

# Lesson Two – Simplified

## How Do Pressure Groups Operate?

### Aim

---

To gain an understanding of how pressure groups are structured and how they operate.

### Overview

---

The lesson is a simulation of a week as a pressure group with a tight deadline. This activity enables students to explore the different pressure group techniques in more detail whilst gaining a deeper understanding about how pressure groups are structured.

### Learning Outcomes

---

- All students will be able to describe one activity a pressure group may undertake.
- Most students will be able to name more than one activity and how they work together.
- Some students will be able to apply their knowledge to other campaigns and topics.

### Equipment Needed

---

- The campaigns cards, Chair and Vice-Chair cards, writing frames, PowerPoint and example materials (for download from [www.cnduk.org/education](http://www.cnduk.org/education))
- Large paper
- Coloured markers

### Suggested Time

---

- At least one hour

### Instructions

---

- Use the PowerPoint (downloadable from [www.cnduk.org/education](http://www.cnduk.org/education)) to begin the lesson. Decide on your pressure group issue (if not decided in Lesson One). This could be by taking ideas generated from a brainstorm and taking a class vote. Alternatively, if you are studying CND as your pressure group case study, the topic can be a vote on whether Britain should keep nuclear weapons or not. The teacher is the “MP” who will decide at the end whether or not to support the campaign.
- Ask the class to nominate candidates and take a vote in order to decide on the pressure group’s Chair (highest number of votes) and Vice-Chair (second highest). [If more appropriate for your group, appoint two people to take the roles]. Remaining students should form six groups and each is given a campaigns card and coordinating example (materials downloadable from [www.cnduk.org/education](http://www.cnduk.org/education)).
- Each card will feature a pressure group method, with words of advice from a member of CND staff. The students are given a task to accomplish, along with a writing/design frame to help them with their task (it may be helpful to photocopy these at A3). They will be expected to present this at the end, along with an explanation as to why their particular method is important.
- The Chair and Vice-Chair will also receive a card with their profile and responsibilities on as well as a check list. They will check on the progress of the groups and prepare to introduce them to the “MP” in the presentation at the end. The timed PowerPoint presentation will work through the week with reminders for each “day”. Each “day” is 5 minutes, but this can be altered by making changes on the PowerPoint presentation.
- Towards the end of the lesson, the groups should then feedback their presentations to the “MP” and the class. This will be facilitated by the Chair and Vice-Chair.
- The “MP” will decide which way to vote at the end based on the strength of the campaign. The Press Desk will do an interview to find out the result.

### Differentiation

---

- Writing frames:  
According to the ability level of your students you could;
  1. Provide them with the writing frame to fill in
  2. Provide them with the writing frame as a guide, but ask them to create their own
  3. Do not provide any writing frames
- Chair and Vice-Chair:  
According to the ability level of your students you could;
  1. Ask the Chair and Vice-Chair to fill in the check list as a team i.e. visit each table together
  2. Ask the students to keep the list on their desk and they can visit tables separately and come back to discuss and tick items off the list
  3. Assign each student three groups, so each is only in charge of half the class

# CAMPAIGN CARD

## Lobbying MPs

# Hello!

I am Sam, CND's  
Parliamentary Worker



### My Job Role

- My job is to help people to **lobby their MPs** on CND issues. I also work with friendly MPs to help them organise their campaigning in Parliament.
- MPs are meant to **represent you in parliament** so it is very important that people tell their MPs what they think.
- When there is an upcoming vote in parliament, it is vital that people tell their MPs **how they want them to vote**.

### Your Part in the Campaign

- ✓ Make a postcard for people to send to their MPs.
- ✓ It needs to be eye-catching on the front and with a message on the back.

### Hints and Tips

- Use **persuasive** words on your postcard
- See the CND postcard for an **example**
- Visit the **Stalls and Petitions** group to see what petition they are making

### In Your Presentation:

- Press office
- Finance office
- Media Stunts

Put your image or slogan here

Dear ..... MP

I am writing to tell you about our campaign to

.....  
.....

We think it is really important because:

1. ....  
.....
2. ....  
.....
3. ....  
.....

We urge you as our MP to vote for/against the motion in  
parliament on Friday.

Yours sincerely,

.....

Delivered By



Royal Mail



..... MP

House of Commons  
Westminster  
London  
SW1A 0AA

# CAMPAIGN CARD

## Stalls and Petitions

# Hello!

I am Dawn,  
CND's Campaigns Worker



### My Job Role

- My job is to help people carry out CND's **campaigns in their local areas**.
- Petitions are very important because they can show that **huge numbers of people support a campaign**.
- Having a stall in the street or at a music festival is a great way **to talk to new people** and ask them **to sign your petition**.

