

Lesson Plan 1: What is campaigning?

Title	What is campaigning and who are campaigners?	Duration	45 minutes (1 hour with extension)
Curriculum Area	Citizenship	Year groups	7-9
Objectives	<ul style="list-style-type: none"> • Define a campaign • Introduce examples and similarities between successful campaigns and campaigners • Explore the challenges campaigners have to overcome • Develop the skills of explaining and presenting information to a group 		

Activity

Preparation		Collect case studies on campaigners for the group work. For prepared options visit www.changeit.org.uk
Activity	2 min	Quick group brainstorm: <i>If you could change anything, what would you change?</i>
	5 min	Introduce the term 'Campaign' as a tool that people use to change many of the things they thought of in the brainstorm. As a full group, pose the following question: <i>What is a campaign?</i> Define campaign for them as: <i>"A series of coordinated activities designed to achieve a social, political or commercial goal"</i> Note the items on the board that match up with the definition.
	5 min	Discuss the concept of campaigning: <ul style="list-style-type: none"> • Has anyone ever been involved in a campaign? • What kind of campaign? • What was the purpose/goal? • Who else was involved?
	5 min	Introduce different types of campaigns: <u>Political campaigns</u> – electoral / presidential / issue based <u>Sport campaigns</u> – Olympics / premiership / world cup <u>Advertising campaigns</u> – Nike / Coca cola / Vodafone <u>Fundraising campaigns</u> – Oxfam, Unicef, Race for Life
	10 min	Divide students into small groups of 3 or 4 and have them look over case studies. As they read, as the groups to consider the following questions: <ul style="list-style-type: none"> • What was the campaign's goal? • Who were the campaigners? • What were the activities? • What obstacles might they have had to overcome?

		<ul style="list-style-type: none"> • What do the campaigners have in common? • How could these campaigns affect your life? • Was there was another way they could have taken action?
(Extension option)	15-20 min	Have each of the groups read their case study and answer the questions for the whole group. Start a discussion about the different types of campaigns.
	10 min	<p>As a full group again, pose the below questions and get their feedback and thoughts on a board or just in discussion:</p> <ul style="list-style-type: none"> • <i>We've looked at what a campaign is, so who is a campaigner?</i> • <i>Are you a campaigner?</i> • <i>Can you be a campaigner?</i> <p>A campaigner is someone who campaigns and it can be anyone. If you take part in campaigning, you are a campaigner.</p> <ul style="list-style-type: none"> • <i>What makes a good campaigner?</i> <p>Get them to list qualities. There are no right or wrong answers but some of the following you can suggest if they don't:</p> <p><i>organised / passionate / determined / outgoing / friendly / teamwork skills / good speaker / risk taker</i></p>
Conclusion	3 min	Recap the definition of a campaign and types of campaigns. Make the link between what they said they would change at the beginning, and how campaigning can make that happen.
Additional activities	<i>Optional</i>	See CHANGEit lesson plans 2 and 3 at www.changeit.org.uk to take the campaign concept into campaign creation.
CHANGEit Nominations	<i>Optional</i>	If any young people have been involved in campaigns, consider nominating them for a Performance award or encouraging them to take photographs of the campaign work they are involved in. <i>Nominations can be submitted online or the form can be downloaded to submit via post or email.</i>

Resources

CHANGEit
National Curriculum
The Citizen Project
School Councils UK – Free Resources
DCSF - Citizenship guide for teachers
http://www.standards.dfes.gov.uk/pdf/secondaryschemes/cit_guide.pdf

www.changeit.org.uk
<http://curriculum.qca.org.uk>
www.thecitizenproject.co.uk
www.schoolcouncils.org.uk

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