

Workshop 3

Making a Difference



**Choosing and running a
campaign in school**

Session objectives

1. Where does campaigning fit into the National Curriculum?
2. Starting points and stimuli
3. Running a campaign
4. Assessing the impact
5. Applying critical thinking to campaigns
6. Resources and support

Getting started

- Name one campaign you ran, or wanted to run, in school



- Briefly discuss with your neighbour.

Campaigning and the National Curriculum



The new Secondary Curriculum aims

To enable students to become:

- **Responsible citizens** who make a positive contribution to society.(ECM outcome)
- **Successful learners** who know about the big ideas and events that shape our world
- **Successful learners** who have enquiring minds and think for themselves
- **Confident individuals** who become increasingly independent, and are able to take the initiative and organise themselves

The Primary curriculum review

To prepare students to play an active role as citizens.

Opportunities include:

- To make learners more aware of, and engaged with, their local, national and international communities
- To take part in discussions talking about topics of school, local, national, European, Commonwealth and global concern
- make real choices
- meet and talk with people
- develop relationships through work and play e.g. working with others in a group task]
- consider social and moral dilemmas that they come across in everyday life

The Ladder of Participation



Pupil Initiated, Shared Decisions with teacher/s - Pupils identify the issue and work with adults as equal partners in a project

Pupil Initiated and Directed -The idea and implementation of the idea comes from pupils

Teacher Initiated, Shared Decisions with pupils-Genuine partnership between adults and young people -young people fully involved in decision making with equal say

Active and Informed-Project run mainly by teacher/s but pupils understand the process and their opinions are treated seriously

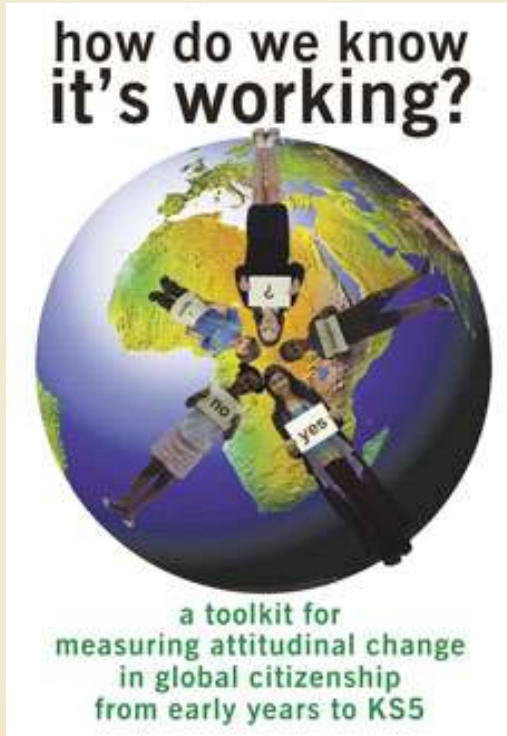
Assigned but Informed-Information obtained from pupils but no effort made to explain if and how their views will affect decision making

Tokenism-Young people appear to be given a voice but have no choice about the subject, method of communicating or how the campaign is organised

Decoration-Young person is asked to take part with no explanation of the issues or reason for their involvement

Manipulation-Tokenistic exercise, which does not allow young people to influence or change the decision

Workshop resources



Published by Reading International
Solidarity Centre



Free online package produced by OXFAM, Action Aid, CAFOD, Christian Aid, Save the Children and DfID



'Before you start raising money –
An Oxfam Guide for Schools'

Global dimension resources

- Global Dimension
www.globaldimension.org.uk
- Oxfam Catalogue for Schools
www.oxfam.org.uk/education/catalogue/

