

4. How to run a Campaign! Make an Impact project using Hadrian's Wall

The **Campaign! make an Impact website** has extensive resources to help you plan and run a project in particular;

An Introductory Video at http://www.bl.uk/learning/citizenship/campaign/teachers/how/howtorun.html

The Quick Guide at http://www.bl.uk/learning/citizenship/campaign/teachers/how/guides/quickguides.html	The Teacher's Handbook at http://www.bl.uk/learning/citizenship/campaign/teachers/how/handbook/handbook.html	The Student Handbook at http://www.bl.uk/learning/citizenship/campaign/runcampaign/runyourcampaign.html
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These will guide you in how the project could run. There are a few points you might wish to consider,

What is the scope of your project?

- Single class, year group, whole school involvement, school council

What Key Stage/year group will be involved?

- KS2, KS3, GCSE, GCE, Diploma

Which subject areas and/or school development plan targets do you expect your project to align to?

- Introduction to Citizenship
- History
- Creative and Media Diploma
- Extended schools (varied menu of activities)
- Community engagement/ cohesion
- Transition
- Supporting learning of vulnerable groups SEAL
- Literacy
- English as an additional language

What is your available timescale?

- Minimum of 6 hours is recommended for KS3
- some Primary schools have chosen to spread the topic over 2 terms or even 3 terms.
- You may want to fit it around other topics, eg the Romans

Which other teachers in your school would you like to involve?

- History, Citizenship, English, Art, ICT.....almost any subject can be included

Which Hadrian's Wall site will you use as stimulus?

- Interactive map of the sites available at http://www.hadrians-wall.org/MapSearch.aspx?page_id=308
- you can chose to work with a site (not all sites have the capacity for this ?contact for help?)
- you can plan your own visit to a site or museum.

How will you approach the historical campaign?

- Will you look for resource to support the study of a Historical Campaign?
- Will you explore the historical event and the citizenship issues using the evidence and archaeology?
- Hadrian's Wall projects have done both, there are planning grids, below and case studies and other materilas in the resource section.
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Ten Top Tips for a successful project:

- Work with other teachers and spread the project across a range of subjects.
- Make sure students are regularly working on their campaigns. If they are only doing it once every two weeks they may lose momentum.
- Use a participating museum or archive.
- Take advantage of opportunities of crash down curriculum days/ cross curricular days.
- Let young people choose their own campaign subjects as far as is practical. There is guidance in the handbook on how to do this. Avoid the temptation to guide them towards school agendas.
- However, plan in advance how you will deal with unexpected outcomes.
- Factor in sufficient time for students to run their campaigns; otherwise they may become de-motivated, having had their expectations raised.
- Involve the local community – specialist interest groups, councillors, local leaders, campaign groups etc.
- Plan for sustainability so the process can be repeated easily with other groups.
- Celebrate the students' achievements, it will help to motivate the students and increase awareness of their campaign. If you have worked with a museum or archive they may like to be involved in this. Templates for *Campaign! Make an Impact* certificates are available from the British Library.

Are we really going to change things?

Yes!

WOW!

Year 4 pupils from Carlisle

Next

Read through the Teachers Handbook (see above), this will take you step by step through the project. Pages 5 to 27 cover the development and planning of a project.

Step 1 – The Historical Context

Begin by choosing the Historical Stimulus. There are two approaches that work with Hadrian's Wall.

1. Starting with a Historical Campaign – South Shields

Our projects used the 1870's campaign to excavate and preserve Arbeia Roman Fort in South Shields as the historical stimulus. .

It is important to give the pupils the context for the Campaign they will study and to find a variety of sources that will answer the questions in the Investigation Grid on page 29 of the Teachers Handbook.

You do not need a large number and some sources may provide the answers to more than one question. The sources can be anything, documents, images, maps or objects. Some of the Resources we used are in the Resources Section.

The Town Council wanted to build new modern housing for the people of South Shields. There had been a number of outbreaks of disease, including cholera. Some local people felt that the site should be excavated before it was lost forever under the houses and ran a **campaign to persuade the Town Council to preserve some of these artefacts.**

The Result – The People's Roman Remains Park and an exhibition in the Library

- Our project used the documents preserved in Robert Blair's scrapbook from the 1870's
- We talked about life in Victorian Times to set the context for what the Town Council wished to do.
- We visited Arbeia (the site was originally called the People's Roman Remains Park) to find out why the campaigners felt the site should be preserved.
- We interrogated the sources to discover what the campaigners did (page 29, Teacher's Handbook)

(LINK to Grid below and Case Study).

This approach uses the materials from a campaign in the past and will work with any age from Key Stage 2 upwards and there are other campaigns that could be used.

The 20th Century Campaign to have Hadrian's Wall protected by law.

