**KS4 PSHCE LESSON PLAN.**

\*\* Media clips need to be shown this lesson, e.g. via a SmartBoard. \*\*

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| DATE: LESSON FOCUS: **What is the Point of Campaigning?**  |
| Number of male students: | Number of SEN students: | Last lesson’s focus: |
| Number of female students: | Number of G & T students: | Next lesson’s focus: |
| Class/year group: | Misc:  |

**LESSON OBJECTIVES.**

* (1) I can understand what ‘campaigning’ means.
* (2) I can appreciate what campaigning can achieve.

**STARTER.**

* Share LOs with class.
* Refer class to LO1 for this starter activity.
* Explain that you are going to show class a media clip of Nujeen, in which she describes her last few days in her home of Aleppo – before fleeing for safety in Europe.
* Show <https://www.youtube.com/watch?v=70sbVHPHTmg> (LAST DAYS IN ALEPPO, 2m 02).
* Explain that you’re now going to show a different media clip, in which – based on her journey from Syria to Germany - she appeals to world leaders to make the world a better place.
* Show <https://www.youtube.com/watch?v=cGQ_M2DvkdE> (MY MESSAGE TO THE LEADERS OF THE WORLD, 1m 31).
* Tell class to re-watch both clips (in the same order as above), then to answer the questions on Photocopiable Resource 1 (Media Clips).
* Examples of good answers:

1. Nujeen had some very frightening experiences in Syria, including being in daily danger of death by bombing. She seems very passionate about making sure that other children don’t get caught up in such a horrendous situation. Her first-hand experience of a war forcing her to flee her own country has inspired her to strive for a better future for everyone; a world in which all citizens are safe and have stability.

2. Campaigning is when you try to make something happen by doing things or saying things. You could try to make your street safer by asking a police officer to make people drive slowly.

**MAIN.**

* Refer class to LO2 for this main activity.
* Remind students that there are thousands of campaigners across the UK; citizens who (like Nujeen) feel moved to persuade politicians and the public to see things/do things differently.
* Give students Photocopiable Resource 2 (What can Campaigning Achieve?).
* Ask students to match the eight recent successful campaigns to the correct organisations.
* Answers: 1 = C, 2 = F, 3 = A, 4 = E, 5 = H, 6 = D, 7 = B and 8 = G.
* Ask students to fill in the bottom of the worksheet: which other recent campaigns have they heard of?
* Choose several students to feed back on the additional campaigns that they’ve listed.

**PLENARY.**

* Ask students to think back to Nujeen’s passionate appeal to world leaders.
* Give students Photocopiable Resource 3 (Which Campaigns Appeal to Me?).
* Ask students to fill in the worksheet.
* Invite a few students to share their ideas with the class.
* Examples of good answers:
* An issue that I am passionate about is fathers’ rights*.*
* I am passionate about this issue because I was brought up by just my dad. This has made me realise that most baby-related adverts, services and toys are only aimed at women.
* I am willing to campaign about this by finding out if there is a reputable organisation aimed at male parents, and signing any petitions that they have.
* I am also going to email my local supermarket, asking why so many of their baby products just have a woman and a baby on the packaging.

**SEN SUPPORT.**

* For plenary activity, encourage students to generate ideas by re-reading Nujeen’s comments on Photocopiable Resource 1. What message would *they* like to give to world leaders?

**G & T SUPPORT.**

* For starter activity, offer G & T students the chance for one piece of work to be displayed, i.e. the most thoughtfully-completed work from the G & T group will be put on a noticeboard.

**HOMEWORK/STRETCH TASK.**

* Ask someone at home (or outside of this class) about a campaign that they’ve taken part in. Why did they choose this issue to campaign about? What was their involvement in the campaign?

**PHotocopiable Resource 1 (Media Clips: Starter).**

Watch the two media clips and then answer the questions below. Use the speech bubbles to help you remember what Nujeen said:

I tried to keep myself awake and think of my favourite things as, you know, Julie Andrews says in the Sound of Music.

There was always a helicopter overhead. There was bombing, there was gunshots and such things.