### Your Part in the Campaign

- ✓ Make a petition for supporters to sign.
- ✓ Put a clear message on the top of the petition and design it to look eye-catching.
- ✓ You can go around the class to get signatures!

### Hints and Tips

- Write what you are calling for at the top of the petition
- See the CND petition for an **example**
- Visit the **Lobbying MPs** group to see the postcard they are making

### In Your Presentation

- Say why petitions are important
- Show the class your petition
- Try and convince the MP (your teacher!)

Your petition title

We, the undersigned, call on the government to:

1. ....

2. ....

Name	Email Address	Signature	Send Me More Info
Sarah Smith	sarahsmith@email.co.uk	S.Smith	Yes

You campaign group name

Your logo

# CAMPAIGN CARD

## Press Desk

# Hello!

I am Ben,  
from CND's Press Officer



### My Job Role

- My job is to get coverage of CND in the media. I send out **press releases**, which tell the media about events.
- It is very important **to get good coverage of a pressure group** in the newspapers, on TV and the radio so people know about your campaigns.
- It is also important to use **social media** such as twitter, YouTube and Facebook. It is a quick and cheap way of getting your message out.

### Your Part in the Campaign

- ✓ Write a press release to tell people about the media stunt.  
and/or
- ✓ Write a tweet about each group's activities.

### Hints and Tips

- **Visit every group** to see what they are doing
- Give your press release a title to make it sound like a newspaper **headline**
- Make sure to keep your tweets to 140 characters!

### In Your Presentation

- Say why using the media is important
- Read out your press release or tweets to the class
- Try and convince the MP (your teacher!)

Your pressure group name

Your headline

This Friday (when), the campaign group (who) .....

Will be (what) .....

This takes place (where) .....

This is because (why) .....

---

Our group feels very strongly that:

---

The Chair of our campaign says:

Main part of the story. Who? What? Where? Why? When?

# Tweet Your Campaign

Your campaign in 140 characters

*Lobbying MPs*

#.....

*Stalls and Petitions*

#.....

*Media Stunts*

#.....

*Rallies and Marches*

#.....

*Placards and Posters*

#.....

# CAMPAIGN CARD

## Placards and Design

# Hello!

I am Sue,  
CND's Designer



### My Job Role

- My job is to design placards and posters to put across CND's message in a **clear and eye-catching way**.
- A **placard** is a sign on a stick with a few words to put across a message. It is often carried on a **march**. A **poster** gives a bit more detail about an event or campaign.
- Some people will never have heard of your campaign before so make sure you get the facts across **simply**.

### Your Part in the Campaign

- ✓ Make a simple logo for the campaign.
- ✓ Design a placard with a clear slogan on about your campaign e.g. "Votes for Women" or "End World Hunger".

and/or

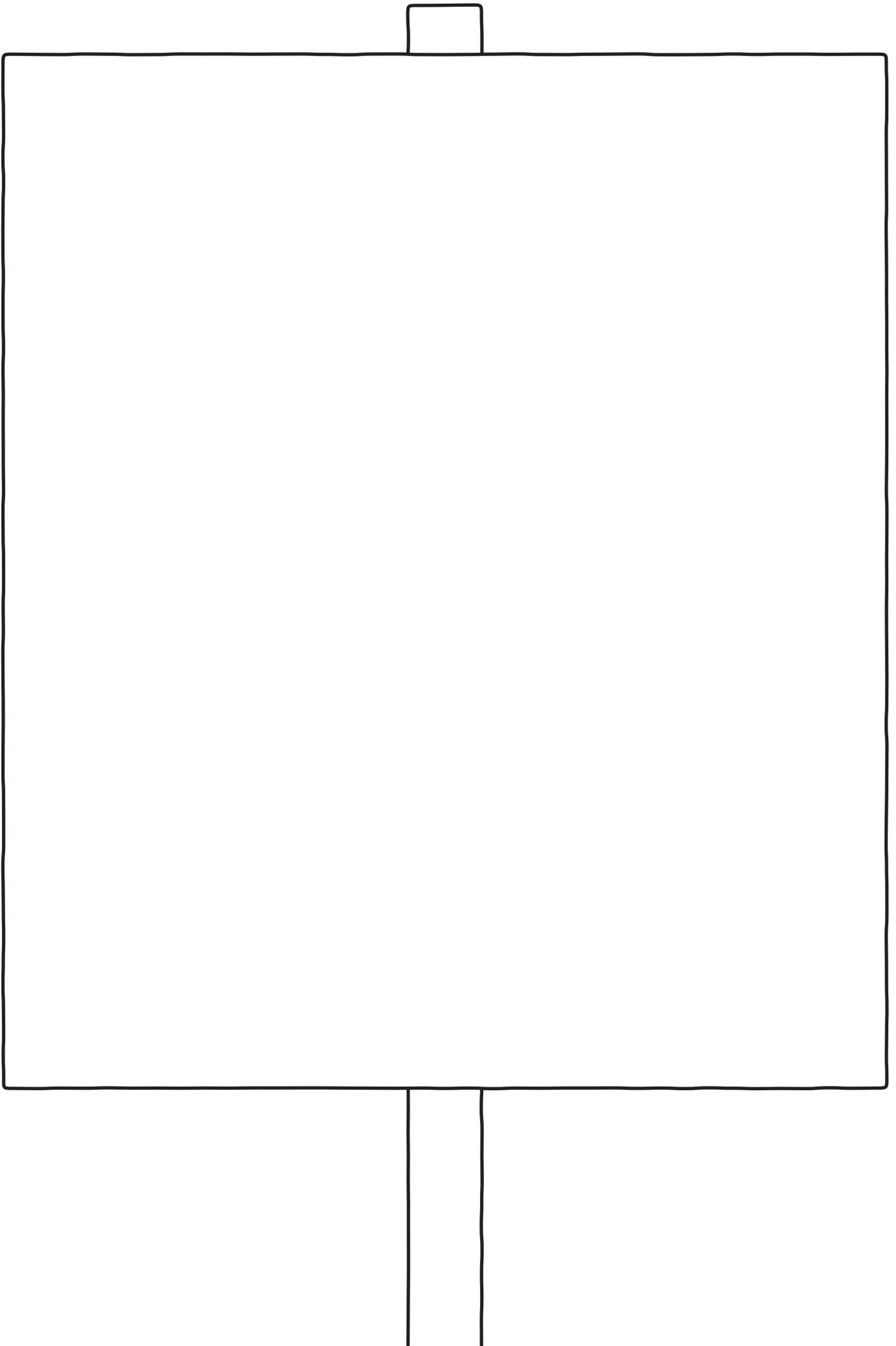
- ✓ Design a poster to advertise the march.

