Campaign

Area of learning

Learning for Life and Work: Local and Global Citizenship

Learning intentions

By completing the activities, pupils will have the opportunity to:

- Research and create party campaign materials (party manifesto, slogan, media sound-bite, poster and speech) for presentation to the class.

Statutory Requirements

The online and class activities will contribute to the following statutory requirements:
Learning for Life and Work: Local and Global Citizenship
Pupils should have opportunities to:

- Investigate the basic characteristics of democracy.

Cross-Curricular Skills/Thinking Skills and Personal Capabilities

The online and class activities will provide pupils with the opportunity to develop the following skills and capabilities:

Communication: - talk about, plan and edit work; - communicate information, meaning, feelings, imaginings and ideas in a clear and organised way; - develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes; and - write with increasing accuracy and proficiency.	In the follow-up activities, pupils must work together to create an electoral campaign speech and poster. They will have the opportunity to communicate information and ideas in a clear and organised way. They will also develop, express and present ideas in a variety of forms and formats, using traditional and digital resources.
Working with others - give and respond to feedback; - understand how actions and words affect others; - be fair; and - respect the views and opinions of others and reach agreements using negotiation and compromise.	In the follow-up activities, pupils will help assign team roles and work with others to achieve a goal. They will also come up with reasoned arguments in order to influence others in their class.

Overview

In this sequence of activities pupils will explore key aspects of the political campaign process. The period before Election Day is a very busy time for the candidates and political parties. In the following activities we will discover how political parties try to persuade people to vote for them.

Starter Activity
Activity 1 - Who's who?

Using the whiteboard in conjunction with the Inside Parliament Buildings tour (in the Years 8–10 section of the Northern Ireland Assembly Education Service website), navigate to the NIA portrait bubble on the right wall of the Senate Chamber. Click on the bubble and select the middle photograph to display the portrait of the members of the Northern Ireland Assembly, elected in 1998:

Who's who?

- Can the pupils recognise any of the members?
- Are they able to name which party each member belongs to?
- What parties are still elected to the Assembly? Why?

Research task

In pairs, ask pupils to research and list the different political parties represented at the present Northern Ireland Assembly with the help of the following resources:

- The Constituency Map activity under the Who Are Your MLAs? link in the Years 8–10 section of the Northern Ireland Assembly Education Service website: *http://education.niassembly.gov.uk/years_11_12/who_are_your_mlas*
- *www.niassembly.gov.uk*

Follow up activities
Activity 2 - What's a political campaign?

Ask pupils (in small groups/pairs) to:
- List as many stages as you can to explain what's involved in a politician going from being a candidate to getting elected; and
- Discuss what is involved in running a political campaign for election.

The campaign is the period before an election when there is a heightened degree of political activity, as political parties and candidates try to get you to vote for them.

What's a political campaign?

- In small groups ask pupils to discuss and list the process involved in a political campaign.
- Next, view the Race to Stormont animation and review the process involved in a campaign.

Extension activities

Are you going to vote in the next election? Why? Why not?
This extension activity explores reasons for voting. It allows pupils to express their views and helps to address negative ideas about voting in a structured way.

Explain to the pupils that this activity involves asking questions of people over the age of 18. Before doing this activity explain to vote a person must be registered to vote and also:

- 18 or over;
- be a British citizen, a qualifying Commonwealth citizen or a citizen of the Republic of Ireland; and
- not be subject to any legal incapacity to vote.

In class discuss reasons for and against voting. You may wish to set this activity as homework or ensure that adults within the school are available to answer the questions. Ask pupils to complete the table in Resource 1.

Reviewing results
Encourage pupils to have at least three responses. Collate responses and discuss in class. If results are in line with the 2011 Northern Ireland Assembly election, 54.7 % of people voted.

Compulsory voting
Registering to vote and going to the polls are legal duties in Australia for citizens aged 18 and over, and failing to do so can result in a fine or possibly a day in court. In this short video Australians give their views on compulsory voting: *http://www.bbc.co.uk/news/world-asia-23810381*

Discuss
In class discuss if voting should be seen as a duty or a right. Ask pupils to compile points for and against compulsory voting.

