In this lesson (or lessons) students plan and/or carry out a campaign on an animal welfare issue.

## Starter activity

**What makes a campaign?**

* Show students a selection of RSPCA campaign posters. Ask them what aspects of the posters they think are effective.
* Explain to students that they are going to develop their own animal welfare campaign. Discuss any campaigns they already know about. Explain that the Animal Welfare Act 2006 came about as a result of campaigning groups such as the RSPCA.
* Give each group of students the worksheets Campaign poster (1-4) and ask them to create appropriate slogans or headings for each poster?

**Learning styles:** visual, auditory.

## Main activity

**The campaign journey**

* Groups decide on an issue for their campaign - they can use the RSPCA Campaigns website (hyperlink / useful websites tab).
* The students need to decide on their target audience. They play Who do we need to influence? in groups of five and then decide which of those people they could try to influence with their campaign.
* Groups plan their campaign, using the first few steps on the worksheet Campaign journey.
* Groups have some time to research and produce the materials for their campaign.
* At the end of the research and production period, groups present their campaigns to the class. (Further time could be given in class or for the school council to carry the campaigns into action.)

**Learning styles:** visual, auditory.

## Plenary activity

**How did we do?**

* The students could assess their classmates’ presentations and campaigns using the Campaign evaluation sheet.
* Conduct a class vote on which campaign was most effective.

**Learning styles:** auditory, kinaesthetic.

**Assessment**Student presentations can be assessed by the teacher, alongside peer evaluation.

**Extension activities**Students become active campaigners (see [The Den](http://www.rspca.org.uk/getinvolved/theden) section of the RSPCA website).

For tips and advice on writing to politicians, you can order the leaflet Make every word count! from the Publications section of the RSPCA website (see Useful websites tab).

**Display**Information on the different pressure groups.

**What you need**  
**Equipment**

* Internet access
* Equipment for the students’ chosen media for presenting

**Worksheets** (see Downloads tab)

* Pets and the law quiz
* Who do we need to influence?
* Campaign journey

**Images** (see Downloads tab and Images collection)

* RSPCA campaign posters
* Campaign poster (1-4)

**Factsheets** (see Downloads tab)

* The Animal Welfare Act 2006

**Teachers' notes** (see Downloads tab)

* The Animal Welfare Act 2006
* Who do we need to influence?

## Did you know?

* The Animal Welfare Act 2006 came about as a result of campaigning by animal welfare groups such as the RSPCA. It will change the lives of millions of animals. Read more about it on the Defra website and in the Animal Welfare Act 2006 teachers' notes..

## Curriculum objectives

**Students should learn:**

* to consider the effectiveness of different types of media for different audiences
* to consider the part people play in creating social pressure and the role of public opinion in influencing government agendas.

## Animal welfare objectives

**Students should learn:**

* to research and understand an animal welfare issue
* who influences the way animals are treated.

## Learning outcomes

**At the end of this lesson:**

* most students: evaluate how media sources inform and affect our understanding of an issue. They consider and explain views that are not necessarily their own
* some students have not made so much progress and: use some media sources to find out about an issue. They understand that other people have different points of view
* some students have progressed further and: are able to evaluate a range of media sources and recognise how media presentation affects our understanding and opinions on an issue.

Vocabulary

welfare

campaign

politician

consumer

influence

petition

MP

constituents

evaluation

**Downloads**

Campaign journey

Campaign poster 1-5

Pets and the law - Quiz

Pets and the law quiz - answers

RSPCA campaign posters

The Animal Welfare Act 2006 TN

The Animal Welfare Act 2006 FS

Who do we need to influence

Who do we need to influence 1-5

**Useful websites**

[RSPCA - Publications](http://www.rspca.org.uk/in-action/aboutus/stayinformed/leaflets)

[RSPCA - The Den](http://www.rspca.org.uk/getinvolved/theden)

[RSPCA - Campaigns](http://www.rspca.org.uk/getinvolved/campaigns)

[Animal Aid](http://www.animalaid.org.uk)

[Animal Concerns - Community](http://www.animalconcerns.org)

[BUAV - The British Union for the Abolition of Vivisection](http://www.buav.org)

[Compassion in World Farming - Education](http://www.ciwf.org.uk/resources/education/default.aspx)

[Defra - Animal Welfare Act](http://www.defra.gov.uk/food-farm/animals/welfare/)

[Defra - Protecting pets from cruelty](http://www.defra.gov.uk/wildlife-pets/pets/cruelty)

[IFAW - International Fund for Animal Welfare](http://www.ifaw.org)

[PETA UK - People for the Ethical Treatment of Animals](http://www.peta.org.uk)

[WWF - The World Wide Fund for Nature](http://www.wwf.org)

[WSPA - World Society for the Protection of Animals](http://www.wspa.org.uk)

[Write To Them](http://www.writetothem.com)