The last few nights were sleepless. Though I got into bed I didn’t sleep.

I didn’t want to make my family worried about me.

I didn’t want to show weakness. I wanted to be strong because I believe in destiny.

When you are going through the circumstances as the Syrian ones, you just feel like something is dying inside like you don’t care anymore…what is the use of that? So I tried to avoid that and care…and be myself, be as I should be actually at such age.

Being a powerful person is a really great responsibility so, because one of our principles is believing in good in people, I would like to think that you are trying to do good. But please do more, because we can!

This is not a funny thing. This is not about politics. It’s terrible stuff. This is us, people, spirits, souls, lives that are being taken each day. Please consider that!

You know you have the power to change and if you change things for the better you’ll be rewarded. So, try to do your best…because you have the power to do it!

QUESTIONS.

1. In one of the media clips, Nujeen is speaking directly to world leaders. This is part of her campaign to get world leaders to do more to stop wars and to help refugees and asylum seekers. Why do you think Nujeen is campaigning about these issues? …………………………………………………………………………………………………………………………………………………………...…………………………………………………………………………………………………………………………………………………………...…………………………………………………………………………………………………………………………………………………………...…………………………………………………………………………………………………………………………………………………………...…………………………………………………………………………………………………………………………………………………………...…………………………………………………………………………………………………………………………………………………………...

2. Imagine that you’re explaining ‘campaigning’ to a 5-year-old. How would you explain it in a very simple way? …………………………………………………………………………………………………………………………………………………………...…………………………………………………………………………………………………………………………………………………………...................................................................................................................................................................

**Photocopiable Resource 2 (What can Campaigning Achieve? Main).**

WHICH CAMPAIGNS HAVE BEEN SUCCESSFUL RECENTLY?

*Match the organisations to their campaigns:*

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| **CAMPAIGN.** | **ORGANISATION.** |
| 1. Put pressure on Theresa May to ban wild-animal circuses in the UK.  | A. WaterAid. |
| 2. Ran ‘Time To Change’, which encouraged people to ask colleagues/friends questions about their mental health. | B. Youth Parliament. |
| 3. Organised an ‘Everyone, Everywhere 2030’ petition, aimed at giving all global citizens access to toilets and taps.  | C. PETA (People for the Ethical Treatment of Animals). |
| 4. Brought millions of voters together online, to persuade them to vote ‘leave’ in the 2016 EU referendum. | D. Stonewall. |
| 5. Ran football-focused events in schools, to encourage students to have a zero tolerance approach to racism.  | E. Brexit. |
| 6. Promoted the message ‘Some People are Gay. Get Over it!’ via buses, social media and clothing nationwide.  | F. MIND. |
| 7. Encouraged young adults across the UK to lobby MPs about introducing the living wage for 16-year-olds. | G. NSPCC. |
| 8. Created ‘Share Aware’, a resource pack for adults to use with children – in order to teach children about cyber safety. | H. Kick It Out. |

Which **other campaigns** have you heard of? Think about celebrity Tweets, live TV fundraisers, adverts at sporting events, responses to natural disasters, guest speakers in assembly etc. Don’t forget to consider local, national and international campaigns.

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**Photocopiable Resource 3 (Which Campaigns Appeal to Me? Plenary).**

WHAT AM I PASSIONATE ENOUGH TO CAMPAIGN ABOUT?

*If everyone waited for other people to change the world for the better, things would always stay as they are…or get even worse! Fill in the gaps below to show what you’re passionate about:*

**SOURCE OF INSPIRATION.**

NUJEEN’S MESSAGE TO WORLD LEADERS: **You know you have the power to change… so try to do your best because you have the power to do it!**

e.g. homophobia

An issue that I am passionate about is …………………………………………………………………………………

e.g. my sister was bullied for being gay

I am passionate about this issue because …………………………………………………………………………….

e.g. asking my school council rep to display some Stonewall posters

I am willing to campaign about this by ………………………………………………………………………………… ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………...

e.g. complain to my MP about the homophobic graffiti on my street

I am also going to ………………………………………………………………………………………………………………… ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………… ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………