



Teachers' Handbook

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1. How to run a *Campaign! Make an Impact* project

Introduction

Campaign! Make an Impact is an innovative new approach that uses the past to inspire children and young people into active citizenship. Children learn about historical campaigns through museum, library, and archive collections, then use their new skills to run modern-day campaigns about issues that affect them today.

Students working on *Campaign! Make an Impact* projects have looked at campaigns such as the abolition of the slave trade, the suffragette movement and public health and have then gone on to campaign about racism, bullying, child abuse, litter, school food, and the lack of after-school activities, to name but a handful of subjects. Many of these campaigns have included the children's own life experiences.

The aim is not to radicalise children, but to give them a voice and help them to develop the skills young people need to get their message across. As has been the case with many historical campaigns, they do this in a creative way. Students have produced campaign films, audio work, art work, poems; the list of creative approaches is endless. Participation in projects increases self-esteem and leaves children feeling they know how to change things.

Campaign! Make an Impact projects fit with the National Curriculum, from Key Stage 2 upwards, and also with GCSE in Citizenship. The campaign process and the campaigns themselves fit into the *Every Child Matters* agendas and can be used in the extended services or youth context.

The main *Campaign! Make an Impact* model works within a school context, using historical campaigns and museum collections as the impetus. The first unit of this handbook explains how the model works and how to run your own project. The remaining units focus on and provide support for each step of the model. Further information and full archive resources can be found at www.bl.uk/campaign.

The model was developed through pilots, which took place from 2006-09, led by the British Library in partnership with Hull Museums, Harewood House, Thackray Medical Museum, and the Holocaust Survivors' Friendship Association, all working with local schools. It is funded by the DCMS and DCSF Strategic Commissioning Programme and being delivered in partnership with the Museums, Libraries and Archives Council.

1 How a Campaign! Make an Impact project works

History is full of examples of people trying to change their own world. The formats and shapes of these campaigns are as varied as the topics that the campaigns themselves focus on. *Campaign! Make an Impact* uses three easy steps to take an in-depth look at specific campaigns, how campaigners succeeded, and how to help children run their own campaigns. Students learn campaigning and key communication skills and then apply these to running a campaign of their own choosing. Through this process, children develop a voice and learn how to communicate their ideas in a variety of ways; they have the chance to change their own world. The model, as it stands, can be used in three ways:

- Starting with a historical campaign and moving on to contemporary citizenship issues.
- Starting with contemporary citizenship issues and using historical campaigns to show how people have changed things and in order to learn campaigning skills.
- Looking at a significant historical events to discuss citizenship issues, using campaigning as a way to change things today.

Projects can take place on a half-term, one-term or full-school-year basis. The amount of time spent on each step would need to be adjusted accordingly.

Case Study: Historical campaign
School: Immanuel College, Bradford
Museum Partner: Thackray Medical Museum, Leeds
Historical Campaign: Public Health

Historical Context

A class of Year 9 students were invited to the Thackray Museum to learn about public health campaigns in the nineteenth century. Using the museum's collections and documents from the British Library, they learned what public health was like in the 1840s and how people campaigned for improvements at the time.

Make Yourself Heard: Campaign Skills and Tactics

They discussed citizenship issues relating to the historical subject and learned campaigning skills, including key communication skills. Key sessions focused on using photographs, how to write a speech, and writing slogans.

The students then discussed citizenship issues in their own lives and what they would like to change. They chose and ran their own campaigns with the assistance of a creative practitioner, Jackie Cox, who is skilled in radio work.

Creative Campaigning

The students divided themselves into five different teams, each team working on a theme of their choice: school food, litter, after-school clubs, bullying, and child abuse. Then they recorded and produced an original programme based on their own experiences and also made radio advertisements to promote their campaign.

Now, in Year 10, they are working with the school council to promote their campaigns and ideas as part of the school's development of *Every Child Matters* and SEAL.

The project has helped the students to gain in confidence, develop a sense of achievement, and realise that they can change things. Initially, many of them were sceptical about their ideas being taken seriously and their ability to promote the discussion of issues that were of importance to them as students. They doubted whether they had the ability to influence other groups into making changes. They were astounded by the quality of their own recordings and really impressed their peers in Year 9!

Students' Comments

"You can make a difference when you put your mind to it."

"I will now think about what I care about and how to get that point across."

"Now I've done the project, I will stand up for what I believe in."



It is still important to include a historical campaign as this can bring extra depth to the students' own campaign; often, they feel they can change things because of an example set by a historical figure.

| | |
|-----------------------------|--|
| Case study: | Contemporary citizenship issues |
| School: | Endeavour High School |
| Museum partner: | Hull Museum Education |
| Historical campaign: | Abolition of the slave trade |

What's Your Story?

The project worked with a mixed group of students, most of whom have English as an additional language. One of the project's aims was to support cohesion within the school.

What issues affect us?

Students worked with creative practitioners Café Society to research and develop a series of films in response to the question "What is diversity?" The young people led on content and gained new technical skills. The films present life in Hull from young people's perspectives, including shopping with a group of teenage girls, a visit to the mosque, and an insight into the new Polish community. Perhaps the most poignant film is the story of Sayed – a young asylum seeker from Afghanistan. He tells of his kidnap by the Taliban at the age of seven, following the murder of his parents, his time in a Taliban training camp, learning how to be a child soldier, and, ultimately, his escape and perilous journey to Britain.

Historical campaigns

Students visited Wilberforce House Museum to explore tactics used during the campaign to abolish the transatlantic slave trade. They also visited the Ferens Art Gallery and saw exhibitions with themes of racism, cultural identity, and discrimination, which showed how an exhibition can be used as a vehicle for raising awareness. Original archive material was also available from the *Campaign! Make an Impact* web site.

Make your voice heard

Students participated in key sessions focused on campaign tactics, with the key themes being the spoken word, the written word, and images. This was an opportunity to develop vital skills.

Creative campaigning

The group embraced the theme of diversity and decided to campaign for community cohesion. They created an exhibition entitled *What's Your Story?*, which was shown at the Ferens Art Gallery from 7th March to 27th April 2008 and opened by Sir Keith Ajegbo, the Government Advisor for Citizenship. It included the films and a series of large-scale photographic portraits, each of which was paired with an image of a place in Hull of special significance to the students, along with a collection of personal objects that have a special place in their lives.

The exhibition itself was used as the method of campaigning with the aim of breaking down barriers between communities, dispelling myths, and promoting understanding between different cultures. The young people were very courageous in using themselves as the face of the campaign and giving us an insight into their lives. They wanted visitors to stop and think before making judgements, to consider the person and their story, and not just their nationality. The exhibition was also promoted with a bus-back advertising campaign. The films were also shown on the city's big screen in the main square.

Following the exhibition at the Ferens Art Gallery, the work was also shown throughout May 2008 at the Artlink Centre for Community Arts on Princes Avenue in Hull, an area closer to Endeavour High, and which serves their local community. The school actively uses the films to show its role within the community and the development of community cohesion.

Campaign! Make an Impact had a very positive effect on the school and the young people involved. It gave pupils a medium (film) to voice their stories in a powerful and explicit way. The collaboration between the young people and all the agencies involved saw all parties learn from each other. The films allowed pupils to say, "This is me! This is how I fit into the world!" The impact of their films on the school, and the community around us has led to a greater understanding of young people and their lives. Thanks to the British Library for facilitating it. Can we do it again?

Chris Straker, Headteacher



History and citizenship event

Another way to run a campaign project is to use as an impetus an historical subject, such as the Holocaust, around which there are strong citizenship issues. This approach can give a deep understanding of citizenship issues. It is best to approach the subject by telling students that they are going to be involved in a history and citizenship project, rather than telling them they will be running a campaign from the beginning. This is because they may get confused initially by linking the idea of a campaign with the historical subject. The link from past to present works by creating a strong crossover between citizenship issues in the past and issues in their own lives that they would like to change. You can use the *Campaign! Make an Impact* web site to teach campaigning skills.

| | | | |
|---|--|---|--|
| Campaign! Make an Impact model | | | Campaign! Make an Impact web resources |
| Step 1 Historical context | | | |
| Choose a historical citizenship event | | | |
| <i>Campaign! Make an Impact</i> web site: • Holocaust | | Or choose your own campaign – this could be a local campaign. | Original archive material. |
| What was happening? | Teach background. school based* | Visit museum, library, or archive (mla) to learn about life and conditions at the time and why people wanted to campaign. | Original archive material. |
| Why was this unjust? Could anything have been done to stop it? | Discuss citizenship issues around the event. school/mla based* | | |
| Step 2 Make yourself Heard: campaigning tactics and skills | | | |
| How did they campaign? How do people campaign today? | | | |
| What issues affect us? | Review the citizenship issues and go on to work with the students on issues that affect them. How can they change things? A campaign would be one way to do this. school based* | | Choose your own campaign resource. |
| Modern parallels | Compare historical and modern-day campaign tactics. Use web resources: <ul style="list-style-type: none">• Written word• Spoken word• Visual imagery• The message school/mla based* | If relevant, use examples from the mla collection, or examples from local campaigns. Can work well as a cross-curricular day. | “Make yourself heard” section to compare historical and modern day tactics. Classroom resources. Modern-day campaign grids – to examine how modern campaigns work. |
| Step 3 Contemporary issues and creative campaigning | | | |
| Children plan and run own campaigns | Campaigns can be used to address school issues, across year groups or transitions. They can also be run in the community. school/ mla based* | Either work with other school departments such as English, ICT, drama or art, or work with a creative practitioner (artist) to encourage a creative approach. | Students’ campaign handbook. Blank grid to plan own campaign. |
| Celebration Event | school/ mla based* | | |

***School/ mla (museum, library or archive) based.** Guidance as to where activity may take place. This may vary according to the design of your project.

