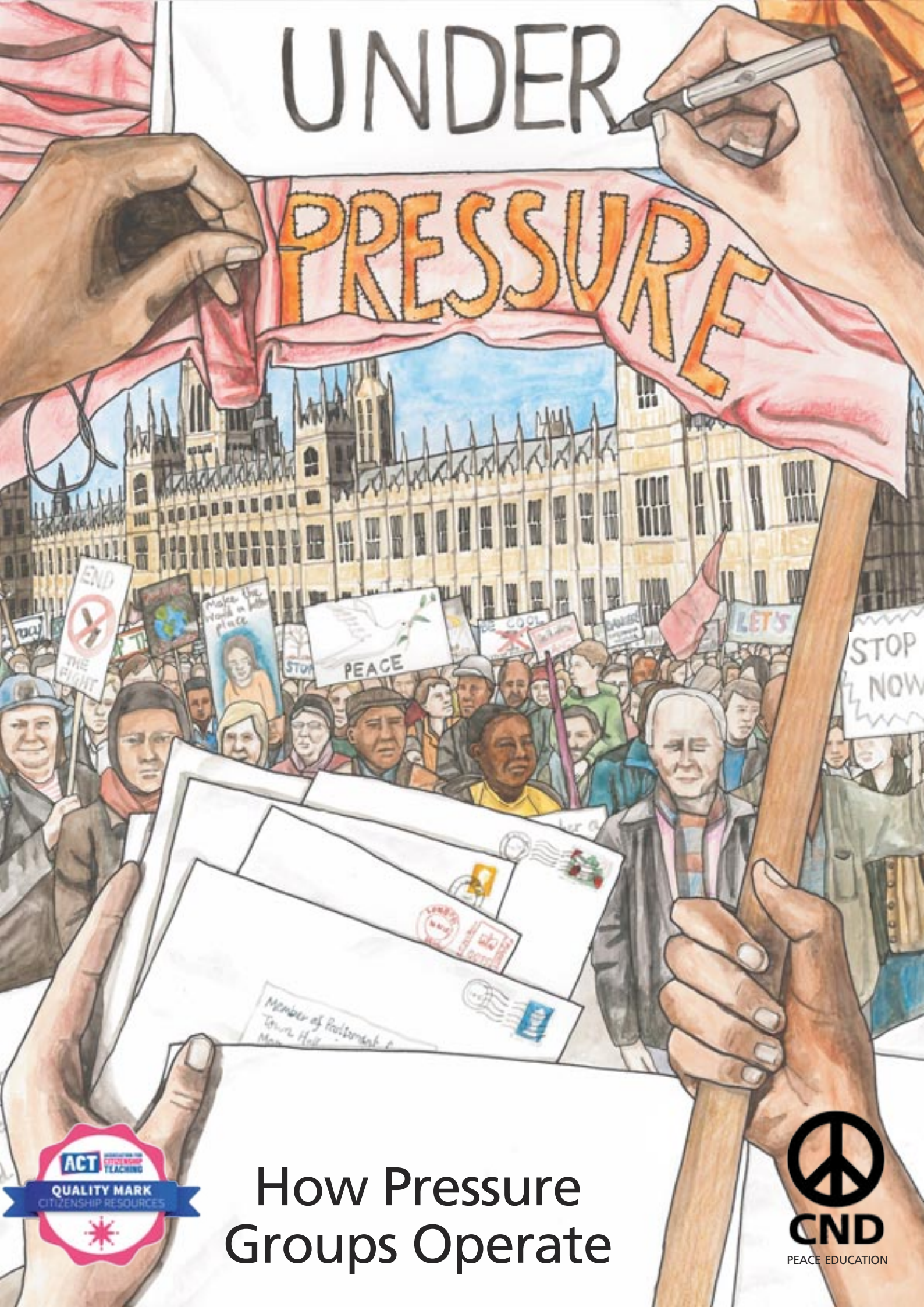


How Pressure Groups Operate

ACT ASSOCIATION FOR CITIZENSHIP TEACHING
QUALITY MARK
CITIZENSHIP RESOURCES

CND
PEACE EDUCATION

Contents

Curriculum links

ART AND DESIGN

KS2

'[Students should] produce creative work, exploring their ideas and recording their experiences; evaluate and analyse creative works using the language of art, craft and design'.

KS3/4

'[Students should] produce creative work, exploring their ideas and recording their experiences; analyse and evaluate their own work, and that of others'.

GCSE

Stimuli and activities for:
AQA, Eduqas: Component 1: Portfolio
OCR: 01: Portfolio
Edexcel: Component 1: Personal Portfolio

A Level

Stimuli for Personal Investigation (Edexcel), Portfolio (AQA), Personal Investigation (OCR) (Eduqas)

BUSINESS

GCSE

AQA: GCSE 3.2 Influences on business: ethical and environmental considerations
Edexcel: Topic 4.4.2 Ethics; BTEC Level 3: External environment
OCR: Unit A293: Production, finance and the external business environment
WJEC: Unit: 2.2 Businesses and their customers

A Level

Edexcel 3.4: Influences on business decisions
Eduqas: 2.3: Business in a changing world, ethical, legal and environmental factors including 'pressure groups'
OCR: External Influences, ethical factors and environmental factors
WJEC, Unit 4: Business in a changing world, ethical, legal and environmental factors

CITIZENSHIP

KS2

Knowledge, skills and understanding: '1a talk and write about their opinions, and explain their views, on issues that affect themselves and society'; '2a to research, discuss and debate topical issues, problems and events'; '2c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities'. '2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences'; '2h to recognise the role of voluntary, community and pressure groups'.

KS3

'Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action'; 'Pupils should be taught about…the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities'.

