



Campaigning for Animal Welfare

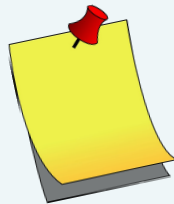
What makes a campaign?

Look at the following RSPCA campaign posters.

Which parts of the posters do you think are **most effective**?

In today's lesson you will be developing your own animal welfare campaign.

Are there any campaigns that you already know about?



Make notes!





Slogans & Headings

Task 1:

Using the 'Campaign Posters' worksheet can you come up with appropriate slogans and/or headings for each of the five posters?



Task 2:

Decide on an issue for your campaign from the following [website](#)

Did you know?

The Animal Welfare Act 2006 came about as a result of campaigning by animal welfare groups such as the **RSPCA**. It has changed the lives of **millions of animals**

Task 3:

Decide on your **target audience** by completing the ['Who do we need to influence?' worksheet](#) in groups of 5.

Decide which of those people you could try and influence with your campaign



Animals are NOT objects



Watch the Animal Sentience Video

This video clip is based around the campaign 'Animals are not objects'.

How does this campaign make you feel?

Do you agree or disagree?

What else could the RSPCA do to campaign this issue?



Planning your Campaign

Task

The image shows a screenshot of the RSPCA 'Campaign Journey' activity sheet. It features a purple 'ACTIVITY SHEET' label in the top right corner. The main heading is 'Campaign journey' in teal. Below this, there are seven horizontal boxes, each with a teal arrow pointing down from the top of the box to the question text. The questions are: 'START', 'What is our campaign about?', 'Who is our target audience?', 'What will our campaign include?' (with a sub-note: 'E.g. posters, TV, petitions, letters to MPs'), 'What do we want to achieve?' (with a sub-note: 'E.g. change in the law, change in consumer habits'), 'Who will be responsible for each task?', and 'Has our campaign been successful? How do we know?'.

1. In **groups**, start planning your campaign using the first few steps on the [Campaign journey activity sheet](#).



2. **Research and produce materials** for your campaign.
What will your campaign include?

- Posters?
- Letters?
- Video Clips?
- Petitions?

3. Practice **presenting your campaign** in preparation to present in front of the class
- *Do you have any criteria to follow?*





Plenary & Assessment

Finally: You must now assess your classmates' presentation campaigns.



Use the 'Evaluation Sheet' for extra guidance.

Whose campaign was most effective?

As a class, you must now vote and discuss which campaign was most effective.

Can you justify your decision?

Extension Task:
Complete the 'Pets and the law quiz'

What Next?

Create a class display using your campaign work to showcase to other pupils in the school.



ACTIVITY SHEET

Campaign evaluation

Criteria:

- | | |
|---|--------|
| 1. Does the introduction clearly explain the point of the media campaign? | Yes/No |
| 2. Does the campaign use an appropriate media format? | Yes/No |
| 3. Does the group use a range of key vocabulary? | Yes/No |
| 4. Is the content of the media campaign suitable for the target audience? | Yes/No |
| 5. Is the group well organised? | Yes/No |
| 6. Are the audio and visual elements of good quality? | Yes/No |
| 7. Do the speakers or contributors make good eye contact with the audience? | Yes/No |
| 8. Is the media campaign interesting? | Yes/No |
| 9. Do all members of the group participate in the presentation? | Yes/No |
| 10. Does the presentation have a suitable conclusion? | Yes/No |
| 11. Would the campaign be suitable to 'broadcast' to the target audience? | Yes/No |
| 12. Does the group respond effectively to questions from the rest of the class? | Yes/No |