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Activity 3 - Party manifesto

Explain that political parties write a manifesto, which is a document detailing what they will do if they win the election. Explain that this is because it is impractical for people to vote on every single issue. Political parties ask us to vote on the approach they will take, detailed in their manifesto.

Party manifestos

Using their political parties list from activity 1, pupils should re-visit the websites of the parties on their lists and look at different party manifestos, including the style and policies (views on how to deal with issues).

Pairs should be asked to report their findings on different parties. Pupils should discuss the purpose of a manifesto and what makes it effective.

Party teams

Divide the class into groups (of no more than 3) that will each represent a political party preparing for an election.

Each group can be given one of the party profile cards (see Resource 2). Invite pupils to add one more policy within their party's area of focus (environment, health etc).

Creating a manifesto

Party teams will now create their own manifesto using Resource 3: manifesto template.

This persuasive writing resource may be useful:
http://ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning/learning_life_work/ks3_llw_comm_checklist.pdf

In small groups, ask pupils to discuss what makes their manifesto successful. Discuss as a class.

Share party manifestos

Ask pupils to share their party manifesto with the class and take feedback.

Ask pupils to complete Resource 5: Peer Assessment Sheet.

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Activity 4 - Communications Strategy

Ask pupils to discuss how politicians get their campaign message across:

How do politicians make themselves heard?

Effective communication is key to getting a campaign message across. Ask pupils to list all ways politicians communicate with the public with reference to:

- Written communication;
- Spoken communication; and
- Visual communication.

Here are some examples to check against once the pupils have made their own lists:

Written communication
Manifesto
Newspaper
Blog
Leaflet
Website
Slogans
Tweets

Spoken communication
Door to door visits
Public meetings (Hustings)
Debate
Speech
Film – party political broadcast

Visual communication
Film – party political broadcast
Poster
Logo
Web – i.e. You Tube

Communications Strategy

Ask pupils to list examples for one or two of the campaign tactics. For example:

- Slogans - Can you remember any slogans used by a political party?
- What do you think makes a good slogan?
- Do you think parties should run positive or negative campaigns?

Useful examples

https://en.wikipedia.org/wiki/List_of_U.S._presidential_
campaign_slogans#2016

Communication Strategy Tasks
In preparation for the election at the end of the next lesson, as a political party, each group must create several items:

- Slogan;
- Media sound bite;
- Speech; and
- Poster.

Campaign roles
Each group should:

- nominate a party leader to deliver the speech;
- agree on and assign group roles to create the slogan, media sound-bite, poster and help write the speech;
- ensure the speech explains three main policies to the rest of the class and aims to win as many votes as possible.

Slogan

A slogan is a catchy phrase that is used to help people remember a party's core campaign message.

Slogans use certain techniques to make their product stick in your head. Ask pupils if they can think of any.

Discuss the following slogan techniques:

- Alliteration;
- Rhyme;
- Pun;
- Rhetorical Question; and
- Repetition.

Ask pupils to:

- create a slogan for their party using at least one of the slogan techniques;
- share their slogan with the class; and
- complete Resource 5: Peer Assessment Sheet.

Media Sound-bite

Ask the class what is a sound-bite? Discuss the main features of a sound-bite:

- a short statement;
- memorable; and
- Often aims to produce an emotional response: "I like that" or "I agree".

Ask pupils to identify any sound-bites that they have heard.

In small groups or pairs pupils should work to develop a sound-bite for or against an issue relevant to their party manifesto. Pupils must persuade the listener of their argument in this single catchphrase. Their sound-bite can be for TV, radio, print or social media.

This activity could be extended by introducing the use of the 3-9-27 rule – often used by lobby groups. A sound-bite should cover 3 points in 9 seconds using twenty-seven words. Here are some of Obama's best sound-bites: *http://www.telegraph.co.uk/news/worldnews/barackobama/3385846/Barack-Obama-His-most-memorable-soundbites.html*

Ask pupils to:
- share their media sound-bites with the class; and
- complete Resource 5: Peer Assessment Sheet.

Poster

Ask pupils to plan and create a campaign poster in support of their candidate. Pupils should explore the use of:

- Colour;
- Symbols and images;
- Slogans.

Ask pupils to:

- share their poster with the class; and
- complete Resource 5: Peer Assessment Sheet.