GCSE

AQA: Paper 1: A Active citizenship
Paper 1: B Politics and participation
Paper 2: B Rights and responsibilities
OCR: Component 02: Citizenship in action
Component 03: Our rights, our society, our world
Edexcel: Theme D: Power and influence

ENGLISH

KS3/4

'They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.'

GCSE English Language

AQA: Paper 1: Explorations in creative reading and writing
Paper 2: Writers' viewpoints and perspectives
OCR: Component 1: Communicating information and ideas
Component 2: Exploring effects and impact
Edexcel: Component 1: Fiction and imaginative writing
Component 2: Non-fiction and transactional writing

A Level

AQA: 4.3 Language in action

GEOGRAPHY

KS3/4

'The use of natural resources'

GCSE

Edexcel: Specification B: Unit 3: People and environment Issues - Making geographical decisions
AQA: Geographical issue evaluation

A Level

Edexcel: Area of study 2, Dynamic places; Area of study 3: Physical systems and sustainability.
WJEC: Unit 3: 21st Century challenges; Unit 4: Contemporary themes in geography

GOVERNMENT AND POLITICS

A Level

AQA: 3.1: Government and politics of the UK: pressure groups
3.3: Political ideas
Edexcel: Component 1: UK politics, democracy and participation: pressure groups and other influences
OCR: Unit F851: Contemporary politics of the UK: pressure groups
WJEC: Unit 2: Participation through political parties, pressure groups and political movements

HISTORY

GCSE

Edexcel: Specification A: Option 3C: The transformation of British society 1951–79

OCR: Specification B: Units A011–A017: Aspects of international relations and the USA; Unit A022: How far did British society change, 1939–1975?

A Level

AQA: Unit 2: A sixties social revolution? British society, 1959–1975

Edexcel: Unit 4: CW25 – Protest, challenge and reform in Britain, 1880–1992

OCR: Specification A: Unit F961: Option B, Study Topic 5 – Foreign and imperial Policies 1945–90; Specification B: Unit F983 – British history – Study Topic 4: The impact of war on British society and politics since 1900

WJEC: Unit 2: Austerity, affluence and discontent in the United Kingdom, 1951-1979

MATHEMATICS

KS3/4

'[all pupils must] develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics'.

RELIGIOUS EDUCATION

KS3

'[Students should] express […] their personal reflections and critical responses to questions and teachings about diversity meaning and value, including ethical issues'.

GCSE

AQA A: Component 2D: Religion, peace and conflict

Edexcel B: Paper 2: Religion, peace and conflict

A Level

AQA Component 1, section B: Ethics and religion

Edexcel: Paper 2 Religion and ethics

SOCIOLOGY

GCSE

AQA 3.6 Social stratification, power and authority and power relationships

A Level

AQA 4.2 Topics in sociology

SMSC

Spiritual

'[Students] enjoy learning about [themselves], others and the surrounding world; use imagination and creativity; reflect'.

Moral

'[Students] understand consequences; investigate moral and ethical issues; offer reasoned views'.

Social

'[Students] appreciate diverse viewpoints; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance'.

Cultural

'[Students] participate in culture opportunities; understand, accept, respect and celebrate diversity'.

PREVENT

'The Prevent duty is not intended to stop discussion of controversial issues. By providing a safe environment where pupils are encouraged to discuss social and political issues, you can help build their resilience to extremist ideas and prepare them for an active role in society…'

Department for Education and Home Office

Introduction

Thank you for your interest in using this edition of Under Pressure: How Pressure Groups Operate! It is an acclaimed CND Peace Education teaching pack comprising two/three lessons that revolve around the nature and skills of campaigning.

It examines the ways in which pressure groups function, and how they can make a difference in the world. The Campaign for Nuclear Disarmament (CND) is provided as the main case study, but numerous other examples of pressure groups - and campaigning movements - are also explored.

Overview of the pack

The lessons take students on a journey from recognising their own agency to understanding how pressure groups are set up, and ultimately designing their own. Aimed at Key Stage 3 and 4, the lessons can be taught individually or as a sequence. They have cross-curricular relevance, but are particularly aligned with: Citizenship, Government and Politics, SMSC (including British Values and Prevent), English, Business Studies, History, and Geography. It is also possible to adapt some of the activities for Key Stage 5, Primary, and extra-curricular settings such as youth clubs; please get in touch if you'd like advice on how to do this.

The lessons employ a range of active and collaborative learning approaches, from plenary discussions to individual reflection activities, and from role-play tasks to group presentations. They usually take one hour but can be modified as required, and suggestions for differentiation are provided throughout.

How this new edition is different

This new edition of Under Pressure includes:

- Updated CND case studies to reflect developments in the organisation's campaigning approaches.
- A broader range of alternative pressure groups for students to learn about, as well as the opportunity to consider social movements and other forms of campaigning.
- The incorporation of a differentiated version of the flagship Lesson Two, as well as additional materials for the standard version of the lesson.
- Extra suggestions for active Citizenship, including engaging with the local community regarding campaign possibilities, plus more opportunities for evaluating different campaign approaches.
- These changes are reflected in the updated PowerPoint files that support each lesson.

The previous edition of the pack – and the workshops based on it that CND Peace Education staff and volunteers delivered in schools – was highly praised by teachers and students alike, and we are very proud that the pack has again been awarded the Association for Citizenship Teaching's (ACT) Quality Mark in recognition of its outstanding contribution to Citizenship education.

Sensitive and controversial issues

Please be aware that the lesson content could be more sensitive or controversial for some students, if for example they or their family have lived in a region where peaceful protest has been violently repressed, and/or if they have experienced inappropriate power relationships in their own lives. It is important to understand what might be controversial or sensitive for the students you teach.

