

Lesson 3 – Deciding the Campaign

Lesson plans
and Teacher's notes
[www.g-nation.co.uk/
teachers](http://www.g-nation.co.uk/teachers)



Aims

1. To decide on the class's activity to help their cause
2. To clarify how this relates to your choice of social enterprise/charity/volunteering as a vehicle to deliver your aims
3. To create a campaign with clear aims and objectives
4. To identify a group of students to act as the 'lead team' and to set out its responsibilities

Learning Outcomes

Students gain an understanding of the decision-making process required in putting together a Third Sector campaign.

The Lesson

1. Recap

Remind students of what they have learnt about their chosen cause and the discussion/presentations that occurred last lesson when they identified ways to influence their audience.

2. Explain the chosen approach

You may have given your class the criteria for the Challenge in Lesson 1. If so, make sure that students understand how these relate to the kinds of activity they can propose.

If you didn't and it has been left to them to decide what method they use to fulfil the Challenge, go back to page 5 for definitions of all the different methods possible. Use student resource sheet 3A – Criteria Help Sheet to illustrate these approaches to your students. Decide on a suitable method which best suits their learning objectives.

3. Brainstorm

Now that your class has decided on its cause and the 'message' it has to deliver, you must look at possible activities it can do in support of this cause. **Your students need to reach a consensus on an activity that will meet the aims they identified. This may not be easy, but you will need to push them to make a decision.**

Use student resource sheet 3B – How Can We Help as well if your students have decided to fundraise. This will give them some helpful ideas for their brainstorm.

4. Campaign planning

Introduce the different ways in which charities or social enterprises publicise their cause. See student resource sheet 3C – How to Get Attention.

In groups of two or more, see if the class can come up with some good methods for promoting their message and/or publicising their activity. These ideas can be passed on to 'the team' for them to review after this lesson.

Finally: give the students, individually or in pairs, the worksheet student activity sheet 3D – Our Campaign to record and summarise what they have learnt in this lesson.

5. Election of team members

You will now need to choose (by any method you prefer) members of the class who will serve as 'team members.'

NOTE: Don't forget to remind team members they will need to make a presentation to the rest of the class in lesson 4.



Team Members

What do they do?

— Meet outside lessons to co-ordinate the class campaign and make sure that the chosen plan of action is carried out

How many are needed?

— No less than three and no more than six.

What support do they get?

— The student section of the Giving Nation Challenge website has a set of planning tools for them to use. You need to give them the log-in details, including the password.

— If you haven't got internet access, you could use the worksheets to use in their first meeting. See student activity sheet 3E – Team Member Instructions and student activity sheet 3F – Team Presentation. This enables team members to put together a presentation for the rest of the class at the start of lesson 4.

— You will probably want to attend the team's first extracurricular meeting to facilitate progress. This will enable you to brief the rest of the class on progress at the start of lesson 4 if the members of the team are not able to do this. Be aware that the team's tasks are time-consuming and so its members need to be motivated.