achieve?
"Reduce plastic waste in my school by 50%."

Measurable

How will you measure progress and success?
"Track the amount of waste collected each month."

Achievable

Is your goal realistic with the resources you have?
"Work with school staff to set up recycling program."

Relevant

How does this goal align with your cause?
"Supports our mission to promote sustainability."

Time-bound

What is the deadline for achieving your goal?
"Achieve 50% reduction within six months."

Ask participants to develop their goal into a SMART goal, using the table on page 12 of the Project Organiser. Assist participants, completing the table step-by-step as a group if that feels appropriate.

Keeping a record

Ask participants to write down the decisions they've made so far on page 14 of the Project Organiser.

Stakeholder mapping

Explain that it is important to understand who will be involved in your project. This is often more than just the people who will support it on the day. These people are called 'stakeholders'.

Overview the different kinds of stakeholders. For very engaged groups, ask if they can guess who each group of stakeholders might include.

- Primary stakeholders are directly involved in your project (e.g. volunteers, local community)
- Secondary stakeholders might not get involved but can still help it (e.g. local government, school staff)
- Tertiary stakeholders just have a general interest in your project (e.g. local businesses, charities)

Ask participants to list any stakeholders they can think of for their projects, using the tables on pages 15 and 16 of the Project Organiser.

Assist participants, completing the tables step-by-step as a group if that feels appropriate.

Wrap-up (10-mins)

Motivation finder

Ask participants to think about what motivates them ahead of a big project like a long shift at work or piece of coursework.

Go around the group and make a 'shopping list' of motivation-sources, reciting the entire list from memory each time before adding a new idea. For example:

1. "Thinking about how I'll reward myself"

2. "...how I'll reward myself and the skills I'll learn"

3. "...how I'll reward myself, the skills I'll learn, making a checklist..."

Reflection Journal

If participants are making notes in their Reflection Journal throughout the programme, they can also fill in some thoughts on page 3 of the journal (either now or at home).

Session #3: Planning projects

Session overview

Session aims

- Explore: skills needed to be a changemaker
- Plan: produce key planning documents; begin project preparation

Session resources

- Flipchart paper
- Sticky tack
- Marker pens
- Sticky notes
- Writing pens/pencils
- Note paper
- Project Organiser(s)
- Refreshments (if budget allows)
- Participants could also use laptops, tablets, or phone to work on

Entrance activity (5-mins)

What makes a changemaker?

As participants arrive, ask them to respond to the question, "What is a changemaker?". They can do this through discussion, or brainstorming using sticky notes and flipchart paper.

Afterwards facilitate a discussion, using the following prompts:

- What makes a changemaker?
- What is the difference between a changemaker and an activist?
- How will we be changemakers over the course of this programme?
- How we can we continue to be changemakers after this programme?

Introduction/energiser (10-mins)

Introduction

During the last session, participants...

- Developed their project(s) so they are as practical as possible
- Set a goal for their project(s).

In today's session, participants will...

- Decide what resources they need for their project(s)
- Produce a timeplan of tasks that need completing
- Start completing some of these tasks

Working backwards

Later, participants will make a timeline of tasks needed to fully prepare for their project. Play this energiser to help them think more about planning processes:

- Give the prompt, 'Charlie's surprise birthday party'
- Assign pairs or small teams a part of the story: Charlie's friends (invited), Charlie's best friend (party planner), Charlie's mum (helped with planning), etc.
- Ask teams to plot out all the events that lead to the party beginning, in reverse. How did everybody get there? How was it organised? What happened and in what order?
- Ask teams to share their part of the story with the group
- If time allows, have teams work together to slot each part of the story together

Projects (40-mins)

Resource planner

Using the tables on page 17 and 18 of the Project Organiser, ask participants to identify the various resources needed to deliver the project(s). Use the following prompts to help participants get started:

- 🐾 What physical items will you need for your project?
- 🐾 What people do you need to help with your project?
- 🐾 What financial resources do you need for your project?
- 🐾 What approvals or permissions do you need for the project to go ahead?

Project timeline

Using the table on page 19 of the Project Organiser, ask participants to list the various tasks they'll need to complete for their project(s). Assist participants, completing the table as a group if that feels appropriate.

BREAK (15-MINS)

Projects (40-mins)

Freeform preparation time

Now that participants have a completed timeline, they can start preparing to deliver their project(s). Pages 21-28 of the Project Organiser include some blank templates to help them track their progress.

Depending on the group and the scale of their project(s), you may wish to structure this time more tightly. For this section of planning time, it could include something like...

- 🐾 Think of easy sponsorship activities to raise seed money for project resources
- 🐾 Plan to complete sponsorship activity before the next session

There are additional guides in the Changemakers' Toolkit for things like planning a protest, speaking in public, making a podcast and more which may be useful for some groups.