This advice from ACT is helpful: 'In the course of discussions, your are likely to encounter views that will be controversial. The key is to ensure the dialogue between you and students remains balanced, respectful and democratic, despite the differing opinions, cultural beliefs and identities represented in the classroom. Discuss difficulties and tensions that arise in the class during discussions and talk about how we might manage situations where we give or take offence.' ACT, 2023 'Political Impartiality in Citizenship'., https://bit.ly/44w01BT

Further guidance on teaching controversial issues can be found here: 'CNDPE Teaching Controversial Issues Training Hand-out': https://bit.ly/3QY5agc

Please also note that this pack sometimes uses 'campaigning' as a synonym for 'pressure group', but that Lesson One seeks to enable students to distinguish between 'pressure groups', 'campaigns' and 'movements'.

All of our education resources aim to empower young people with knowledge on peace and nuclear issues, so that they can make up their own minds on these hugely important matters. We offer a range of perspectives and employ stimulating and interactive learning approaches.

More about CND Peace Education
Our teaching resources are free, and can be downloaded or ordered in hard-copy format at www.cnduk.org/education. We also offer free workshops and assembly talks based on the lessons in our packs, as well as teacher training on how to explore controversial issues in the classroom. Please see our website or email peaceeducation@cnduk.org for more information.

Our work is funded by The Nuclear Education Trust. We thank them for their continued support, along with all those who have contributed to the production of this Under Pressure pack (see page 53 for more details).

Lastly, if – having used the pack – you have any feedback on what works well, and/or what could be improved, we would really like to hear from you!

Thank you,
CND Peace Education (September, 2024).

Message from the Nuclear Education Trust

Dear Teacher,

The Nuclear Education Trust (NET) is pleased to contribute funding for this new edition of the pack. It reflects the key objective of the Trust, which is:

'To advance education by promoting the study and understanding of, and research into, arms control and disarmament, defence and security, with an emphasis on nuclear weapons and other weapons of mass destruction.'

This objective echoes the UN Secretary General's statement in 2016 regarding disarmament and non-proliferation education: 'It is important to bring the discussion of these critical issues to schools in all countries to inform and empower young people to become agents of peace'.

This pack has been subject to the quality assurance of NET's education sub-committee to ensure that the education resources conform to NET's objective, that they are free from bias and are presented in such a way as to allow young people to form their own opinions.

The first edition of the pack was also reviewed by a panel consisting of teachers, students and other educationalists for feedback on: usability, impartiality, curriculum relevance and enjoyability. The materials have then been revised in accordance with any recommendations.

The Nuclear Education Trust is governed by charity law and as such, the NET Trustees would like to make it clear that NET's educational aims and activities are quite separate from, and independent of, the campaigning work of the Campaign for Nuclear Disarmament (CND).

If you have any comments about the work, further recommendations or would like to hear more about the Nuclear Education Trust, please email info@nuclearedu cationtrust.org.

Steve Barwick

Chair of NET Trustees

Lesson One:
Understanding influence

OVERVIEW
Through a series of activities, students reflect on the people they can influence in day-to-day life, and build on this to investigate different campaigning methods and – eventually – to decide who in the class would be best to lead a campaign group.

LEARNING OUTCOMES
that students may achieve during the lesson include being:
– able to describe the nature of influence in their own lives.

– able to apply this influence to the work of campaigns.

– able to differentiate between methods suitable for local and national campaigns, and identify distinctions between pressure groups, campaigns, and movements.

CITIZENSHIP CURRICULUM LINKS
– the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.

MATERIALS
– Large sheets of paper
– Pens
– Activity cards included in this booklet
– Officer quality cards included in this booklet

ACTIVITY A: **Circles of influence** (5-15 minutes)
Campaigning is all about using your influence to pressure or convince decision-makers into behaving in certain ways. This activity enables students to see that they have daily influence over people – and are influenced in turn.

First, agree on a class definition of 'influencing someone'. Then, give each student a sheet of paper and a marker pen. They write their name in the middle of the sheet, and write the names of the people who have a daily influence over them around their name with arrows pointed inwards. These could be parents/carers, siblings, friends, teachers, politicians, celebrities, journalists, people on social media … anyone! Make it clear that the size of the arrows (and the names of the people) can vary, depending on the degree of influence perceived. *Please be aware that this activity could be more sensitive for some students if they have experienced inappropriate power relationships in their own lives.*

They then write the names of all the people they feel that *they* influence with arrows pointing outwards. They may find that many people in their lives have a two-way arrow.

In small groups or pairs discuss some or all of the following questions:
– Why do people influence each other? (e.g. is it because of age, expertise, wealth, power?)
– In what ways do those with influence over you use this? (e.g. do they get you to do certain things?)
– Would a celebrity speaking out on an issue make you change your mind, or take action?
– How could you use influence you hold over others?

Groups then feed back to the whole class.
End by asking:
– How much influence do you feel you have over decisions that affect the school/local area/whole country/whole world? (e.g. school uniform, council services for young people, national education spending, and climate change).

ACTIVITY B: **Understanding pressure groups** (20-25 minutes)
Now introduce the topic of pressure groups, using the PowerPoint for Lesson One (up until the end of the tactics section). To help make it accessible and engaging ask the students lots of questions, to assess their prior knowledge, before revealing information via the slides.

Definitions: A pressure group can be defined as 'a group of people who wish to influence decision-makers, such as government ministers and business leaders, regarding issues they feel are important.' Make sure that your students are clear on the distinctions between pressure groups, political parties, broader campaigns, 'social movements', and specific protests. For further explanations of each, see the Glossary at the end of the pack.

Lesson One:
Understanding influence continued

See pages 42-48 for further information about CND and Greenpeace.