- **'Saving the Wall'** by Stephen Leach and Alan Whitworth, expected to be published 30 June 2011

The 20th Century Campaign to prevent Quarrying on Hadrian's Wall near Haltwhistle

- **Walltown Quarry Education Pack** by Northumberland National Park Authority 2000, available at <http://www.northumberlandnationalpark.org.uk/walltowneducationpack1.pdf> (May 2011) pages 42, 43

2. Looking at the History and examining the Citizenship issues – Roman Archaeology

Other schools particularly in Cumbria looked at what the archaeology can tell about Life in Roman Times (LINK to Grid in How to section and Case Study)

Key Stage 2 looked at general questions 'What was life like in Hadrian's Wall World Heritage Site in the time of the Roman?' They looked for the issues that would affect people. For example

- Both Romans and Britons kept slaves.
- There were people from all over the Roman Empire living and working here.
- There is evidence for many different religions.
- Were there differences between Roman Citizens and non Citizens, and how you could become a citizen.

One group then visited Tullie House to look at and record the evidence another visited a Milefortlet near the school then Senhouse Roman Museum.

We discussed whether these issues are relevant today and do they affect us. How could we change things ? This lead on to the children choosing their own campaigns on issues important to them.

Key Stage 3 and GCSE could take a more specific direction – 'What evidence is there for religious freedom in Roman times?' And 'How tolerant were they of other religions?'

Step 2 – Make Yourself Heard: campaigning tactics and skills

By comparing the tactics of the past with those from today, students can learn how they can get their message across.

The British Library website at <http://www.bl.uk/learning/citizenship/campaign/myh/makeyourselfheard.html> has many more hints and tips.

Step 3 – Run Your Campaign

Read through the Students handbook (link above) and then read through pages 38 onwards in the Teachers handbook, these take you through the steps in planning and running a campaign. There are activities for every step

1: Identify Your Issue

Think about one of the communities that you are part of. How could that community be changed for the better

2: Set your Goal

You've decided on the problem or issue you want to address. Now you need a clear vision of the change you want to make

3: Become an Expert

Knowledge is crucial to running a successful campaign. Detailed information – facts, figures and case studies – will help you make a case for change

4: Create a Resource Pool

For your campaign to be a success, you'll need support and resources. Think about people that could help you. Campaigns often recruit advocates and allies to help promote their cause.

5: Know your Opponents

Who is against you? What reasons do they have for opposing you? What arguments do you think they might use? What arguments can you use against them?

6: Plan for Success

When planning for success, you will need to think about what needs to be done, who should do it, and when it needs to be done by

7: Campaign Tactics and Getting Your Message Across

There are lots of ways to get your message across. Sometimes it's the most creative ideas that will get your message over best and make more impact.

The British Library website at

<http://www.bl.uk/learning/citizenship/campaign/runcampaign/runyourcampaign.html>

has many more hints, tips and resources

Planning Grids

This planning grid is adapted from page 5, Teachers Handbook
Historical Campaigns model

Step 1 - Find the historical context		Resources	
Choose the campaign/historical event			
<p>In the 1870's the farmland on the Lawe top, in South Shields was to be built upon, but some local people believed there was a Roman camp to be found. Robert Blair, a local solicitor led a campaign to excavate and display the remains</p>		<p>For Background</p> <ul style="list-style-type: none"> Alison Ewin's Book - see below Robert Blair's Scrapbook, available to look at in the Central Library, South Shields, Local Studies Collection. 	
<p>What was happening? South Shields Town Council wanted to improve the town. Poor quality housing was to be demolished, so the Town Centre could be improved. New houses and a school were to be built on open farmland</p>	<p>Set this in Context. School based</p> <ul style="list-style-type: none"> South Shields busy port, many people living by the River, dependant on the river trade, new industry. Discuss living conditions 	<p>Visit to South Shields and Arbeia. Could visit the Local Studies Collection with a small group</p> <ul style="list-style-type: none"> Grand buildings in the Town Centre - improvements School and church built on site Look at what was preserved. Discuss - is it worth keeping vs building a new school and indoor plumbing! 	<ul style="list-style-type: none"> Look at old maps History of South Shields
<p>Why did people want to campaign and what were the aims? Artefacts had been found on the farmland for many years, if it was built upon things would be lost forever. They wanted to keep these to display and show their town was important</p>	<p>Could be school or museum based. Draw out key campaign skills such as researching, getting organised, finding allies, identifying obstacles</p>		<ul style="list-style-type: none"> Explore Blair's Scrapbook material to find out about the campaign use grid from Teachers handbook

Step 2 - make yourself heard: campaigning tactics and skills. How did they campaign? How do people campaign today?			Resources
Modern parallels	<p>Compare historical and modern day campaigns tactics.</p> <p>Use web resources</p> <ul style="list-style-type: none"> written word spoken word visual imagery the message <p>either school or museum based</p>	<p>Can work as cross-curricular day</p> <p>if relevant, examples of local or national campaigns the children may be familiar with (eg elections)</p>	<ul style="list-style-type: none"> Blair Scrapbook images 'Make yourself Heard' section of website to compare modern and historical tactics. Collect examples of modern posters, leaflets, badges etc