Extended school projects

Projects which are run independently of the school curriculum will need to include more time at start-up to allow for teaching of the background to the subject.

| | |
|----------------------------|--|
| Case Study: | Using a historical event Extended services |
| School: | Bradford Academy |
| Museum Partners: | British Library and the Holocaust Survivors' Friendship Association |
| Historical Subject: | Holocaust |

Historical Context

The project was run as an extended services projecting meeting after school on a Thursday. Students were self-selecting, ranging from Years 7 to 11. Sessions took place in the school's learning centre (a library/IT suite) with the help of the learning centre manager, who handled practical organisation from the school side, managed discipline, and occasionally got involved with the content of the sessions. They were planned so that students spent the first half learning about the Holocaust and the second half developing their campaigns. In practice, the two halves of the project overlapped. In week 3 the students met a Holocaust survivor and also visited the British Library. Students were so enthusiastic, that the project continued beyond our intended end date and we added an extra session at the end for a 'wrap party' at their request.

Make Yourself heard

Students looked at campaigning techniques both past and present with artist Shanaz Gulzar.

Creative Campaigning

The campaign began with a focus on equality and against war in general, but developed organically into a positive action campaign encouraging young people to recognise that they have a voice. They came up with the slogan "I have the power to be a hero" and incorporated this into posters, along with photographs and imagery that they had created in previous weeks. They each did a piece of creative writing on this theme, which they recorded in order to bring an audio dimension to the project.

This style of project requires more time, as the students aren't learning about the background subject within the classroom.



Why follow the *Campaign! Make an Impact* model?

Campaign! Make an Impact has been developed over a three-year pilot period, during which time key success factors were identified and developed. Each step of the model can be used for a good purpose in isolation, but best results are achieved by using all three steps:

- **Using history for inspiration** Looking at historical campaigns or other historical events gives the children the opportunity to explore issues such as human rights or justice, before considering these issues in their own lives. It helps them to understand that rights were important in the past as well as in the present. Historical campaigns are an example of positive action, which introduces the idea that children may be able to change things in their own lives.
- **Make yourself heard** Campaigning tactics and skills. This step is important, as it links the historical campaign with the idea of the children developing their own campaigns. Comparing past and present skills ensures that children get the idea of putting a message across, and that they then use their own creativity to develop campaigns in a modern-day context. If this step is missed, there is the possibility that children won't see the connection, and the danger of creating two separate projects, one about history and the other about citizenship.
- **Run your own campaign** Running a campaign allows children to explore the idea that they will be listened to and can change things. The crucial part of this section is that children should be allowed to choose what they wish to campaign about, within reason. It is likely that some children will choose to work on campaigns that link to the historical subject. Others won't, but they will still have learned key issues around rights and citizenship, as well as improving their communication skills. They will have developed their own voice and raised their self esteem.

It was excellent – a really enjoyable and interesting project. Bringing two subjects together to deliver in this way brought both the history and the citizenship elements to life for the students. Some of the presentations they produced showed a deep level of understanding and were often very moving.

Teacher

Get involved

Projects that commit to using the *Campaign! Make an Impact* model can apply to become programme partners. The programme provides:

- A *Campaign! Make an Impact* logo that can be used on all publicity material and children's campaign material.
- Telephone support
- An email newsletter
- Access to CPD training
- The inclusion of exemplary projects on the *Campaign! Make an Impact* web site
- Access to project evaluation

To apply, email Alison Bodley at learning@bl.uk or go to the *Campaign! Make an Impact* web site for more information.

www.bl.uk/campaign

2 How to plan a project

A *Campaign! Make an Impact* project can be run as an individual project or to help a school implement the wider QCA dimensions, such as learning across the whole curriculum.

www.curriculum.qca.org.uk/News-and-updates-listing/News/Cross-curriculum-dimensions-news.aspx

Designing a project

Once objectives are set:

- define the time period you are working over – half, single or two terms.
- look at the resources you need.
- decide how you would like to work with a museum or archive – see below.
- decide if you have money to use a creative practitioner or artist, or whether you can work with other teachers or departments, e.g. history, citizenship, art, ICT, English, etc.

Make sure you plan carefully for your outcomes

- Is your project manageable for you and the partners in the time allotted?
- Are you planning to evaluate the project? Build this in from the start.
- What will happen to the creative campaigns you produce?
- Make sure you have good practice and legal requirements in place, such as child protection and photo permissions, etc. If your organisation wants to become a project partner, follow the full model and submit material for the *Campaign! Make an Impact* web site. Then you will need to use the photo permission form in this pack.

Working with a museum or archive

You can work with a museum or archive in two ways:

- **As a project partner**
The project is planned in partnership with a museum and archive, and there are several links with the museum across the project. For instance, the museum may be able to provide background to the campaign, assist with the campaign tactics, and then take part in a celebration event, showing the creative product.
- **With the museum or archive providing key session/s**
Check with the museum or archive if they can run a session either based on the campaign or the background to the period.

Working as a partner

Create a planning document

At an early stage, meet with the museum or archive and discuss what kind of project you would like to work on together. Suggest that they develop a planning document to focus the approach and curriculum links.

Be clear about:

- who is teaching which part
- who is responsible for what, such as management of children and child protection
- any costs involved and who is paying for what
- how many times you would like to visit the museum or archive
- whether museum or archive staff can run sessions in school

Extending the influence of the campaign

The influence of the campaign can be extended into the rest of the school and the wider community. Schools participating in the pilots have included the whole school by:

- taking an entire year group of timetable to learn campaign skills
- showing campaign material and asking campaigners to participate in assemblies
- asking campaigners to talk to other year groups and classes
- running campaigns through the school council and so involving the entire school
- using campaign material in school communications, such as newsletters, school radio stations or school TV

The Community by

- alerting the local press of the project
- putting a display/ exhibition in the local museum or archive
- running poster campaigns in the community
- inviting community members and officials to take part
- showing campaign material as part of the school's own work of community involvement

Project timetable

A typical one-term project would work in the following way, yet may vary depending on your particular circumstances:

| Timescale | Activity |
|---------------------------|---|
| When activity will happen | What will happen |
| June | Plan with museum or archive. |
| September | Confirm plans with museum or archive. Begin to teach campaign topic in history lessons. |
| October | Visit museum or archive and continue to teach subject in school. Ensure that citizenship issues are explored. |
| Half Term | |
| November Week 1 | Campaign tactics and skills event day, either in school or museum/ archive. Or spread across lessons, if time allows. |
| November Weeks 2-4 | Campaigning may be taught through citizenship classes. Students: <ul style="list-style-type: none"> • choose campaigns • plan creative campaigns |
| December | Students: <ul style="list-style-type: none"> • run campaign • hold a celebration event |

The balance would remain the same for any timescale, with the exception of extended services, where more time should be allowed for teaching the historical background, as students are not receiving this in the classroom. Don't forget to leave time off or on the timetable for students to run their campaigns. This may not be direct teaching time; however, failure to allow for this could frustrate participants and potentially lower self-esteem.

You may wish to plan using the following headings;

| Timescale | Activity | Partners/ Action | Location |
|----------------------------|-------------------|-----------------------------|---------------------------------|
| When will activity happen? | What will happen? | Who will lead on activity? | Where will activity take place? |

Child protection

The school is responsible for ensuring that children are kept safe at all times. You can ask the museum or archive what safeguards they have in place.

Campaigning is based around communication and your pupils may want to write a press release, set up a blog or a wiki, send emails, etc. Check your school's Acceptable Use Policy. Take this opportunity to talk to pupils about keeping themselves safe. Consider setting up a campaign email address and ensure that children don't use their names in emails. Make sure that you are aware of what your pupils are planning and whether they plan to make and meet up with contacts.