Card-sort: After going through the PowerPoint slides on different campaigning tactics as a class, students form pairs or small groups. They each sort a set of the tactics cards (on pages 10-11) into a spectrum of how effective they would be for a pressure group that you announce (it's probably best to use examples from the PowerPoint, e.g. CND, Greenpeace). Cold call some of them to share their spectrum, with rationale (e.g. the level of formality and resources each group/movement possesses, the decision-makers being targeted, etc). Repeat this cycle for a few other pressure groups and social movements that you name. Then ask which – if any – of the tactics are particularly suited to young people, and whether there are any methods that the students would not be comfortable undertaking, and why.

What changes would you like to see?: In the same pairs or small groups, students discuss what they would change in the world if they could (and why), starting with the school or home environment, then locally, nationally, and internationally. Emphasise that these changes could be as big or as small as they like. Close by inviting some suggestions (with accompanying rationale), and explain that they will decide on a class pressure group in Lesson Two, and will put their new knowledge into practice as they collectively devise its different facets.

ACTIVITY C: **Who in the class would be best for each pressure group role?** (10-15 minutes)

This final part of Lesson One involves the students choosing who will take on which role in their class pressure group (which they will devise in Lesson Two). If time permits, the focus of the pressure group could also be decided here – before the roles are allocated – rather than in Lesson Two. Alternatively, both the focus and the roles could be decided in Lesson Two.

Go through the final slides in the PowerPoint, about the different roles in typical pressure groups, and give the pairs/small groups a copy of the checklist of qualities for the four Officer roles to read through*. Give them a minute to decide if they want to nominate anyone in the class for an Officer role, and why (they can nominate themselves if they wish). See pages 45 and 48 for interviews with the chairs of both CND and Greenpeace. Share the nominations, and give two minutes for nominees, who are happy to run, to write a speech arguing for why they should be chosen. These speeches are then given (with questions if time allows), and students then vote for their preferred candidates via secret ballot.

Then get the remaining students to self-allocate for the various teams (Press, Fundraising, Lobbying, etc), based on their current skills and interests.
*(If your class is small, the Office Manager and the Vice-Chair are not essential for Lesson Three to run successfully, and could be omitted.)

EXTENSION SUGGESTIONS (COULD BE SET AS HOMEWORK)

– If students are unclear on how Parliament works, this Parliament Education Service short animated video provides a helpful overview, including historical context (there is also a primary version available): https://learning.parliament.uk/en/resources/what-is-the-house-of-commons-secondary-animation/

– The Parliament Education Service's online game 'MP For A Week' would make for a fun homework prior to Lesson Two, or it could be conducted in lesson time: https://learning.parliament.uk/en/resources/mp-for-a-week/

– Facilitate a discussion which critically evaluates different campaign approaches, exploring how – for example – Greenpeace uses different tactics compared to Amnesty International and the Youth Climate Strikes to work towards its specific goals more effectively. Use the Association for Citizenship Teaching's excellent lesson resources 'The Deliberative Classroom: Democracy, Protest and Change' to inform more nuanced conversations: http://bitly.ws/CBvu

Lesson One:
Understanding influence continued

– It's worth also reflecting on the pros and cons of breaking the law as part of pressure group activity (perhaps using Greenpeace, Black Lives Matter UK, and Extinction Rebellion UK as case studies). This teaching resource on Non-Violent Action for upper KS2 and KS3 explores the nature of non-violence and civil disobedience: http://bitly.ws/CBuC

– Discuss the pros and cons of an alternative, non-hierarchical organisational structure, such as that adopted by Platform (see https://platformlondon.org/about-us/staff-structure-policies for more information).

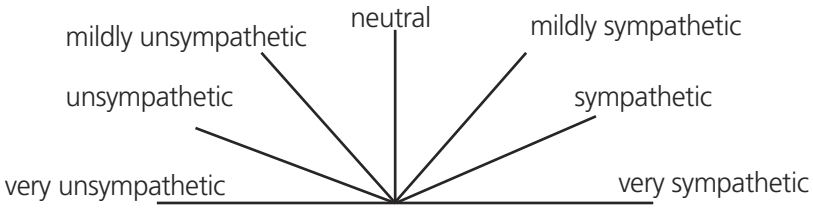
ENRICHMENT SUGGESTIONS

– Get students to use www.theyworkforyou.com to find out about their local political representatives, and then contact them via https://www.writetothem.com to support or challenge their record on an issue of the student's choice.

– Invite representatives from a variety of local pressure groups or campaigns to come in and give brief presentations to the class on what change they want, why, and how the try to realise it. Encourage students to ask challenging questions regarding the issues, and campaign strategies and tactics. This could greatly help preparation for Lesson Two. When working with external speakers, teachers need to plan the inputs carefully, and ensure any activities and contributions are clearly linked to the overall learning objectives. Risk assessments should be carried out in line with safeguarding policies and the Prevent Duty when inviting guest speakers. For further advice, please refer to ACT guidance on Political Impartiality in Citizenship: https://bit.ly/44w01BT

ADDITIONAL ACTIVITY ON POWER AND INFLUENCE (15-30 MINUTES)

– Focus on an issue that the students care about.
– Ask students to think who has the power to make the change they want to see. (Depending on the issue, this 'actor' might be one person (e.g. 'the headteacher', or a group 'the governors', 'the City Council' – but encourage students to be specific.)
– Ask – where is this actor placed on the 'social speedometer', in relation to this issue? And what might persuade them to move towards 'very sympathetic', and make the decision you want?