Step 3 - contemporary issues and creative campaigning			Resources
What issues affect us?	<p>Students talk about issues that affect them and choose their own campaigns</p> <p>School based</p>		<p>Choose your own campaign resource - Teachers Handbook page 39-45</p>
Children plan and run their own campaigns	<p>Campaigns can be used to address school issues, across year groups or transitions. They could be run outside the school involving the local community.</p> <p>School or museum based</p>	<p>Work with other departments, such as English, Art, ICT, Drama or approach someone from outside the school, perhaps an artist or other creative person</p>	<p>Students handbook</p> <p>Blank planning grids- Teachers handbook pages 46onwards</p>

Where to find the resources

Alison Ewin (2000) Hadrian's Wall, A Social and Cultural History. Published by Centre for North-West Regional Studies, Resource Papers.

More details at http://www.lancs.ac.uk/depts/cnwrs/mini_book_hadrian.html or ask your local library

The Blair Scrapbook - Robert Blair kept Sketch and Scrapbooks throughout his life, the majority are held by the Society of Antiquaries of Newcastle upon Tyne (see <http://www.newcastle-antiquaries.org.uk/index.php?pageId=277>). The volume that deals with his campaign to excavate and preserve Arbeia is held by the Local Studies Collection at South Shields Central Library

<http://www.southtyneside.info/article/8862/Local-history-zone>

The Scrapbook contains articles from the South Shields Gazette (local newspaper), letters and photographs. Some are reproduced in the resource section

Old Ordnance Survey maps are also available from the Local studies collections at local Libraries.

This planning grid is adapted from page 10, Teachers Handbook Historical and Citizenship model

Step 1 - Find the historical context		Resources
Choose the campaign/historical event		
Romans invaded, conquered the tribes living here. Many different peoples came to the area. The Romans became the occupiers. They built a Wall across tribal lands. Britain was linked to the rest of the Empire by trade. Different religions introduced.	Link this with collection at local site	Local sources
<p>What was happening</p> <p>Teach background, if possible focus on the people living here, rather Roman History. The Romans were here for almost 400 years, it wasn't all fighting</p> <p>School based</p>	<p>Visit local museum, what can the evidence tell us that supports or challenges what we know about the Romans.</p> <ul style="list-style-type: none"> • Queen Cartimandua and her relationship with the Romans • Religious tolerance and integration. 	<ul style="list-style-type: none"> • Archaeological evidence • Ask the site Learning/Education Officer if there is any evidence for particular topics or theme. • Temporary exhibitions may have relevant material • Could be possible to
<p>Why was this unjust? Could anything have been do to stop it?</p> <p>Discuss the citizenship issues around the Romans and the Britons, eg Slavery, Diversity, attitudes to women, Citizens and non</p>		

	Citizens.	<ul style="list-style-type: none"> • Trade between Romans and the locals • Evidence for continuous war or peace 	visit 2 or more sites or museums to look at different side of a theme
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Step 2 - make yourself heard: campaigning tactics and skills. How did they campaign? How do people campaign today?		Resources
What issues affect us?	<p>Review the citizenship issues affecting the Romans and Britons.</p> <ul style="list-style-type: none"> • Are they any relevant today? • Work on the issue that affect students today • How can we change things today? • A campaign would be one way to do this <p>School based</p>	<ul style="list-style-type: none"> • Chose your own campaign resource - Teachers handbook, page 39 • Make yourself Heard' section of website to compare modern and historical tactics. • Collect examples of modern posters, leaflets, badges etc • Modern day campaign grids - to examine how modern campaigns work - Teachers
Modern Parallels	<p>Compare historical and modern-day campaigns and tactics. Use resources on website</p> <ul style="list-style-type: none"> • written word • spoken word • visual imagery • the message <p>Use the comparison grid following this table</p> <p>school or museum based</p>	

			handbook, page 34
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Step 3 - contemporary issues and creative campaigning			Resources
Children plan and run their own campaigns	Campaigns can be used to address school issues, across year groups or transitions. They could be run outside the school involving the local community. School or museum based	Work with other departments, such as English, Art, ICT, Drama or approach someone from outside the school, perhaps an artist or other creative person	Students handbook Blank planning grids- Teachers handbook pages 46onwards
Celebration event	School based or museum event	Tell everyone what you've achieved	

Note: LINKS for all the resources can be found in the resource section

Linking old and new campaigns adapted from page 34 of Teachers handbook

This framework can be used to analyse the success and methods of any campaign. Use your historical campaign and think about what you could do if the campaign was running today. Fill in the sections below, identifying the issues, methods, and strategies of any modern campaign.			
Steps to success	Key questions	Evidence	
		historical	modern campaigns
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...		