Wrap-up (10-mins)

Planning reflection

Invite participants to highlight some of the most urgent tasks or more essential resources for their project. Ask them to discuss and decide upon what they need to do before the next session.

Session #4:
Preparing projects

Session overview

Session aims

- 🐾 Explore: mentorship
- 🐾 Plan: free preparation time

Session resources

- 🐾 Writing pens/pencils
- 🐾 Note paper
- 🐾 Project Organiser(s)
- 🐾 Refreshments (if budget allows)
- 🐾 Participants could also use laptops, tablets, or phone to work on

Entrance activity (5-mins)

What does success look like for me?

As participants arrive, invite them to identify what they want to get out of this programme on a personal level. Do they want to grow in confidence? Develop a strong network? Something else?

They can do this through discussion, or brainstorming using sticky notes and flipchart paper. If time allows, ask participants to share their thoughts afterwards.

Introduction/energiser (10-mins)

Introduction

During the last session, participants...

- 🐾 Decided what resources they need for their project(s)
- 🐾 Produced a timeplan of tasks that need completing
- 🐾 Started completing some of these tasks

In today's session, participants will...

- 🐾 Continue preparing for their projects

Mentorship mixer

Being a Changemaker is rewarding but can be hard work. It can be tough to balance projects with other commitments.

- 🐾 Ask the group to identify some time-management or work-based pressures young people might face
- 🐾 Write these on a board or flipchart paper
- 🐾 Invite participants to mingle around the room, speaking to every other person at least once
- 🐾 They should ask each person they meet for 'one piece of advice' about managing these pressures
- 🐾 After these conversations, ask participants to share some of the best pieces of advice they were given

Projects (40-mins)

Freeform preparation time

Teams will continue preparing to deliver their projects, with support as needed. Pages 21-28 of the Project Organiser include some blank templates to help them track their progress.

Depending on the group and the scale of their project(s), you may wish to structure this time more tightly. For this section of planning time, it could include something like...

- 🐾 Count sponsorship money
- 🐾 Order resources required online

There are additional guides in the Changemakers' Toolkit for things like writing an effective email, dealing with change and more which may be useful for some groups.

BREAK (15-MINS)

Projects (40-mins)

Freeform preparation time

Teams will continue preparing to deliver their projects, with support as needed.

Depending on the group and the scale of their project(s), you may wish to structure this time more tightly. For this section of planning time, it could include something like...

- 🐾 Create a plan for the project day
- 🐾 Get permission from a venue (it is suggested that you support this or host projects on-site)

Wrap-up (10-mins)

Planning reflection

Invite participants to highlight some of the most urgent tasks or more essential resources for their project. Ask them to discuss and decide upon what they need to before the next session.

Session #5:
Preparing projects

Session overview

Session aims

- Explore: teamwork
- Plan: free preparation time

Session resources

- Writing pens/pencils
- Note paper
- Project Organiser(s)
- Reflection Journal(s)
- Refreshments (if budget allows)
- Participants could also use laptops, tablets, or phone to work on

Entrance activity (5-mins)

Morale mixer

Participants will have worked very hard on their projects, particularly if additional preparation took place in their own time. If resources allow, welcome them to this session by playing some music and just spending some time chatting/mixing freely.

Introduction/energiser (10-mins)

Introduction

During the last session, participants continued preparing for their projects. They will spend today's session doing the same. This will vary depending on the group and their project(s).

One mind

In teams, ask each participant to silently think of an answer in response to the prompt, "What would a dream holiday for our group look like?" Teams should then reveal their answers, and quickly make some adaptations/compromises to create a realistic (and fun) holiday that suits everyone.

The aim is for teams to practice compromising, combining ideas, and working together on a shared vision. Repeat the activity with the following prompts:

- 🐾 If you could only watch one TV show for the next year, what would it be?
- 🐾 If you were all flatmates, what would be the best morning routine for you?
- 🐾 When preparing your projects, what is most important to get done today?

Projects (40-mins)

Freeform preparation time

Teams will continue preparing to deliver their projects, with support as needed. Pages 21-28 of the Project Organiser include some blank templates to help them track their progress.

Depending on the group and the scale of their project(s), you may wish to structure this time more tightly. This section of planning time could include something like...

- 🐾 Create a poster to share with friends and family
- 🐾 Contacting friends and family to attend

BREAK (15-MINS)

Projects (40-mins)

Freeform preparation time

Teams will continue preparing to deliver their projects, with support as needed.

Depending on the group and the scale of their project(s), you may wish to structure this time more tightly. For this section of planning time, it could include something like...