Often, the actor with the power may not be easy to move. Consider who could have influence on them, to persuade them to change. (For example, with a headteacher, it might be local media, senior teachers, parents, governors, etc..) Where are these on the 'social speedometer', and how can they be recruited in your support?
– Now, to focus your campaign, consider one or two key actors, who you have identified, and who have strong power or influence. Think yourself into 'their shoes'. What type of action would be most effective for persuading them? (You can use the examples of actions, on pages 10 and 11. If there's time, 'brainstorm' some possibilities, then narrow in on one or two.)
Now, use these insights – who you are focussing on, and how best to persuade them - to go on to plan your action – in Lesson Two, or Lesson Three. (In Lesson Three, each group can go through the exercise themselves, in relation to the campaign they choose.) The outcomes can be used to fill in the 'who are we trying to influence?' and 'who could support us?' sections on the 'New campaign plan' sheet (p.41). This activity could be carried out as a class or in small groups. You could lay out the 'social speedometer' on the floor, and asking a volunteer to take on the role of each of the actors the class suggests, with the class directing them where to stand on the speedometer. (E.g. headteacher, a local journalist, a parent, etc.)

Tactics cards

Thousands marching through
central London

A mass sit-in action

Large numbers sitting down in a building or public space and refusing to move

e.g. in the offices of a company that makes weapons

Handing in a petition
to the headteacher

Handing in a petition
to the Prime Minister

Creating a social media
group to spread the word

Putting posters up
around school/college

Tactics cards

Organising a meeting with speakers to raise awareness

Lobbying your MP

Email, phone or visit in person

Leafletting in the town centre

Staging a publicity stunt

Arranging an unusual action and informing the media

Checklist of qualities for the Officer roles

Qualities of a Chair

- ☐ Great communicator (from public speaking to making people in the pressure group feel valued)
- ☐ Knowledgeable and passionate about the issue
- ☐ Calm under pressure
- ☐ A good problem-solver
- ☐ Strategic thinker (good at deciding what the pressure group should do to have the most impact)
- ☐ Excellent at managing colleagues

Qualities of a Treasurer

- ☐ Sensible with money
- ☐ Good at maths and spreadsheets
- ☐ Has 'an eye for detail'
- ☐ A logical thinker, able to see the most cost-effective solution
- ☐ Very organised
- ☐ Trustworthy

Qualities of a Vice-Chair

- ☐ Knowledgeable and passionate about the issue
- ☐ Good at working with different people (including helping the Chair make decisions)
- ☐ Organised
- ☐ Calm under pressure
- ☐ Good at public speaking

Qualities of an Office Manager

- ☐ Very organised
- ☐ Helpful towards everyone
- ☐ Calm under pressure
- ☐ Problem solver
- ☐ Very practical
- ☐ Good at multi-tasking
- ☐ Good at communicating

Lesson Two:

How do pressure groups operate?

OVERVIEW

The lesson is a week in the life of 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 that students may achieve during the lesson include being:

– able to describe the different activities that pressure groups undertake.

– able to apply these activities to their own campaign ideas.

– able to appreciate challenges that many pressure groups face, such as stretched budgets.

CITIZENSHIP CURRICULUM LINKS

– the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.

MATERIALS

– Role sheets
– Pressure pounds
– Worksheets (pages 15-33)
– PowerPoint
– Plain A3 paper
– Coloured markers

NB: If you have a small class, 'Media and Publicity Stunts' and 'Marches Rallies and Protests' can be combined for one group to work on, as can 'Lobbying MPs' and 'Stalls and Petitions'.

Note: For a simplified version of this lesson for upper KS2/KS3, please see page 37.

ACTIVITY A: **Introduction** (10-15 minutes)

If not done as part of Lesson One, the class choose their pressure group issue. We suggest trying to decide by consensus: students agree in pairs on a change they would both like to see in the world, and then similar pairs are grouped (e.g. environment, young people's interests). The different groups then come up with a proposal to try and draw in the others, including by identifying common ground so that some of the other groups' concerns are incorporated where possible. For more nuanced guidance on consensus decision-making see https://www.seedsforchange.org.uk/shortconsensus. If the class is unable to reach consensus then a vote can be taken.

If students are not forthcoming about the change they wish for, try posing the question as: 'What really angers or annoys you in the world? What would you like to be different about it?'

Roles may have already been assigned; otherwise this should happen now (see Lesson One instructions). Then give each Officer and team their specific role sheet, which explains what they have to do, with tips and examples.

ACTIVITY B: **The pressure group preparation 'days'** (30 minutes)

Using the PowerPoint, take the class through the five 'days' of preparation (allowing 5 minutes per day) before the 'MP' – yourself – votes on the issue. Each team must first gain approval from the Treasurer on the method they wish to use, based on their budget. The pressure group has 20 'PRESSURE £s' to spend on the campaign. This means that not all of the suggested actions can be done and the different groups will need to negotiate. They must clear it with the Treasurer before they do any action and 'spend' any money. There is not enough money for every team to choose the most expensive option. Ideally the overall budget is agreed by a 'Finance Committee' composed of one member from each group, but you may have to streamline this and other processes to keep to time.

The teams and Officers then use the template provided to produce their contribution to the campaign: for example the Stalls, Marches and Rallies team may create a placard, and the Press team think of an eye-catching way to cause a stir about the issue.

The Office Manager should help ensure that the team know what they are doing, and that they are talking to each other (for example Press and Stalls, Marches and Rallies will probably need to collaborate). The Chair and/or Vice-Chair should also circulate to assist the groups (including by contributions such as quotations for press releases), as well as writing their speech to the MP.

Lesson 2

How do pressure groups operate? Continued

ACTIVITY C: **Presenting the pressure group to the MP** (5-10 minutes)
The Officers groups should then feed back on their work to the 'MP' and the rest of the class, starting with the Chair/Vice-Chair's speech. As the MP you can ask questions, and at the end you decide which way to vote and announce this to the Press team.

ACTIVITY D: **Plenary discussion** (5-10 minutes)
This is to allow students to reflect on the strengths and weaknesses/frustrations of the pressure group, and to consider how this builds on their previous understanding.
– What went well? Was anything difficult or frustrating?
– Would any of the groups work on their own (e.g. just a petition, or just a media stunt)?
– Which actions would you be prepared to do? Which would you not do, and why?

