

## Lesson 1 - What is a campaign?

This lesson is to help pupils understand how one person can bring about change in something they care about. They will produce a short summary of a real campaign, focusing on summarising and choosing vocabulary carefully.

**n.b. Lessons 1-3 focus on the elements needed to create your final end of project video: a strong campaign, clear opinions and a persuasive letter. Having studied these elements, lesson 4 begins the process of creating your own campaign for change. We would highly recommend you have decided now which campaign you will follow from Lesson 4: [bit.ly/HomesNotSpikes](http://bit.ly/HomesNotSpikes), [bit.ly/StrawsSuck](http://bit.ly/StrawsSuck), or [starting and researching your own campaign](#).**

### Introduction (15 mins)

Watch the **L1 Project Introduction video** which explains to the pupils that they are going to be planning and writing a campaign to bring about change for an issue they feel strongly about.

Discuss Lucy Gavaghan's campaign to help caged chickens. Ask children to verbally summarise what they think the campaign was about in one sentence to a talk partner. Look at the **change.org Tip Sheet** on the IWB and discuss Lucy's campaign in terms of the three main points.

Visit <http://www.ataleunfolds.co.uk/training> for class workshops and teacher training.

### Main (35 mins)

Provide small groups with a copy of the jumbled-up **L1 Campaign information sheet**. They work together to sequence it correctly. What clues in the text helped them to sequence it? Are there multiple answers? Can they identify any particularly powerful sentences or phrases? Why are they powerful? Identify where words have been used very precisely to convey specific meaning. Use the IWB to define and identify examples of emotive language, persuasive language, rhetorical questions and short sentences.

The groups stick their sequenced text onto a larger sheet of paper, and annotate examples of emotive language, persuasive language, rhetorical questions and short sentences. Allow groups to compare their work with others and to magpie ideas to bring back to their own group. Begin a vocabulary working wall of powerful language to use in successful campaigns.

**LKS2:** children select vocabulary from the **L1 Campaign information sheet** and ideas of their own to add to the wall.

**UKS2:** in groups or pairs, use a thesaurus to find more powerful examples of vocabulary.

### Plenary (15 mins)

Children write a short (around 140 characters or 30 words) tweet to summarise Lucy Gavaghan's campaign, incorporating some of the language gathered for the vocabulary working wall. Use the **L1 Tweet Writing Frames** if you would like to add them to the display. Rehearsing their tweet on a whiteboard first will help children to change vocabulary for maximum effect within the word count. Invite pupils to read out their tweets to the rest of the class and take feedback.

### **Optional extra: Research**

For guided reading, read through the information about battery chickens in England, here:

<http://www.bbc.co.uk/news/uk-16540769> and here:

<https://www.theguardian.com/world/2014/sep/19/-sp-inside-the-battery-hen-shed>, and discuss.