You can find further information about e-safety at www.becta.org.uk/safeguarding.php

For SMART rules for children go to www.childnet.com

3 Campaign! Make an Impact and the curriculum

Every Child Matters

Campaign! Make an Impact projects can be used to support *Every Child Matters: Change for Children*, the Government's new approach to the well-being of children and young people.

www.everychildmatters.gov.uk

The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

The format of *Campaign! Make an Impact* directly supports staying safe, enjoying and achieving, and making a positive contribution. Being healthy and achieving economic well-being along with the other areas often feature through children's campaigns.

Learning styles

The flexible nature of *Campaign! Make an Impact* means it can be planned to meet individual learners' needs and that it will challenge young people to use a range of skills. The project is designed so that students can use their personal preferred learning style to excel and achieve. For example, when investigating a historical campaign, kinaesthetic learners will be stimulated through handling real objects and artifacts, auditory learners will excel in discussions and presentations, and visual learners will analyse written text and museum displays as well as have opportunities to visualise the past. In running their own campaigns, students will take responsibility for their own plans and actions, embracing the concepts of experiential learning.

Curriculum links

Campaign! Make an Impact is a very flexible model and can be used from Key Stage 2 upwards, particularly for history and citizenship. It exemplifies aspects of the new secondary curriculum in a way that is both engaging and effective. The model enables teachers to work in a cross-curricular way, and helps children to develop Personal, Learning, and Thinking Skills (PLTS), as well as functional skills. It can also be used for SEAL.

Go to www.curriculum.qca.org.uk/ to see the full National Curriculum.

KS2, KS3, KS4 curriculum links

Subject links:

- History
- Citizenship
- Art and Design
- RE
- PSHE
- ICT
- English

The campaign archival material on the *Campaign! Make an Impact* web site can potentially be used at all Key Stages, whilst you can use a local history campaign with the support of the campaign grid. Campaigning is a new subject area in citizenship and also forms part of the GCSE in Citizenship. Campaigning also features in the Creative and Media Diploma.

It can be used to fulfill all the knowledge, skills, and understanding areas of history at Key Stage 2 and most areas for citizenship. At secondary level, a project enables fulfillment of the key aims of the curriculum to be successful learners, confident individuals, and responsible citizens. It can be used to address functional skills, Personal, Learning, and Thinking Skills, and all key concepts and key processes for both citizenship and history.

Case Study: Key Stage 2
Using a local history campaign
School: Maybury Primary School
Museum Partner: Hull Museum Education
Historical subject: Triple Trawler Disaster

Local Heroes!

As part of their *Campaign! Make an Impact* project 2008/2009, children at Key Stage 2, from Maybury Primary School, Hull, investigated the 1968 Triple Trawler Disaster, which profoundly affected the city. The subsequent campaign for better safety at sea, led by the trawlermen's wives, became the inspiration for the young people in the development of their own campaigns.

Historical Context

They started their project by exploring life at sea for Hull trawlermen. They examined jobs onboard a trawler by investigating artefacts, documents, and replica clothing from Hull Museum and Hull History Centre's collections. Examination of contemporary news articles uncovered the events of the Triple Trawler Disaster of 1968. Students interviewed local people who remembered the Triple Trawler Disaster and who were involved in the campaign which followed. A filming workshop, lead by award-winning filmmaker Quentin Budworth, was held in school, where the young people learnt interview and filming techniques. They also devised the questions to put to the interviewees. A successful filming day followed and a set of unique local history films were created.

Make Yourself Heard: Campaign Skills and Tactics

A creative Campaigning workshop was held, which focused on the power of the image, the spoken word, and the written word, as well as the use of campaign branding. The group started to explore their own campaign ideas and made posters and badges, with strong logos and slogans. To further their introduction to campaigning, the group visited the British Library in London to explore the new *Taking Liberties* exhibition, focusing on key historical figures and campaigns that shaped our national heritage.

Creative Campaigning

Students used their knowledge of the Triple Trawler Disaster and the wives' campaign to create their own visual campaigns about issues that affect their lives today, including knife crime, bullying, smoking, and animal testing. They created a set of unique and high-quality campaign images, animations, and films, each with a powerful message to their communities and the wider world.

The project culminated in a film and photographic exhibition, launched at the Hull Maritime Museum on 27th March 2009.



Case Study **Key Stage 3**
School: **The Skinners' Company's School for Girls**
Museum Partner: **British Library**
Historical Subject: **Suffragettes**

Historical Context

Students from Hackney visited the British Library and looked at original archive material on the Suffragettes. They discussed the issues around the period and women's rights.

Make Yourself Heard: Campaign Tactics and Skills

The girls took part in a campaign skills day learning how to write a speech, use an image, and about issues around branding. Filmmaker Dan Saul worked with them and showed them how to use film equipment and the skills required to make a film.

Creative Campaigning

The issue that students were most concerned about was knife crime. Rather than just campaign about knife crime, they took an intelligent approach and decided to make a film about other young people and how they keep themselves safe. The film looked at how they researched the modern-day campaign by talking to the local community police and councillors. The most striking interview was with Adele Eastman, whose fiancé was murdered in a knife mugging. The end of the film gives young people tips on how to avoid knife crime.



Personal, Learning, and Thinking skills

A Campaign! Make an Impact project can be designed to include all PLTS skills.

| Personal, learning, and thinking skills | | |
|---|--|---|
| | Historical campaigns | Modern campaigns |
| Independent enquirers | <ul style="list-style-type: none"> - Use BL resources. - Visit museums. - Use resources to look at both sides of issue. - Go through research process with each area of grid. - Develop overview of whole campaign. - Understand the influences on the outcome of the campaign. - Understand how important using reasoned arguments and evidence was in historical campaigns. | <ul style="list-style-type: none"> - Question modern-day problems. - Research contemporary issues through web, library, council, etc. - Understand how issues affect Everyone. - Understand that people's circumstances, views and beliefs are important. - Use evidence to construct reasoned arguments. - Understand that actions can change things. |
| Creative thinkers | <ul style="list-style-type: none"> - Set own questions. - Discuss of resources to question assumptions. - Relate campaign issues to own experience. - Run a debate using historical characters to explore both sides. - Explore how the campaign might have been run today and what communication methods would have been used. | <ul style="list-style-type: none"> - Explore what they can change today. - Use own experience in modern-day campaigning. - Think of different ways to solve the problem – campaign about an issue or a smaller but more manageable part. - Think of different ways to get the message across – creatively e.g., posters, film, poems, raps, art, songs, graphic novels, etc. - Adapt ideas as the campaign develops. |
| Reflective learners | <ul style="list-style-type: none"> - Reflect on the success of the historical campaign – what should have been done differently. - Give a presentation of what they have discovered about the campaign to others. - Ask for feedback. | <ul style="list-style-type: none"> - Use understanding of historical campaign to help think through and plan own campaign approach. - Plan own campaign, setting goals. - Work out key audiences and best way to approach them. - Evaluate campaign process at end. |
| Team-workers | <ul style="list-style-type: none"> - Assign roles. - Work with others on research and presentations. - Look at team-working in a historical context: Did people take different roles in a historical campaign? | <ul style="list-style-type: none"> - Plan the campaign deciding, on common goal: manifesto. - Assign roles. - Agree management style, being fair to all. - Provide constructive support and feedback. |
| Self-managers | <ul style="list-style-type: none"> - Take responsibility as part of a team. - Work towards research goals. - Deal with pressure. - Are organised. | <ul style="list-style-type: none"> - Take responsibility as part of a team. - Work towards campaign goals. - Respond to change as campaign develops. - Deal with pressure. - Are organised. - Manage emotions, as they may be challenged by others. |
| Effective participators | <ul style="list-style-type: none"> - Draw comparisons between historical campaign and modern-day issues. - Participate in presentations and give feedback. - Create school display. | <ul style="list-style-type: none"> - Discuss issues of concern leading to selecting modern-day campaign. - Decide what can be improved - Decide on audience and how to influence. - Plan and run campaign. - Understand that actions can change things. - Influence and act as advocates. |

4 Creative campaigning

Running a campaign may conjure up images of billboards, demonstrations, and protest marches. These are all ways to campaign; however, campaigns from all historical periods have frequently taken a more subtle approach; a look at the original archive material on the *Campaign! Make an Impact* web site shows that campaigns often take a more creative approach. A good example is the campaign for the abolition of the slave trade. William Cowper was paid by abolitionists to write “A Negro’s Complaint” against the slave trade. Thomas Bellamy counteracted this by writing a play, *The Benevolent Planters*, to show slaveowners’ paternal feelings towards their slaves. The Brookes Diagram, depicting slaves crammed into a ship, was carefully drawn for impact and used as a piece of propaganda by the anti-slavery lobby. Wedgwood’s image of a kneeling slave became the logo for the campaigns. These documents can be found on the *Campaign! Make an Impact* web site.