EXTENSION SUGGESTIONS (COULD BE SET AS HOMEWORK)
– Individually or in pairs, students research a pressure group of their choice, and prepare a 2-minute audio-visual presentation on it (including aims, rationale, successes and challenges).
– Write a few paragraphs of individual reflection, based on the Plenary Discussion questions.
– Fill in the Pressure Groups Worksheet on page 51.

ENRICHMENT SUGGESTIONS (SAME AS LESSON 1)
– Get students to use www.theyworkforyou.com to find out about their local political representatives, and then contact them via https://www.writetothem.com to support or challenge their record on an issue of the student's choice.
– Invite representatives from a variety of local pressure groups or campaigns to come in and give brief presentations to the class on what change they want, why, and how they try to realise it. Encourage students to ask challenging questions regarding the issues, and campaign strategies and tactics. This could greatly help preparation for Lesson Two. When working with external speakers, teachers need to plan the inputs carefully, and ensure any activities and contributions are clearly linked to the overall learning objectives. Risk assessments should be carried out in line with safeguarding policies and the Prevent Duty when inviting guest speakers. For further advice, please refer to ACT guidance on Political Impartiality in Citizenship: https://bit.ly/44w01BT

CND campaigners conduct a citizens' weapons inspection at RAF Lakenheath in Suffolk

Campaign card
Lobbying MPs

Hi! I'm Rachel, CND's Parliamentary Officer

Hints and tips

- Make sure you get all the key points in your letter and say what you want the MP to do.
- Make it as persuasive as possible.

What I do in my job:

- My job is to help people to **lobby** their MPs on CND issues. I also work with friendly MPs to help support us in Parliament.
- MPs 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.

Actions for you to choose between:

1 Create a **petition** which you can to send to the government Cost: £

2 Organise **buses** to the Houses of Parliament so people can lobby their MPs in person before the vote. Cost: £££££

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

Your campaign group name

Your logo

Contact your MP about [insert cause]

Your MP is [insert name] of the [insert Party name], representing [constituency]

First name*

Last name*

Your email*

Address*

Address 2

Town*

Subject [insert]

Dear [Insert name of MP]

[Insert text of email]

Yours sincerely,

To show you're an actual person, what is 5 plus 2*

☐ I agree to you contacting me in the future using the information I have submitted.

☐ By submitting this form, I agree to allow you to forward the above message after reviewing the content for abuse. I understand my data may be retained for monitoring purposes.

Data will be processed by Organic Campaigns: Privacy policy. Acknowledgments.

Campaign card
Stalls, marches and rallies

Hi, I'm Sara
CND's Campaigner

Hints and tips

When organising your march and rally:

- Decide where your march will start and finish, and come up with a catchy sentence saying what's happening and why people should join.
- Get good public-speakers for your rally, in addition to the pressure group's Chair or Vice-Chair: perhaps a celebrity who supports the campaign, and/or a spoken word artist, and/or a sympathetic politician.
- Make sure that the media will report on your protest (you could ask the Press team to mention it in their press release).

What I do in my job:

- An important part of my job is to enable people to carry out CND's **campaigns in their local areas**. I provide them with information, and any materials they need, to help them raise awareness about our pressure group and encourage people to support it. Petitions can be signed at stalls as well as online (see 'Lobbying MPs').
- Another part of my job is to organise protests, including marches and rallies. A **march** is when large numbers of people walk together along a relevant route; a **rally** is a large gathering where a few people give passionate speeches about why the campaign is so important – this usually happens at the end of a march. There are many **other types of protest** that we use, too, e.g. a candlelit vigil at a nuclear weapons base.
- It is essential to get large numbers of people together to show their support for the campaign: it **sends a strong message** to the government (or whoever you are trying to influence).
- Think about who you want to see the protest, and therefore where it should be. It is important that it also **gets coverage in the media** (including on social media) so that lots more people will hear about it and think about the issues.

Actions for you to choose between:

1 Ask members to **run stalls** in their schools, workplaces and town centres. Send them out paper copies of a petition. **Cost: £££**

2 Design and produce an eye-catching **placard** for use on marches/demonstrations with a catchy slogan. **Cost: £££**

3 Organise a **big march** in central London (if you are targeting the government) with a **rally** at the end, and get people across the country can come to it. **Cost: ££££**

4 Help local groups to organise **smaller marches and rallies** in towns and cities across the country. **Cost: ££**

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 and/or Chair) .....

.....