- Creating surveys/feedback forms for the project day
- Writing answers to any questions they think people will ask on the day

Wrap-up (10-mins)

Planning reflection

Invite participants to highlight some of the most urgent tasks or more essential resources for their project. Ask them to discuss and decide upon what they need to before the next session.

Reflection Journal

If participants are making notes in their Reflection Journal throughout the programme, they can also fill in some thoughts on pages 4 and 5 of the journal (either now or at home).

Project delivery

Project delivery will be very different depending on the context of your group and their project(s). For groups that are doing their project in person/at a specific time, there are some extra activities below that might be useful.

Optional energiser (10-mins)

Getting to 21

- Going around a circle, everyone takes turns to call out a number (1, 2, 3) until the group reaches 21
- Whoever '21' lands on must make a rule for the next round that makes it a little harder
- Example rules could include: "clap your hands instead of saying '5'", "stay silent for '10'", "spin in a circle for multiples of '3'"
- As people forget or break the rules, they are out of the game

Optional calming activity (10-mins)

Who do I admire?

- Ask everyone to think of someone they admire and describe that person without using a name
- The group can then ask questions to try and guess everyone's answers
- Once the group has correctly guessed the answer, ask each player to explain why they respect this person and what qualities they would like to see in themselves

Optional reflection (10-mins)

Sentence starters

In advance, prepare several 'sentence' starters on blank pieces of paper. Shuffle the paper and have each participant draw out a piece, sharing how they would complete that sentence with the group. Example sentence starters:

- Something I feel I contributed to the group…
- The hardest thing today was…
- The easiest thing today was…
- What surprised me today was…
- I'm really pleased that I…
- My motivation went down when…
- My motivation went up when…
- It made me laugh when…

Session #6:
Project reflection

Session overview

Session aims

- 🐾 Explore: evaluating success
- 🐾 Plan: complete project evaluation

Session resources

- 🐾 Flipchart paper
- 🐾 Sticky tack
- 🐾 Marker pens
- 🐾 Sticky notes
- 🐾 Writing pens/pencils
- 🐾 Note paper
- 🐾 Project Organiser(s)
- 🐾 Reflection Journal(s)
- 🐾 Refreshments (if budget allows)

Entrance activity (5-mins)

Team appreciation

In advance, write a few different positive traits or skills on flipchart paper and display them around the room.

As participants arrive, ask them to write down everybody's name on a different sticky note. Participants should then affix each name underneath the positive trait/skills they demonstrated during the project.

Introduction/energiser (10-mins)

Introduction

During the programme, participants planned and delivered a conservation changemakers' project that helped protect nature and the environment. Today is about celebrating their success and reflecting on their journey.

Surprise/inspire/learn

- Have participants work in pairs
- Ask each pair to share a moment from the programme that surprised, inspired, or taught them something
- Each pair should choose their favourite story and share it with the whole group

Projects (20-mins)

Evaluating projects

Ask participants to use the prompts on pages 30 and 31 of the Project Organiser to discuss how well their project went. If they need help doing so, use some of the questions below to kick-start discussions:

- What successes did you have during the project?
- What could have been better managed during the project?
- What advice would you give somebody who was about to run the same project?
- How successful were you in achieving your goals?

Evaluation presentations

If multiple teams have delivered a project, ask them to reflect on their own thoughts (and any feedback gathered during the project) and prepare a short presentation for the group. They should reflect on what went well, the impact they have and what they'd like to change.

If the whole group worked together, you could ask smaller teams to prepare a presentation each – or just reflect together in a bit more detail.

Projects (40-mins)

Choose one of the activities below, depending on the interests of the group.

Chester Zoo Champions in Conservation Awards

Explain a bit about the Awards:

> *"A Chester Zoo Champions in Conservation Award is a great way to continue your Changemakers' journey. It shows others that you are committed to helping nature survive and thrive – and it will help you continue to learn new skills. You can list the award on your CV too. The Chester Zoo website has lots of ideas of things you can do to earn the award, and some of them are a bit like the project(s) we've just completed. There are three categories: Connect Challenges, Action Challenges, and Voice Challenges. You need to have done one challenge from each category to get the award."*

Have participants visit the Chester Zoo website to look at the various challenges that are part of the Champions in Conservation Awards. They should try to find one challenge from each category that they would like to try.

You could then use this to inform future sessions you run together. However, it is likely that participant projects are already eligible for the award, so check if they can submit right away.

Amplifying your message

Ask participants to brainstorm how their project/message could have an even bigger impact on animal or plant life, now or in the future. They should note down some ideas for any 'next steps' they want to take, using the prompts below:

- 🐾 What did we learn about our project's audience? How could we better engage them next time?
- 🐾 What other marketing channels could we use to spread the word?
- 🐾 What other activities could we run to support our cause (i.e. new project ideas)?
- 🐾 Could our project work if it were scaled up to a regional/national programme? If so, how?
- 🐾 What can we do right now to keep the success of this project going?