Useful resource

Posters and election propaganda
http://www.ithaca.edu/rhp/programs/cmd/blogs/posters_and_election_propaganda/tags/obama/

Persuasive Speech

Score if you can identify where the MLA is using the selected technique in the text.
Does their style and delivery win your vote?
Persuasive communication techniques are crucial to a good campaign. In this activity they will work on developing the skill of persuasive writing.

View the online resource "Ingredients for writing a speech" You can find this resource by clicking into MLA for a week > view activity > challenges > Writing a speech > Start

Watch the video clips to see how MLAs at Northern Ireland Assembly use different techniques in writing and presenting their speeches.

Score if you can identify where the MLA is using the selected technique in the text. Does their style and delivery win your vote?

In pairs ask pupils to write a speech using their party's three main policies (listed in their manifesto). Their purpose is to **persuade** their classmates to see their point of view.

Pupils should remember to:

- structure their speech to have an impact on the audience;
- use a range of rhetorical and linguistic devices to make their speech more persuasive;
- include a range of points and evidence to support their conclusions; and
- vary sentence length and structure to create impact, and use punctuation for effect.

Please see Resource 4: Persuasive speech writing.

Review each other's speeches
Ask pupils to complete Resource 5: Peer Assessment Sheet.

Extension activity - working together
Time permitting ask party teams to spot good points and convincing arguments made in each of the speeches. Allow time for each party team to re-draft their speech based on what they've heard.

Extension activity – Convince me!

Explain that before an election, candidates might attend public meetings called hustings. This is a chance to show off manifestos and for the public to ask questions.

Ask pupils to imagine they are audience members at a public meeting. They must prepare 3 questions to ask the candidates based on the candidate's party manifesto speech.

Pupils should use effective questioning strategies that ask for further elaboration and invite explanation and justification and/or prompt further questions and enquiry.

Useful resources:
http://www.skillsyouneed.com/ips/question-types.html

This activity could be further adapted to a formal debate format with more time.

Extension activity – Opinion polls

The mission of political polling is to gauge the political opinion of the entire nation by asking only a small sample of likely voters. For this to work, pollsters have to ensure that the sample group accurately represents the larger population. For example if 50 percent of voters are female then 50 percent of the sample group needs to be female. The same applies to characteristics like age, race and geographic location.

Popular research organisations include YouGov, MORI ICM who regularly poll the public.

Useful resources
http://www.britishpollingcouncil.org/questions.html
http://www.bbc.co.uk/news/uk-politics-35347948

Key questions, ask pupils to research:

- What is an opinion poll?
- How does it work?
- How can polls affect how people vote?
- What is the difference between just stopping someone in the street and arriving at a representative sample?
- Name one positive of an opinion poll.

Extension activity – Canvassing for votes

Explain to pupils that during a campaign political candidates will canvas for votes. This can often means phone calls, visiting constituents door-to-door. Canvassing is all about creating an impression – what you say, your behaviour, those behaviours you want to avoid.

Choose a political persona, for example Barack Obama, Alexis Tsipras , Nicola Sturgeon, or someone of your own choice.

Watch these clips of the political candidates in action and list what you think is good or bad about their personal attributes and media presentation:
- How do they talk?
- How do they engage with would be voters?
- What is their manner? Is it relaxed, sincere, passionate etc?
- Do they seem natural or have they been coached?
- Are they convincing? Why?
- How do they present themselves, are they smart, casual, formal etc?
- What kind of presentation to the public is likely to make them appear trustworthy. Why?

Canvassing in Ohio: A Typical Day for a Canvasser:
https://www.youtube.com/watch?v=JUTWod1d8dE

Arrival and doorstep by Alexis TSIPRAS, Prime Minister of Greece, Feb 12
https://www.youtube.com/watch?v=5fTwL6bDXsk

Barney Frank Confronts Woman At Townhall Comparing Obama To Hitler
https://www.youtube.com/watch?v=nYlZiWK2Iy8

Arrival and doorstep by David CAMERON, British Prime Minister
https://www.youtube.com/watch?v=j2vDhkzeB_w

Winning Scotland: Promises on the doorstep
https://www.youtube.com/watch?v=Tt4veVfg6k0
(Canvassing begins from from 1.49 mins)

Activity 5 - Plenary

Time permitting, ask pupils to write down 3 questions to ask other people in the class about today's lesson.