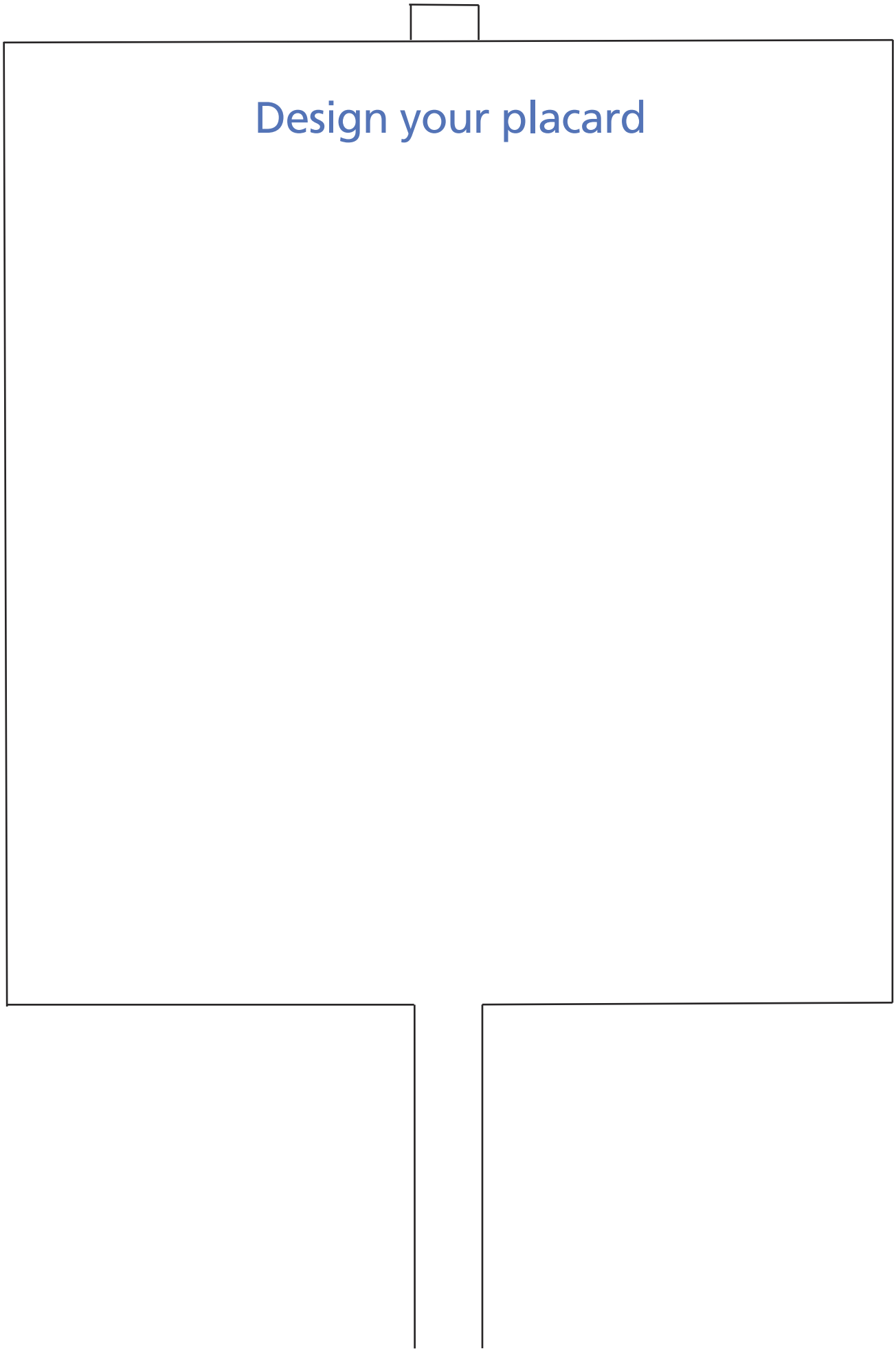
Our rally will be (choose one) ☐ inside / ☐ outside at .....

☐ The main people speaking at the rally will be .....

.....

☐ We hope that (add number) ..... people will attend .....

Design your placard



Campaign card
Press desk

Hi, I'm Pádraig
CND's Press Officer

Hints and tips

- Press releases, videos and social media posts must be clear and catchy, to get the attention of journalists and the public. What key message do you want to get across?
- Record or stream! Having your stunt or event recorded or livestreamed will help it reach new audiences and potentially go viral. A stunt hoisting a 'nurses not nukes' banner outsider the MoD was viewed thousands of times and picked up by news agencies across the world.
- When organising your publicity stunt get creative! Make your stunt as unusual as possible, but avoid violence or causing damage as this can give your campaign a bad reputation.

What I do in my job:

- The Press Officer's job is to get coverage of CND in the media. I send out **press releases**, which tell the media CND's views on a news story or tell them about an event or protest CND is organising. I also **speak to journalists and arrange interviews**.
- It is very important to **get our name mentioned online, in newspapers, on the radio and on TV**. This means people can hear another side to a story as well as about us and our views. The media also provide coverage of protests and events that pressure groups organise and information we share.
- **Social media** is really useful to spread our message because it's cheap and easy to use. So many people use social media every day, and our supporters can even share our news for us on their accounts
- Part of the Press Officer's job is to **co-ordinate stunts and events to grab the attention of the media**. Social media, newspapers, TV and radio producers all like to report things that are unusual and would make a good story.
- It is very important to make sure that the campaign gets as much coverage as possible. **Interesting stunts** will not only attract the attention of the media but also people walking by.

Actions for you to choose between:

1 Write a **press release** for local and national media about your campaign. **Cost: £**

2 Write **a tweet** about each team's activities. **Cost: £**

3 Organise a **symbolic protest**, like a 'die in' where lots of people lie on the floor in a relevant location to protest against the number of people who have died – or might die – in a war/unsafe factory/from climate change/etc. **Cost ££**

4 **Project a message/image** onto the side of the Houses of Parliament or another relevant building. The message/image should be very powerful and make people think. **Cost: ££££**

Press Release Guide

For immediate release/embargoed until x date.

Heading in bold - Short + catchy!

Photo opportunity: where and when photographers can get pictures.

First paragraph: key information of what, who, where, when, why. Also include anything that will make the media interested here. Journalists should be able to know everything they need to know from this paragraph.

Following paragraph(s): keep these short and in order of most important points. Elaborate on what you say in your opening paragraph. But don't waffle!

Quotes: include the person's name and role in the group. This makes it more human and will often get printed in the press!

<ends> This shows the main body of the press release is above and below is just notes and contact details.

Contact: name and contact details of your press team.

Notes: if you wish to add references or further background info that is not key to the press release add it here. For example more information on the issue you are campaigning on.

Your pressure group name

Your headline

This ..... (add day), the pressure group.....(add group name)

Will be .....

(describe one of the campaign activities that you like the most)

This takes place.....(where and what time)

The group is taking this action because .....

.....