Taking a more creative approach can be an effective way to sharpen functional and communication skills. It enables pupils to reflect on what they want to say, who they want to say it to, and what the best way is to get the message across. They will learn that good communication is more about approaching people in a way they can understand and making them think. Indeed, a more confrontational approach may alienate the target audience. It is worth discussing with pupils which approach works best and why. Creative campaigning can either take place through using a creative practitioner or in a cross-curricular setting with other departments. There is potential to involve English, music, drama, art, and ICT departments. If funding permits, then using a creative practitioner can help to develop inspirational material.

Case study: Working without a creative practitioner
School: Bishop's Hatfield Girls' School
Historical subject: Conscientious objectors

Students studied conscientious objectors from World War One. The school arranged a single visit to the National Archives and looked at original source material. The history and citizenship teacher worked very closely on the project and students went on to campaign about modern-day conscientious objectors. Students raised money by selling cakes and a sponsored run so they could buy campaign material from Amnesty International. They created exhibitions and t-shirts.



Working with a creative practitioner

A creative practitioner is an artist who can help facilitate creative activity. They could work in any subject area such as:

| | | |
|------------------|-------------|---------------|
| Film | Fine Art | Cartoons |
| Photography | Ceramics | Graphic Novel |
| Drama | Textiles | Graffiti |
| Poetry | Exhibitions | Dance |
| Creative Writing | Music | |

They bring specialist skills, but they also create an opportunity for children to work with a professional external to the school. The creative practitioner will bring a wealth of creativity to the project, but they need to work within the boundaries of the project.

Top tips for working with a creative practitioner:

- Write a brief outlining what the project is all about and the sort of things you want them to do. A brief template is available. You need to focus them on what you want doing without limiting their creativity.
- Leave enough time to recruit and book a practitioner.
- Include the creative practitioner in one or two of the early sessions so that they are aware of what is happening.
- Be clear about roles. Schools should be responsible for overall child management and should check that child protection procedures are in place. A teacher should be with the creative practitioner at all times to give support and also for child protection reasons.
- Normally pay once work has been completed, unless there are special circumstances. Be aware that the time charged will also include some preparation time.
- Ensure that the copyright situation is clear in two areas:
 1. Ownership of final product.
 2. Use of songs, photographs, etc. Young people often want to use contemporary images and pop songs in their campaigns. If you want to publish the results on your web site, or publish them more widely, you will be subject to copyright charges. This can be expensive, so it may be wise to avoid such material in the first place.

5 Evaluation

Evaluation is important at many levels because it:

- tracks the performance of participants
- shows the impact of a particular activity
- reflects the strengths and weaknesses of an activity and shows how it can be improved

You can use evaluation as evidence to support the role of your organisation's work and show how it is delivering against policy such as *Every Child Matters*.

Evaluation on a *Campaign! Make an Impact* project can take place in two ways:

- Your evaluation of the overall project and progress of pupils.
- Pupils' own evaluation of their work.

Your evaluation

There is an evaluation framework in place for *Campaign! Make an Impact*, which monitors attitudinal change across the project:

- Pre-project evaluation form given out at the beginning of the project to assess how participants feel about the impact they think can have on the world.
- Post-project evaluation form. The same questions are asked at the end of the project and then the forms are compared.

These forms are available for organisations that become project partners and follow the full model.

You should consider planning your own evaluation, which is set against your own project objectives. Evaluation can be:

- Quantitative – the number of times something happens.
- Qualitative – how things have happened.

On a single *Campaign! Make an Impact Project*, you are more likely to be collecting qualitative data. You can make this simple to collect:

- Wallsheets. Put sheets of paper on the wall, with key questions about the project. Ask participants to write a comment either in pen or on a Post-it.
- Create a focus group.
- Devise a questionnaire.
- Get participants to interview each other.
- Use creative media. Use the creative media in your project to answer an evaluation question.

Go to www.inspiringlearningforall.gov.uk to find out more about measuring learning.

Evaluation of their own work

The main emphasis of *Campaign! Make an Impact* is to raise self-esteem through process rather than results. It is hoped that all campaigns are successful, but to judge on achieving campaign results alone is not productive. There may be many reasons why a campaign has not worked, and which may be beyond the control of the children, such as lack of time or money, or complicated politics. Consequently, evaluation should review particular aspects, such as how they worked as a team, if they planned well, or if an event went well.

There is a self-assessment form for participants, which helps them to review what they have done as a whole. It is based on the campaign grid and gives participants time to reflect on what they have done.

Permission form



Student's name: _____

I agree that (*Museum Name*) _____ and (*School Name*) _____ may take pictures, film, or audio material of the individual named above, while participating in a *Campaign! Make an Impact* project and use them in promotional material or online publicity for these organisations. I also agree to use by the British Library and managers of the *Campaign! Make an Impact* Programme. The named individual can also take part in evaluation relating to the project.

At no time will the student's name or details be disclosed by the British Library _____ Museum/Archive or _____ School.

If the student is under 18 years of age, please tick this box

Please sign below.

Signed: _____

Print name: _____

Date: _____

If the student is under 18 years of age, a parent or legal guardian must sign:

Signed: _____

Print name: _____

Date: _____

Creative practitioner brief template



Background to project

Campaign! Make an Impact is a British Library-developed project in partnership with museums in Yorkshire, which gives young people the opportunity to explore historical campaigns and issues, to work alongside creative practitioners, and to use these experiences to run campaigns on issues that affect them today. Museums and schools running a *Campaign! Make an Impact* project have worked on a range of subjects, including the abolition of the slave trade, the Suffragettes, and public health. Children learnt campaigning skills and then ran campaigns on a range of issues, from racism, bullying, child abuse, and knife crime through to out-of-school activities, litter, and canteen food. Key to the project is that children be allowed to choose what they would like to campaign for. Working with creative practitioners has proved to be important and some very moving and challenging films and audio work have been created. For more information about the project go to the British Library web site.

www.bl.uk/campaign.

The project has wide curriculum links fitting with history and citizenship at Key Stages 2 and 3, and also at GCSE.

_____ **School**
 _____ School is now planning a *Campaign! Make an Impact* project

Explain your project including:

- *Number and sex of children.*
- *Key Stage,, year group, and age. (A creative practitioner may have little idea of how these interrelate.)*
- *The campaign you are using as stimulus.*
- *The museum you will be working with.*

Children will then identify, develop, and run their own campaigns. An important aspect is for children to be able choose what they would like to campaign about.

Creative practitioner

A creative practitioner experienced in _____ is sought to work with pupils to help them develop modern-day campaigns. The role will be to:

(Put what you want them to do here. Some suggestions are:)

- Help children to identify their campaign.
- Work with the children in the planning and creation of their campaigns.

- Work with the children to create a creative campaign message and produce material that will be part of the campaign.

The school will be responsible for the management of the children throughout the project.

Timetable

When do you want the work done? Show this in the context of the project.

Copyright

Any material produced must not be restricted by copyright, so that it can be published on the web sites of participating organisations and be used to promote the project. This means that images or music with existing copyright restrictions cannot be used, unless permission for use is cleared by the creative practitioner. Copyright of any material produced as a result of this project lies with _____ School and _____ Museum.

Fee

Insert the fee you want to pay and ask the creative practitioner to tell you how much time that will give you. Remember that the creative practitioner will need to build in time for preparation.

Alternatively, state the number of days you require.

Don't be afraid to negotiate.

To apply

Please send your application by email to:

For any queries regarding this brief, please phone:

Your response should include the following:

- Qualifications, experience, and track record in the areas described in the person specification.
- Details of how you would approach the project and which creative skills you would aim to develop with students.
- A breakdown of fees and time allocation.
- Contact details (phone and email) of two referees.

The deadline for receipt of applications is: _____

2. Historical context

Aim

Students will investigate historical campaigns, the historical citizenship issues involved, and understand key elements of a successful campaign. It will also show how museum and archive collections can be used for active citizenship.

1 Choose your campaign

Original archive campaign material can be found at www.bl.uk/campaign for:

- abolition of the slave trade
- Suffragettes
- Chartists
- public Health

More campaigns may be added.

You can use these resources or choose your own campaign. The campaign grid is a tool that enables you to break down a campaign through an enquiry-led process. You can then teach by following the grid or draw out main themes from the campaign. For the above subjects, there are completed grids on the web site, which link to relevant historical documents.

You may wish to focus on a historical campaign with local significance. This can be a great way of increasing the relevance of the project to the young people involved, as they can see how a campaign has directly benefited their local area or local people, inspiring them to make a difference themselves. Local museums, archives, and even pupils own families will be invaluable in supporting this approach.

Use the blank grid to help investigate your own campaign.