Write 5 top tips or golden rules about the topic for students taking the lesson next year.

Next steps

In the next lesson each party will present its manifesto and vote to elect two representatives.

Pupil resources

Resource 1: Are you going to vote in the next election?

Ask at least three adults if they intend to vote or not, and why:

Yes	No	Reason

Pupil resources

Resource 2: Party profile cards

Violet Party Policies
Area of focus: Environment

We will:
1. Introduce an on-the-spot £150 fine for litterers (regardless of age).
2. Block any new coal-fired power stations – the most polluting form of power generation – unless they are accompanied by the highest level of carbon capture and storage facilities.
3. Blank for pupil entry.

Indigo Party
Area of focus: Health

We will:
1. Improve access to counselling for people with mental health problems, by continuing the roll-out of cognitive and behavioural therapies.
2. Make sure you have access to a GP in your area from 8am to 8pm seven days a week.
3. Blank for pupil entry.

Crimson Party
Area of focus: Economy

We will:
1. Raise the minimum wage for under 21s to the same level as over 21s and introduce the same minimum wage for under 16s.
2. Exempt children under 16 from having to pay Value Added Tax (VAT) on goods that they buy (meaning a reduction of 20 % on most items).
3. Blank for pupil entry.

Ultramarine Party
Area of focus: Justice

We will:
1. Pay for 3,000 more police on the beat, affordable because we are cutting other spending, such as scrapping pointless ID cards.
2. Introduce new policies to allow CCTV cameras in school.
3. Blank for pupil entry.

Jade Party
Area of focus: Agriculture

We will:
1. Prevent supermarkets from paying farmers less than the cost of production for food they produce
2. End the misuse of antibiotics as food supplements for livestock
3. Blank for pupil entry.

Pupil resources

Resource 3: Manifesto Template

Party Name	
Pledge 1:	
Pledge 2:	
Pledge 3:	

Pupil resources

Resource 3: Manifesto Template

Party Manifesto

Party Name	
Pledge 1:	
Pledge 2:	
Pledge 3:	

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Pupil resources

Resource 4: Persuasive speech writing

Persuasive writing checklist:

- Make your opinion clear from the first line. Sum up your overall belief in the first paragraph.
- Write using a polite and balanced tone, avoid being one-sided, for example, 'we appreciate the need to make a profit, however…'
- Make your points clear and logical.
- Use accurate grammar and punctuation.
- Use **common persuasive techniques** for example, alliteration, facts, opinions, repetition, rhetorical questions, emotive language, statistics, lists of threes. Look at a copy of, or listen to, Martin Luther King's 'I have a dream' speech to see how he uses these techniques.
- Support your arguments with evidence, for example, statistics, expert opinions etc
- Conclude with a brief memorable thought for example, a quote or a humorous quip.

Pupil's may find the Persuasion frame useful:

Introduction		
Main reason 1	Main reason 2	Main reason 3
Fact or examples	Fact or examples	Fact or examples
Conclusion		

How to deliver a strong persuasive speech

Choose a key, strong political speech. For example one of Obama's: http://obamaspeeches.com/

Ask pupils to listen and watch as you read the speech two times. In the first reading remove all intonation; in the second reading make it strong and persuasive.

With pupils discuss:

- What did I do wrong?
- Listen and watch again as I deliver the speech a second time;
- What did I do differently this time?
- How important is it that I looked at the audience?
- What words did I place emphasis on, and why? and
- What was the overall effect of the reading versus the delivery? Which is better?

Pupil resources

Resource 5: Peer assessment sheet

Rate your parties campaign tactics
Choose one or more tactic from each section. Give each party a score out of 5 for each tactic.

Pupil's may find the Persuasion frame useful:

Tactics	Violet Party	Indigo Party	Crimson Party	Ultramarine Party	Jade Party
Party manifesto Criteria – How well have they captured the issues?					
Party slogan Criteria - How memorable?					
Media sound-bite Criteria - How catchy?					
Written Party speech Criteria - How convincing is it?					
Party poster Criteria - How striking is the poster?					