### Hints and Tips

- Visit the **Marches and Rallies** group to see what they are doing
- Keep your placard message **snappy**
- Draw pictures for your poster that will **attract attention**

### In Your Presentation

- Say why design is important
- Show the class your placard and poster
- Try and convince the MP (your teacher!)



When is the march (date and time)? Where will it go to and from? Why should people attend it?

# CAMPAIGN CARD

## Marches, Rallies and Protests

# Hello!

I am Chris,  
CND's Campaigns Worker



### My Job Role

- My job is to organise marches and rallies. Big numbers of people getting together **sends a strong message**.
- A **march** is a form of protest when large numbers of people walk together along a route.
- A **rally** is a big meeting, when people come together to listen to speakers. This often happens at the end of a march.

### Your Part in the Campaign

- ✓ Fill in the form to plan the march.
- ✓ Write a short speech for the rally.

### Hints and Tips

- Get the **Press Desk** to write about you
- Tell the Placards and Design group information for their **poster**
- Think of how to attract lots of **attention!**

### In Your Presentation

- Say why marches and rallies are important
- Explain your march and read out your speech to the class
- Try and convince the MP (your teacher!)

# Plan Your March and Rally

We are organising a protest because

.....  
.....

Our march will go from \_\_\_\_\_ to

This is because

.....  
.....

This march will be visible and attract attention because

.....  
.....

It will be held on \_\_\_\_\_ (date)

and at \_\_\_\_\_ (time)

.....  
.....

This is who will carry the banner at the front of the march

(e.g. politician/celebrity/pressure group members or Chair)

.....  
.....

Our rally will be (choose one)  inside /  outside.

The main speaker at the rally will be

.....  
.....

We hope that \_\_\_\_\_ people will attend

.....  
.....

# Write Your Speech for the Rally

Put your speech into 5 parts

## 1. Greeting

e.g. "Welcome friends to this rally"

.....

.....

.....

## 2. First Main Point

Make it personal e.g. "This issue is important to me, and all of us, because"

.....

.....

.....

## 3. Second Main Point

Another important reason

.....

.....

.....

## 4. Third Main Point

What we want to be done about it

.....

.....

.....

## 5. Call to Action

e.g. "When you leave today, don't forget about the issue. Make sure you"

.....

.....

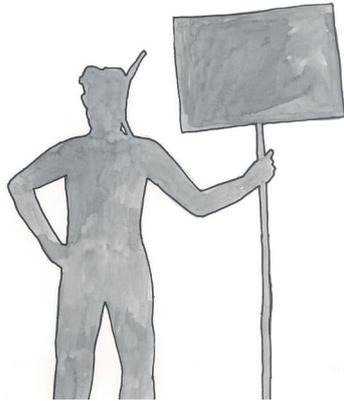
.....