Looking at historical campaigns

Use this framework to discover how and why key historical campaigns were successful. Explore the issues that each one addressed, the methods used, and learn about the people involved. Find out more about the campaigns for the abolition of slavery, women's suffrage, public health reform and, using the hyperlinked source material, investigate source material from each of the campaigns.



| Looking at historical campaigns | | |
|--|--|----------|
| Steps to success | Key questions | Evidence |
| What was the campaign about? | What was the problem that was being addressed? Which communities did it involve? | |
| What was the goal of the campaign? | How has the community been improved as a result of the campaign? What was the vision for a better tomorrow? Who ran the campaign? | |
| How did the campaigners become experts on the issue? | What information and statistics were available to support their position? How did they learn about both sides of the issue? | |
| Was there a resource pool? Who were their allies? | Money may not have been the only resource! What skills and talents did they have? Who did they know that could help? | |
| Who were their opponents and what stood in their way? | Who were their opponents and why? What other issues may have been a problem for them? | |
| How did they plan for success? | Was there a leader or a campaign champion? Did they look organised? Was there a plan? | |
| What campaign tactics and media did they use to get their message across? | Which different media were used to communicate the campaign message? These might have included newspapers, posters, meetings, badges, events, cartoons, and letters. | |

2 Why did they campaign?

Campaigns found on the web site relate to Key Stage 3 and GCSE curricula, and may also be appropriate to Key Stage 2. Begin your project by exploring the background to the subject. Use the campaign material to look at why people wanted to campaign. You can discuss these ideas in terms of citizenship. The experience will be enriched by visiting or working with a museum or archive.

Working with museums and archives presents numerous opportunities, as outlined in the *Learning Outside the Classroom Manifesto*: They hold a wealth of not only information, but also inspiration. Learning with museums and archives offers a concrete experience that children can understand, and upon which they can reflect, then act.

“Why go outside? When you step outside the classroom you have the opportunity to transform learning and raise achievement. Learning outside the classroom allows participants to learn in context, to learn by practical engagement, and to learn by personal discovery. They can master new skills, work collaboratively with others, and develop a better sense of themselves and their potential.”
Learning Outside the Classroom Manifesto

3 Resources to support teaching campaigns

Campaign subjects

Slavery

Hull Museums

William Wilberforce on the My Learning web site

www.mylearning.org/WilliamWilberforce

Understanding Slavery Initiative (USI)

www.understandingslavery.com

Public Health

Virtual Tour of the recreated 1840's street at the Thackray Medical Museum

www.thackraymuseum.org/virtual-tour.html

Campaign Issues

Many campaigns develop from issues surrounding human rights, cultural diversity, discrimination, and equality. Hull Museums have developed *Global Citizens Make an Impact* on the My Learning web site as part of *Campaign! Make an Impact*. (www.mylearning.org/jpage.asp?jpageid=2014&journeyid=441) These themes are explored and activity ideas will help you to discuss these subjects with your pupils.

4 Sensitivities

A Campaign! Make an Impact project is an excellent vehicle for tackling challenging subjects with young people. It also makes history real and makes it relevant to the present day. Sensitivities may arise through the historical subject studied, or through the students' own campaigns, and it is important that issues are addressed appropriately.

Engaging with some subjects can provoke strong responses. Assessing the right approach to the sensitivities within the subject is important, as teaching it may raise questions that affect the whole group or individuals within it. For example, the transatlantic slave trade or the Holocaust may raise questions around personal identity, racism, discrimination, blame, guilt, and ignorance, whilst choosing to campaign against human rights abuses may be difficult to tackle appropriately in terms of subject content or age and life experiences of the group. It is important to work with students to establish ground rules for a safe/secure environment for discussion and debate, and to guide the choice of an appropriate issue for students' own campaigns.

When working with collection objects, images or documents, some participants may respond inappropriately to what is being shown because they are not aware of the content or context. Discussions about respect and setting the scene before any collection artefacts are introduced, will focus students on the importance of what they are seeing/handling.

Use of language changes over the centuries, and what was acceptable in 1800, for example, may not be acceptable today, and source material may include terms that may be derogatory or offensive nowadays. It is important to keep these terms within the context and, where appropriate, to discuss and analyse them as part of the learning experience.

It is also possible that some participants may view the historical subject as quite abstract, especially if it happened outside of living memory. For example, there are still living survivors of the Holocaust and we can see and hear their testimonies; however, a subject like the transatlantic slave trade will have no living survivors, so images, texts, and objects will bring the subject to life. Equally, studying a local historical campaign may still hold significance for people today and care must be taken when dealing with the communities affected.

Suggestions

- Be aware of contemporary issues that may be thrown up by a historical subject.
- Establish ground rules with a group to aid security and confidence in discussions.
- Set the scene before using objects/collections with groups.
- Address inappropriate language found in historical material.

Sensitivities with modern-day campaigns

Children can choose anything they want to campaign on. Consequently, they may choose something they know about or even have experience of. For instance, one child in the pilot wanted to campaign about litter, as his dog had choked on litter and had to have an operation. This life experience can make the campaigns very real and give children the voice to influence the things they want to. Occasionally, children may wish to campaign about sensitive topics, such as child abuse or bullying. This should be discussed with the school and children should work with the school's appointed child protection person.

3. Make yourself heard: campaigning tactics and skills

Aim

To investigate campaign tactics past and present and show students how they can make themselves heard.

1 How do we campaign today?

Following your investigations into a historical campaign, you will need to make the transition from the past to the present. Your investigation into historical campaigns will have shown that they were often very creative and used a whole range of contemporary media. Now focus on this area in depth and begin to develop the idea of communication skills. Review the way your historical campaign got the message across and achieved success.

You will find a range of resources on the www.bl.uk/campaign to compare historical and modern-day campaign tactics.

Lesson plans are available on:

- Written communication
 - how to write to get key points across
- Spoken communication
 - how to write a one-minute speech
- Visual communication
 - how to create a powerful image
- The message
 - how to create slogans and brands

Play the *Top Tactics* game at *Global Citizens Make an Impact*
www.mylearning.org/jpage.asp?jpageid=2027&journeyid=441

Make posters at www.thackraymuseum.org/games.html

Activity idea

Identifying the campaign message

Ask students to compare the historical campaign to a relevant modern campaign. Start by asking them to identify key messages within the historical campaign. Are any of them still relevant today? Use a blank **modern day campaign grid** sheet to analyse a modern campaign. Choose a modern campaign web site and provide guidance on where to look for each step.

Looking at modern-day campaigns

This framework can be used to analyse the success and methods of any modern campaign. Choose a modern campaign that you know of or support and fill in the sections below, identifying the issues, methods, and strategies of any modern campaign.



| Looking at modern-day campaigns | | |
|--|--|----------|
| Steps to success | Key questions | Evidence |
| What is the campaign about? | What is the problem that is being addressed? Which communities does it involve? | |
| What is the goal of the campaign? | How will the community be improved as a result of the campaign? What is the 'vision for a better tomorrow'? Who is running the campaign? | |
| How have the campaigners become experts on the issue? | What information & statistics are available to support the campaign? How have campaigners learnt about both sides of the issue? | |
| Is there a resource pool? Who are their allies? | Money may not be the only resource! What skills and talents do they have? Who do they know that can help? | |
| Who are their opponents and what obstacles stand in their way? | Who are their opponents and why? What other issues may be a problem for them? | |
| How do they plan for success? | Is there a leader or a campaign champion? Do they look organised? Is there a plan? | |
| What campaign tactics and media are they using to get their message across? | What kind of media techniques are they using? Newspapers, posters, meetings, badges, events... | |

Activity idea

Campaign tactics

Use the “Make yourself heard” part of the *Campaign! Make an Impact* web site to explore how tactics and media are used. The **Campaign Tactics** sheet helps pupils think of ideas to get their message across.

It is important that the historical subject you have explored be used in a meaningful way – especially if the content raises some sensitivities. It is important that the gravity of the subject or its key messages not be ignored when making the transition from the historical to the contemporary.



| Historical campaigns | Campaigns today |
|-----------------------------|-----------------|
| Written Word | |
| Written petition | |
| Handbill | |
| Diary | |
| Novel | |
| Letters | |
| Newspaper | |
| Spoken communication | |
| Plays | |
| Poems | |
| Song | |
| Speech | |
| Visual communication | |
| Poster | |
| Cartoon | |
| Logo or badge | |
| Photograph | |
| Direct action | |
| March | |
| Demonstration | |
| Boycotting goods | |

Why not plan a skills/enhanced curriculum day?

Many pilot projects found that this step worked well as a skills day, sometimes taking an entire year group off timetable. You can use the lesson plans as a basis and ask other department teachers to get involved, in order to include specific skills. If you have partnered with a museum or archive, they may be able to help. And don't forget that there may be community groups that could also assist. This case study was based on the Holocaust, but any historical campaign could be used.