There are additional ideas about how participants can amplify their message on page 14 of the Reflection Journal. Participants could explore these, either alone or as a group, after their discussion.
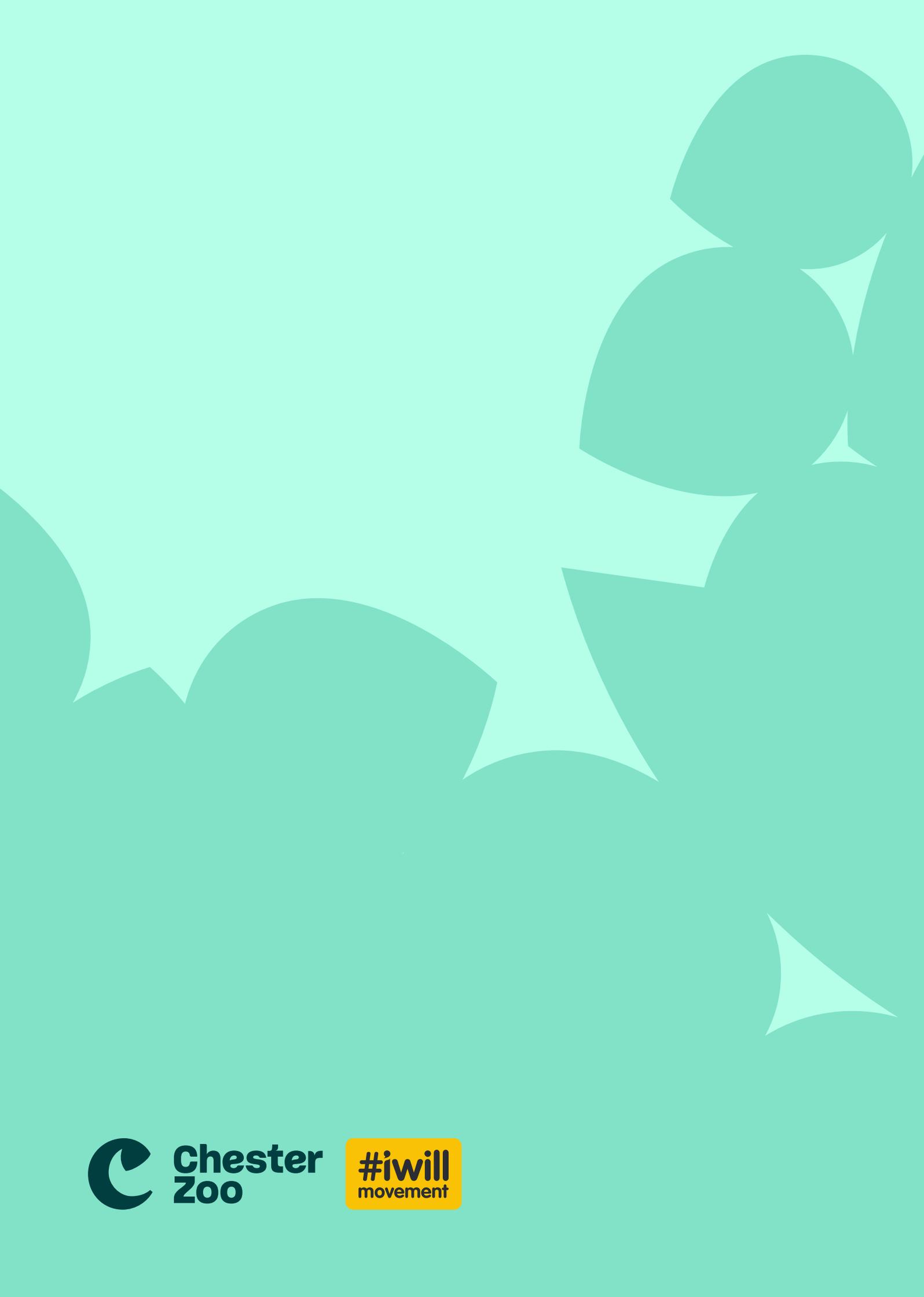
Wrap-up (20-mins)

Personal reflection

Allow participants to undertake some individual reflection about their experience on the programme, using the Reflection Journal.

If participants have been making notes in their Reflection Journal throughout the programme, they can fill in some thoughts on pages 6-12 of the Journal (either now or at home).

If they are using the Journal only after their projects have been completed, you might like to choose a few pages to review together and allow participants to complete the rest at home.

You could even conduct a relaxing meditation activity. Play some calming music and read some prompts from the Reflection Journal aloud. Participants can then think about their answers and/or make notes together.

End the session by congratulating the whole group and celebrating together if resources allow.