# CAMPAIGN CARD

## Media and Publicity Stunts

# Hello!

I am Mell,  
CND's Campaigns Worker



### My Job Role

- My job is to organise stunts to **grab the attention of the media**. They like things which are unusual and would make a good story.
- It is very important to make sure that the campaign gets **as much media coverage as possible**. Stunts may also engage **people walking by**.
- Think about **who you want to see the stunt** for the most impact.

### Your Part in the Campaign

- ✓ Use the suggestions on the form to help plan your stunt.

### Hints and Tips

- Get the **Press Desk** to write about you
- Think of how to attract lots of **attention!**

### In Your Presentation

- Say why media stunts are important
- Explain your stunt or even act it out!
- Try and convince the MP (your teacher!)

# Plan Your Stunt

## 1. Where? Choose one option

- In front of the Houses of Parliament in London
- In front of the shop/company/office you are campaigning against
- In your town centre
- In your school/college
- Other:  
.....

## 2. What? Choose as many as you like

- Dressing up to make a point e.g. dressing up as animals if protesting against animal testing. Our costumes will be  
.....
- Using these props to attract attention  
.....
- Dancing and/or making music because  
.....
- Silent action e.g. "die-in" to show people affected by war or a candlelit vigil
- Other idea:  
.....

## 3. When? When will be the most effective time for your stunt?

- Day of the vote
- Few days before
- At this time:  
.....

## 4. Who? Choose as many as you like

Who would you like to take part?

- Supporters of the campaign
- Chair and Vice-Chair of the group
- These celebrities:  
.....

Who would you like to see the stunt?

- Members of the public
- MPs
- Business owners
- The media
- Other:  
.....

## 5. Why? Your reason for the action

.....

.....

.....

.....

# OFFICER CARD

## Lobbying MPs

# Hello!

*I am Kate,  
CND's Chair*



### My Job Role

- The Chair is an important role in an organisation. It is my job to act as a **face to the outside world** and be a spokesperson.
- This might be on **TV**, in a **newspaper** or speaking at a **rally**.
- I oversee the whole campaign to make sure **everyone is working together well**.

### Your Part in the Campaign

- ✓ Visit all the groups to make sure that they are working together.
- ✓ If someone has a good idea, tell all the groups.

### Hints and Tips

- Look at the check-list to check up on all the groups
- Work with the **Vice-Chair**

### In the Presentation

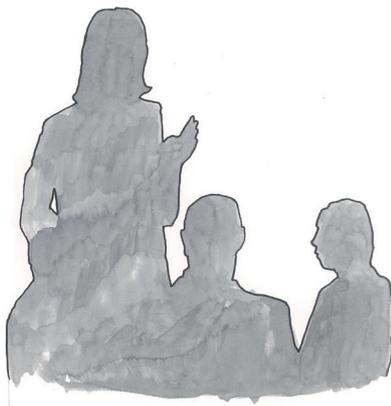
- Introduce all the groups
- Take part in the presentations if you want to
- Try and convince the MP (your teacher!)

# OFFICER CARD

## Vice-Chair

# Hello!

*I am Sarah,  
CND's Vice-Chair*



### My Job Role

- The Vice-Chair is an important role in an organisation. It is my job to **assist the Chair in her job** as the organisation's public face.
- The Chair cannot be in two places at once so I share the duties.
- I support the Chair in **making sure everyone is working together well**.

### Your Part in the Campaign

- ✓ Make sure you know what all the groups are doing.
- ✓ Make sure they sending the same messages (it wouldn't work if they are campaigning for different things or using different logos!).

### Hints and Tips

- Look at the campaign check-list to check up on all the groups
- Work with the **Chair**

### In the Presentation

- Help to introduce the groups
- Take part in the presentations if you want to
- Try and convince the MP (your teacher!)

# Campaign Check-List

## Lobbying MPs

- Have they made their postcard image?
- Have they done the postcard text?
- Have they visited the Stalls and Petitions group to talk about their petition and swap ideas?

## Stalls and Petitions

- Have they got good text to go on the petition?
- Have they visited the Lobby MPs group to find out about their postcard and swap ideas?
- Is the petition eye-catching?

## Press Desk

- Have they visited every group?
- Make sure they are working with the media stunts group so they can write their press release.
- Have they written tweets about each group?

## Placards and Design

- Help them tell everyone about the logo they have designed.
- Have they visited the Marches and Rallies group to find out about the protest?
- Are the posters and placards eye-catching?

## Marches and Rallies

- Have they visited the Placards and Design group to tell them about the protest?
- Have they planned the march?
- Can you help them with their speech?

## Media Stunts

- Have they got a good plan for their stunt?
- Have they told the Press Desk about it so they can write a press release?
- Do they want to act it out for the presentation?

## Presentation

- Be ready to introduce them all for the presentations