Case study:

Historical subject: The Holocaust

Museum partners: British Library and Holocaust Survivors' Friendship Association

School: Prince Henry's Grammar School, Otley

No of students: c. 240, the whole of Year 8

Which skills were focused on?

The first two lessons covered knowledge and understanding of the Holocaust through presentations from two survivors, focusing on students' listening skills. The afternoon covered four skills-based workshops: written communication, visual communication, speaking and listening skills (covered through an interviewing workshop), and planning a campaign. There were further workshops with teachers, based on extending their learning.

How was this done?

We brought in the Holocaust survivors for the morning presentations and four experts to cover the skills workshops. The workshops were interactive and involved the students in practising different skills.

What was the format of day?

The year group was split in half in the morning to hear the two survivors. They heard one presentation, then switched to hear the other. After that they were split into their eight form groups and then participated in a carousel of activities. There were the four skills-based workshops, each led by experts we had brought in. A further group met and interviewed the survivors they had heard speak in the morning. One group did an activity on Darfur, led by one of the RE teachers, and another did a workshop on Judaism with the HSFA chairman. The final group used the HSFA exhibition to learn more about the Holocaust.

What was the result?

A hectic but very energised day, with very deep learning for some of the students involved, and a lot of enthusiasm for the project.

Was the impact on students?

They were very moved by meeting survivors and hearing their stories. They produced some excellent creative work in the skills workshops. Following this day, we asked thirty students to sign up to the *Campaign! Make an Impact* project. We were oversubscribed, so names were picked from a hat. The students used the skills they had learnt on the day to plan their campaigns.

4. Run your campaign

How to use this resource

A student's hand book is provided as part of the *Campaign! Make an Impact* resources. This section contains extra resources and activities that can be used to support students through this process and links to the steps for campaigning which can be found in the *Run your campaign* section of the website. It also includes simplified versions of some activities in the handbook. If you do not wish your pupils to work with the entire handbook, you can use these individual activities to teach the area you wish to focus on.

These resources are supported by reference to historical campaigns. You can either use material from the campaign your pupils originally studied or use material from a selection of campaigns. All archive material is available on the *Campaign! Make an Impact* web site. This resource is based on the abolition of the slave trade, the Suffragettes, and public health. Check the web site to see further campaigns.

Step 1 Identify your issue

Learning outcome

By identifying the communities the students share, and those they belong to as individuals, they will identify some of the problems and issues that affect those communities.

Take inspiration from historical sources

Refer to the main historical campaign that your pupils have been studying or use the links to the resources below to see examples from a range of historical campaigns. Exploring campaigning issues of the past should enable them to think more creatively about the problems that affect their communities today. In each case, ask your students to identify the issue that concerned campaigners of the past as well as the community the problem or issue affected.

- Abolition of the slave trade - [Eyewitness account of Olaudah Equiano](#) (1789)
- Suffragettes - [A pamphlet](#) published by the NUWSS (1913)
- Public Health - [A letter](#) to *The Morning Chronicle* (1849)

Activity idea

Students should begin to think about the impact one individual or one small group can make.

To introduce the theme of campaigning, ask your class to consider the following statement and to think about whether they agree, disagree or are somewhere in between.

Never doubt that a small group of thoughtful citizens can change the world. Indeed, it is the only thing that ever has.

Margaret Mead, social anthropologist

Make an 'agreement line' or 'attitude scale' by placing two signs – one that says 'Agree' and one that says 'Disagree' – at opposite ends of the classroom. Ask your students to position themselves along the agreement line, depending on how strongly they feel about the statement. Those who strongly agree should stand close to the 'Agree' sign and vice versa. Prompt a discussion by asking students to explain their position and their thinking.

What's your community?

Discuss what a community is.

- Communities as groups of people who are connected in some way or who have something in common – interests, values, language, religion, attitudes, political beliefs and social activities.
- Communities within communities (families, streets, faith groups, schools, places of work, places of worship, youth groups and sports teams) as well as the larger communities of geographical area and even country.

Activity idea

Use the “What’s your community?” sheet to help students understand their community. The area in the centre represents the pupil. They should write the names of the communities they feel closest to, such as family, school, and friends close to them. Things they are less involved with should be further away. Use the results for discussion:

The range of communities the group is part of:

- Why are these communities important to the group and what are the characteristics of the shared communities?
- What is good about these communities?
- What is bad? Are there issues these shared communities face?
- What causes these issues?

What do you want to change?

Move the discussion on to what they would like to change in the community and run a campaign about. You may wish to split your class into groups and then feed back together. This way, all students can be involved in the discussion

Step 1 Identify your issue

What's your community?



Draw yourself in the centre of the page – between the dotted lines. Close to your picture, write the names of communities you are belong to in, such as friends, family, and school. Further away, write the names of other communities you are a part of, such as a club or an interest.



.....

.....

Activity idea

Use the “What would you like to change?” sheet. In each ring write things that you would like to change about your room > house > street > school > community > city > country > world.

- Why change these things? For whom?
- How could you make these changes happen?
- What is the main thing we want to change?
- What do we want to do about it?

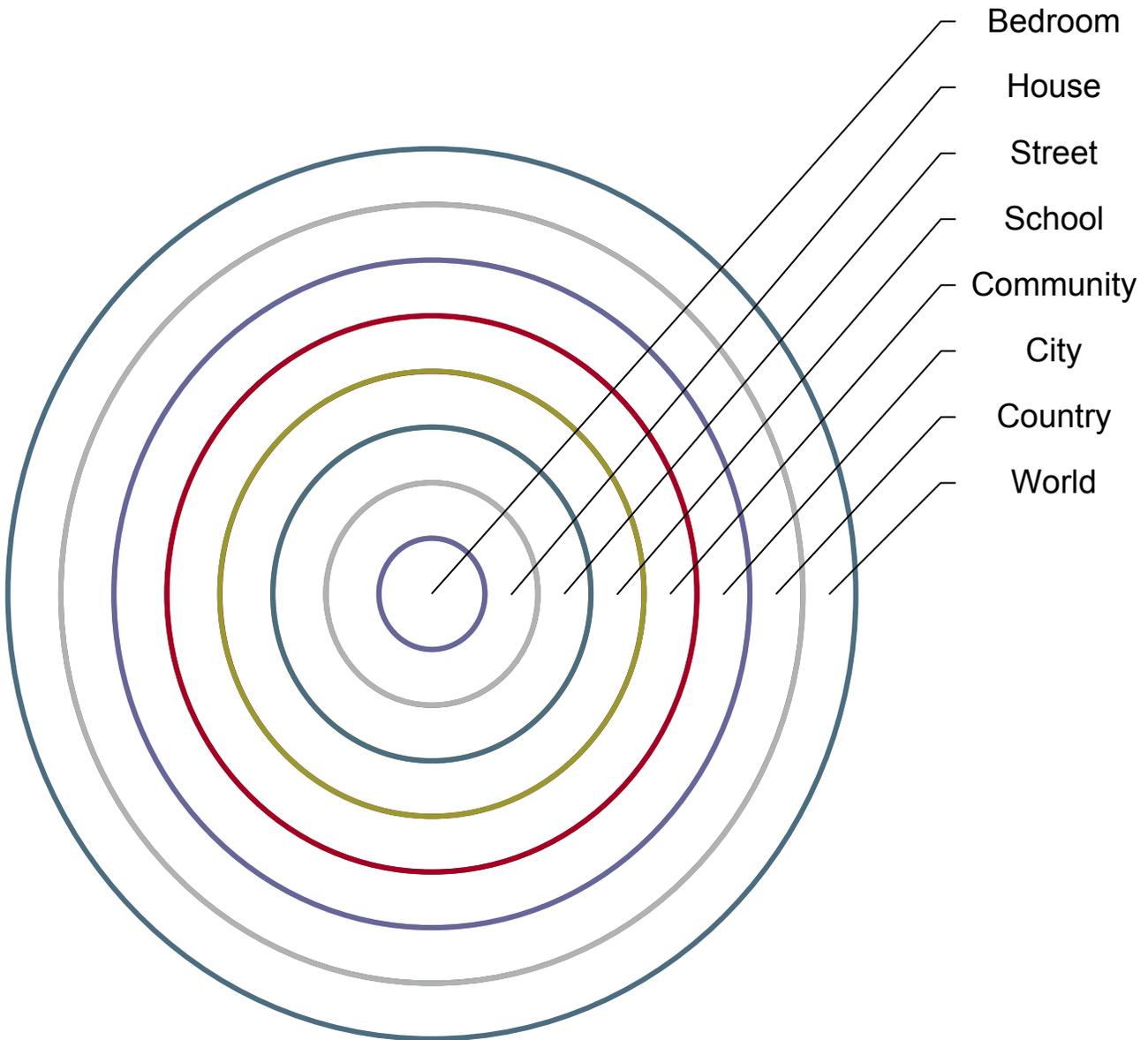
Discuss the results as a class. Talk about which ideas are practical and could work. You may need to challenge some ideas that aren't suitable. You can run a single campaign with the whole class or allow students to work in groups on a campaign of their choice. You can use the sheet “What Can I Change” to show what other students have done.

Step 1 Identify your issue

BRITISH
LIBRARY

What would you like to change?

The circle in the centre is you. In each section write what you would like to change. Why? What would you change?



What can I change?



Case Study

School: Skinners' Company's School for Girls

Students: Year 9

What did they want to change?:

These students live in Hackney and were worried about knife crime in the area. They decided to make a film, not just about knife crime, but about how to stay safe. They researched the subject, talking to the community police officer, other community leaders, and the fiancé of a man killed with a knife in a mugging. The film can be shown to other young people.



Case Study

School: Immanuel College, Bradford

Students: Year 9

What did they want to change?

Students wanted to change a range of things, so they split into teams to focus on what they wanted to change. Campaigns are about: bullying, child abuse, litter, an after-school club, and school food. Each group made two pieces for radio - one based on their own experience of the subject and another to campaign for change. Their campaigns have been taken up by the school council. Now everyone is involved.



Activity Idea

Make a list of the most popular ideas. Discuss them and let everyone say what they want to do. The discussion can lead to the chosen campaign/s. You could have a vote:

Secret Ballot Make a ballot box by cutting a slot in a box and running a secret ballot **or** ask children to shut their eyes and then vote by raising their arm when you mention a campaign they want to do

Consider allowing students to work in teams on different themes so that everyone is working on something they are interested in.

Step 2 Set your goal

Learning outcome

Students will develop a goal and think about who they need to influence to create change.

Take inspiration from historical sources

By looking at the aims of historical campaigns, and the effect a manifesto can have, students will appreciate the need for a set campaign goal. Source material can be found at www.bl.uk/campaign.

Abolition of the slave trade: An anti-slavery election handbill from the 1820s.

Suffragettes: A pamphlet published by the NUWSS (1913)

Public Health: The aims and objectives of the Metropolitan Sanitary Association (1850)

Activity idea

Write a manifesto

Discuss the information gathered in “Identify your issue” and explore the idea of a manifesto. Use the “Write a manifesto” template. Encourage students to be realistic in their approach. It is best if they aim at something realistic that they stand a chance of changing, and they will need some guidance. This will include raising awareness of a particular issue as an aim, and it is something that all students should be able to achieve.

Step 2 Set your goal



Our manifesto



The issue:

Our goal:
We want to

Our community will be improved by this change because:

We will achieve our goal by:

1.

2.

3.

Activity idea

Who do I need to influence?

Pupils will also need to think about who their campaign is aimed at and who they need to influence to achieve their aims. You may need to help students research this area and talk about different community organisations and leaders. This is an opportunity to focus on key areas of the citizenship curriculum. Use the “Who do I need to influence?” template to facilitate discussion:

Who do I need to influence?

How can I influence them?

Step 2 Set your goal



Who do I need to influence?



Think of your campaign. Who are the people you need to influence to get the best result?

People who have authority over me

People who have equal authority

People who have less authority than me

Step 3 Become an expert

Learning outcome

Students will work out the kind of information they need and where to find it.

Take inspiration from historical sources

Use the sources to show how campaigners have researched their subject. Students will appreciate the amount of research needed to make a campaign successful, as well as the impact powerful evidence can have. Source material can be found at www.bl.uk/campaign :

Abolition of the slave trade: The eyewitness account of Olaudah Equiano (1789)

Suffragettes: An examination of English laws biased against women (1913)

Public Health: A map of Leeds indicating wealth of residents and deaths from cholera (1842)

Discuss:

Research

Students should be aware of the following points:

- The different kind of information available, including the difference between primary and secondary research.
- Who has produced the information and how that may affect it.
- The importance of their own experiences and knowledge in the campaign.
- That evidence can be used as proof that the issue is important, to persuade others to help with the campaign and to make a case effectively against opponents.

Activity idea

Build a knowledge bank

Use the “Build a knowledge bank” template to help students work out what information they need.

The activity asks students to think about the kinds of evidence available to them and possible sources of information. Students should work as individuals or in small groups, and they will need to think widely about the different sources of ‘knowledge’ available including:

- newspapers, magazines and journals
- council and government records
- reports and surveys
- pamphlets and leaflets
- the internet
- questionnaires and interviews
- local people

Pupils could be encouraged to look for information in a school library or a trip could be organized to the local library.

Step 3 Become an expert



Build a knowledge bank

Fill in the form to help you find the information you need.



| | |
|--|--|
| What do you know already? | |
| What do you need to know? | |
| Where can you find the information? | |
| How will you record what you find out? | |

Step 4 Create a resource pool

Learning outcome

Students will understand the concepts of advocate and allies and work out where to get the help they need.

Begin this session by asking students what skills and resources they have in their group. What skills are they lacking? Where can they get them?

Take inspiration from historical sources

Recruiting as many people as possible has often helped campaigns in the past. Students should also appreciate that advocates and allies can help with a campaign. Source material can be found at www.bl.uk/campaign.

- **Abolition of the slave trade:** The abolition medallion designed by Josiah Wedgwood (c.1800)
- **Suffragettes:** A letter to Maud Arncliffe Sennett (1908)
- **Public Health:** The members of the Metropolitan Sanitary Association (1850)

Activity idea

Discuss the potential benefits of having key advocates and allies onside. Use the “Advocates and Allies” sheet.

Advocates and allies

Ask pupils to consider who might be able to help them with their campaign. Once they understand the definition and roles of an advocate, students will need to think about who would be most useful to their cause and whether it is more important to involve a high profile name or an unknown expert.

Advocacy is the act of arguing on behalf of a particular issue, idea or person. Advocates might include:

- local councillors
- the editor of a local newspaper
- an academic expert
- pupil leaders
- a particular teacher or member of staff
- a community leader
- a celebrity

Allies are people or organisations who working towards the same or a related goal. They might include:

- peers and family
- schools and community groups
- other members of the community they are trying to help
- other campaign groups who working towards similar goals
- relevant charities

Step 4 Create a resource pool



Advocates and allies



Our advocates and allies are:

| Name | Why? |
|------|------|
| | |
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| | |
| | |
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| | |

Step 5 Know your opponents

Learning outcome

Students will realise that they need to listen to others and understand both sides of an argument.

Take inspiration from historical sources

Students should be aware of the existence of potential opposition and also realise that it is possible to argue against such opposition. Source material can be found at www.bl.uk/campaign.

Abolition of the slave trade: An economic defence of slavery (1789) Change?

Suffragettes: Women's Right to Work (1908)

Public Health: Articles from *The Economist* (1849)

Activity idea

Potential opponents

Every campaign should understand its potential opponents in order to succeed. Use the "Opponents" sheet. Ideally, the students own belief in their campaign should be reinforced as they consider the viewpoints of opponents. Students should work in their campaign groups. Ask your class to think about all potential opponents and to outline possible objections to the campaign. They should consider:

- Local councillors and the government
- Teachers and schools
- Other members of the community
- Local businesses and other local organisations
- Peers

Ask them to think about the issue from their opponents' point of view. Emphasise that they need to respect that everyone has a right to an opinion, even if they don't agree with it. It is also important to listen to what other people have to say.

Opponents may use the following arguments:

- Money is needed to achieve the campaign aim. "here will it come from?"
- Our priorities are different. Why should we support yours?
- How do your aims benefit others?

Students should also be aware of how their campaign could impact on other people's religious views.

Golden rules of advocacy

After considering who the potential opponents of the campaign are, students should think about how to overcome the arguments they stand for, to persuade other neutral parties that they are in the right and even to persuade their opponents to reconsider their point of view.

Advocacy is the act of arguing on behalf of a particular issue, idea or person. Both individuals and groups engage in acts of advocacy, which can include distributing campaign materials, speaking in public about a cause or participating in a protest.

Ask students what they feel are the key skills necessary in advocacy. They could consider:

- Persuasion
- Negotiation and compromise
- Persistence
- Knowledge and research
- Communication – listening and speaking
- Planning

Activity idea

Set students the challenge of persuading someone about something through role play. Possible scenarios could include:

- persuading parents they want to go to cinema
- persuading a friend to help them with something
- persuading a sibling to lend them something

They need to think what sort of arguments will help convince that person and what their counter-arguments might be. They should try a variety of the golden rules of advocacy. What happens if they are over-persistent? What if they compromise? What if they listen? Which was the best approach for that person?

Now ask them to work on this with their campaigns.

Activity idea

Potential obstacles

This activity should help students to acknowledge key areas to focus on during their campaign, in order for it to be a success. Ask pupils to consider which obstacles might prevent them from reaching their goal and how they could overcome them. Use the “Obstacles sheet”. Obstacles might include:

- Lack of knowledge and skills
- Lack of resources and money
- Lack of publicity and media coverage
- Number of opponents

Step 5 Know your opponents

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What are the obstacles?

What can you do to overcome them? If the obstacle is too big, you may need to think of a different way of doing things.



| Obstacle | How will you overcome it? |
|----------|---------------------------|
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Step 6 Plan for success

Learning outcome

Students will learn how to plan their campaign.

Take inspiration from historical sources

Show your class a variety of historical source material from www.bl.uk/campaign. Ask your students to explore the sources for evidence of good campaign planning and transfer these ideas to their own plans. Sources you could use include:

Abolition of the slave trade: Abolitionist Committee Minutes (1787)

Suffragettes: An NUWSS poster (1913)

Public Health: Extracts from Edwin Chadwick's Report on Sanitary Conditions (1842)

The aim of this section is to encourage pupils to get organised and understand that planning is an essential part of running a campaign. This session is closely linked to the final session, "Campaign tactics", and you may wish to combine these sessions in some way.

Activity idea

Get organised and work as a team

Groups should discuss how to work as a team. Use the "Working as a team" template.

- Do they all need a role?
- What kind of roles are there?
- What kind of responsibility is there?
- Do they need a leader or a project manager?
- What are the qualities of a leader? You could talk about leaders in historical campaigns.
- Why don't they need a leader?

Step 6 Plan for success



Working as a team

Campaign name:

Team members:



| Team role | Who? |
|-----------|------|
| | |
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Do you need to set any rules to help you work together?

Activity idea

What planning involves

Break the class up into small groups. Tell them that they have to write a plan to buy a new pair of shoes or football boots. They need to think about all the things they would have to consider in order for it to happen. For example:

- What style of shoes they want to buy, including material and colour.
- Where they are going to buy the shoes.
- How they are going to get there.
- When will they buy the shoes and who they will go with them?
- How much the shoes will cost and where the money will come from.
- By what method they will pay for the shoes.

Activity idea

Plan your campaign

Students should now begin to plan the details of their campaigns.

Use the “Planning sheet” to help them. This document links the planning back to the goals they set at the beginning of process.

Things they should consider:

- What needs to be done first? Why?
- Who is going to do it?
- How much class time have the group been allotted to carry out their campaign?
- Will they want to continue in their own time?
- Are there any deadlines that they need to meet?

Discuss the need to set small achievable tasks.

You may wish to begin to discuss campaign tactics with your pupils as outlined in the next session, in order to help pupils choose how to get their message across and then come back to complete the final planning process. You may also wish to introduce the idea of how they are going to evaluate their work. See Section 8.

Resources

- What resources will be needed and when?
- What is essential?
- What is not?

This is an opportunity to involve your pupils in enterprise. If a budget is available, you could ask them to manage it to pay for campaign costs. Campaign projects have raised money with events such as cake stalls and sponsored events in order to buy equipment, etc., for the campaign.

Go to www.makeyourmark.org.uk/home for enterprise ideas. You could set up your own *Make Your Mark with a Tenner* scheme.

www.makeyourmark.org.uk/get_involved/make_your_mark_with_a_tenner

Give each group ten pounds or consider raising the initial money through sponsorship from local businesses.

Step 6 Plan for success



Campaign planning grid

Plan your campaign



Campaign name:

Campaign team:

Goal of campaign:

We will achieve this by:

- 1.
- 2.
- 3.

| Campaign tactic | What needs to be done? | By whom? | By when? |
|-----------------|------------------------|----------|----------|
| | | | |
| | | | |
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Step 7 Campaign tactics and working the media

Take inspiration from historical sources

Show your class a variety of historical sources from www.bl.uk/campaign . After looking at the ways in which historical campaigners used the media, ask your students to think of modern-day equivalents. Sources you could use include:

Abolition of the slave trade: William Cowper's poem *A Negro's Complaint* (1826)

Suffragettes: Front page of the *Daily Sketch* (1913)

Public Health: *Father Thames* - a cartoon from *Punch* magazine (1858)

Use the ideas students had in the "Make yourself heard" section to help them plan their own campaign.

Activity idea

Using the media in different ways - write a press release

Having established how to communicate their message, students must now think about different kinds of media and how they can be used in different ways to reach different audiences. Ask them to consider how the media in their local area, as well as nationally, can be used to further their cause:

- Which media could be used to spread their campaign message?
- How could their network of supporters be put to good use?
- How might the media be best used to put pressure on opponents?
- How might the media be used to give the campaign credibility? How can the campaign message be presented in a flattering light?
- How many different types of media are available to them in the local area?
- How could they contact media representatives?
- How can they make the news?

Writing a press release

Students could write a press release to publicise their cause or an event. Use the "Press release" sheet. Students should remember to include:

- An eye-catching and attention-grabbing headline summarising their cause and campaign.
- What is happening.
- A few paragraphs of detail, explaining the problem or issue the group are addressing and what the campaign group is trying to do about it.
- Further information and contact details for and about the group.

Press release



Title

What's happening and how does it fit into your campaign?

What's your campaign about?

Why is this important?

Who is running the campaign? *(Remember not to give your names. Ask your teacher for guidance.)*

The date the event will take place:

Time:

For further information about our campaign, please contact... *(Remember to give school contact details and not your own. Ask your teacher for guidance.)*

Step 8 Evaluate

Learning outcome

Students will learn that it is important to review what they have done and to learn from it.

Students should be asked to evaluate their work. This links directly to the PLTS. As discussed in the first unit, the emphasis should be on process as much as on achieving the campaign goal. They can either reflect on their performance in the whole process (use sheet 8a) or examine one particular part of it.

Activity idea

Use the campaign assessment sheet to help pupils reflect on their performance in running the campaign.

Activity idea

Ask students to evaluate an event or exhibition, etc. Three ways they could do this are:

Write a questionnaire

Open-ended questions

What did you think about the event? *(This will give you a general answer.)*

Closed questions

How many cakes did you buy? *(This will give you specific facts.)*

Scale

Please circle an answer. *(This will give you answers you can compare.)*

Do you agree with the campaign? Agree Maybe Disagree

Ask for comments

Give people a sticky note and ask them to write a comment.

Hold a focus group

This is basically chatting to a small group of people. Pupils would need to prepare some questions to ask them and record what they say.

You should ensure that pupils are realistic about what they have achieved and make sure that it is as much about process as it is achieving the aims of their campaigns. There may be many reasons why they haven't achieved a particular campaign aim. It could be due to reasons beyond their control, such as lack of time and control. In most cases, they will have at least raised awareness of an issue.

Assess your performance



| Campaign assessment | | |
|---|---|----------------|
| Step to success | Key questions | Comment |
| How did you choose your campaign? | What did you think about when deciding? How did you make a decision? | |
| What is the goal of the campaign? | Do you think you were clear about your goals/how? | |
| Have you become experts on the issue? | What information and statistics are available to support the campaign? Where did you find it? Have you learnt about all sides of the issue? | |
| Is there a resource pool? Who are your allies? | What resources have you used. Have you got help from others? | |
| How did you plan for success? | Is there a leader, team or champion? Is there a plan? | |
| Who are your opponents and what obstacles stood in your way? | Who are your opponents and why? What other issues may be a problem for you? | |
| How are you using the media to get your message across? | What kind of media techniques are you using? Newspapers, posters, meetings, badges, events... | |
| Link to historical campaign | How did learning about a historical campaign help? Explain why it helped. | |

Thanks and acknowledgements

The British Library is working in partnership with the MLA Council on a two-year roll-out programme of *Campaign! Make an Impact* to museums, archives, and schools across England.

It is funded jointly by the Department for Culture, Media, and Sport and the Department for Children, Schools, and Families, as part of the Strategic Commissioning Programme for Museum and Gallery Education.

The British Library would like to thank the following for their involvement in the development of the *Campaign! Make an Impact* model and programme:

Museums

Hull Museum Education
Harewood House
Thackray Medical Museum

Schools

Bishop's Hatfield Girls' School, Hertfordshire
Bradford Academy
Easingwold School, near York
Eastlea Community School, Newham
Endeavour High School, Hull
Forest Gate Community School, Newham
Immanuel College, Bradford
Maybury Primary School, Hull
Primrose High School, Leeds
Prince Henry's Grammar School, Otley
Skinners' Company's School for Girls, Hackney
Winifred Holtby School Technology College, Hull

Organisations

Holocaust Survivors' Friendship Association
Citizenship Foundation
Association of Citizenship Teachers
Qualifications and Curriculum Authority

This handbook was written and co-ordinated by Alison Bodley, *Campaign! Make an Impact* Project Manager, in consultation with and with contributions from Sarah Howard and Jane Avison from Hull Museums. Contributions were also received from Emma King.