Our group feels very strongly that:

The Chair of our campaign says:

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

Press Release example

For immediate release

National CND demonstration at RAF Lakenheath, Suffolk: Saturday 21st May 1-3pm
The Campaign for Nuclear Disarmament is organising a national demonstration at RAF Lakenheath in Suffolk on Saturday, 21st May – to protest against the return of US nuclear bombs to Britain. Hundreds of supporters from across the country are expected to attend a rally at the base.

- Location: RAF Lakenheath viewing area, off Wangford Road, IP27 0SJ
- Assembly between 1pm to 3pm for rally with speakers and live entertainment

Our demonstration follows reports that underground nuclear storage bunkers at RAF Lakenheath – which exclusively hosts US Air Force aircraft and personnel – are to be included in a multi-million-dollar upgrade programme by the US Department of Defence.

It is widely understood that this work is in preparation for the return of US nuclear weapons to the base, after their removal in 2008 following sustained protest. The US is the only country which sites its nuclear weapons outside of its own borders.

CND and supporters will be joined at the base by peace activists from Europe who organise against the same type of US nuclear bombs being hosted in their own country. The presence of the bombs is likely to make the host bases a nuclear target.

CND General Secretary Kate Hudson said:

'At a time when tensions in Europe are at their highest in over a generation, the news that US free-fall nuclear bombs are likely returning to Britain after fourteen years is an extremely worrying development. What's more, the UK government has obfuscated attempts by Parliamentary CND to get answers on this issue – by saying it can neither confirm nor deny the reports.

Whether they are British or US nuclear weapons, their presence here certainly doesn't make us any safer. On the contrary, they make us a target and ensure that Britain will be at the forefront of any nuclear confrontation between the US and Russia. We are gathering at RAF Lakenheath to demand that the UK government stops the return of US nuclear bombs to Britain, and to send the message that we will not accept this country once again becoming a forward base for US nuclear weapons in Europe.'

<ends> **Contact:** CND Press Officer on 0207 700 2393

Social Media Posts

Lobbying MPs

@[MP]

#

Stalls and Petitions

#

Media Stunts

#

Rallies and Marches

[the group's hashtag]

Placards and Posters

#

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/playing music (what and why):

.....

- ☐ Silent action e.g. 'die-in' to show people affected by war or a candlelit vigil
- ☐ Other idea:

.....

3. Who? (Choose as many as you like and say how many)

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:

.....

4. When? (The most effective time for your stunt?)

.....

.....

5. Why? (Your reason for the action and why you think it will catch the media's attention)

.....

Campaign card
Fundraising

Hi, I'm John
CND's
Fundraising Officer

Hints and tips

When putting on a fundraising event like a music night:

- Think about who you're going to ask to perform – are there any acts or artists you know of who are sympathetic to your cause?
- Find an appropriate venue to host it – is it too big, or too small, or too expensive?
- Work out how much you want to charge for tickets, and how many you need to sell to cover your expenses and then raise money on top.
- Come up with a plan to promote the event.

What I do in my job:

- The Fundraising Officer's job is to **raise money for CND**, which is essential as running effective campaigns can be very expensive!

I do this by:

- Encouraging people to **become members** of CND by paying a regular subscription fee. This helps people feel part of our work and passionate about the cause.
- Writing and designing **fundraising appeals** encouraging people to donate to CND by telling the story of our campaign, **why it matters**, and how their donation can help.
- Designing and **selling merchandise** featuring our iconic peace sign logo, both online and by running stalls at events and protests.
- Raising more funds by putting on **fundraising events**, like a music or comedy night.

Actions for you to choose between:

1 Design and sell merchandise (badges, stickers, T-shirts, mugs, books etc.) featuring your campaign's logo. **Cost: £**

2 Run a crowdfunding appeal, asking people to donate towards a specific action (for example, CND ran an appeal to fund a series of billboard adverts promoting our campaign). **Cost: ££**

3 Put on a music night, getting bands you think might be supportive of your campaign to play. Design a poster and sell tickets. **Cost £££**


Design Your Logo

Plan Your Music Night

1. Who? (Tick as many as apply)

- ☐ Are they artists or acts that are sympathetic to your cause?
- ☐ Will they do it for free (as a benefit) or can you afford to pay them?
- ☐ Will they attract lots of people?

Name of suggested acts/artists

.....

2. Venue (Tick as many as apply)

- ☐ Is it the right price to hire (not too expensive)?
- ☐ Is it the right size (not too big or too small)?

Name of suggested venue:

.....

3. How much do you need to charge for tickets and how many do you need to sell to cover costs and raise some money?

.....

4. How will you promote the event?

.....

.....

.....

Officer card
Office Manager

Hi, I'm Rob
CND's Office Manager

Hints and tips

- Be calm and sensitive when liaising with people in the pressure group: they may be stressed owing to time and money pressures!
- Take notes of what needs to be done, in case you forget some important tasks.
- Make sure everyone is aware of how much time is left to finish what they're working on.

What I do in my job:

- The Office Manager is largely a behind-the-scenes role. I am responsible for making sure that **everything runs smoothly** in the pressure group's office and that people are working well (both individually and collectively).
- I make sure that the elected officers and all the different campaigns teams **communicate and cooperate effectively**.
- I also help staff to **develop their skills**, so they can get the most out of their job.

Actions for you to carry out:

1 Assist the Officers and the different teams in carrying out their duties. Check that everyone understands what they are doing and that they are all talking to the other groups that they need to.

2 Make sure that the different teams can get hold of the Treasurer, Chair and Vice-Chair if they need them.

Campaign Check-List

Lobbying MPs

- ☐ Have they created their model letter to MPs?
- ☐ Have they written clear and persuasive text to go on the petition?

Stalls, marches and rallies

- ☐ Have they carefully planned the march and rally?
- ☐ Is the placard design eye-catching?

Press desk

- ☐ Have they visited every group?
- ☐ Have they written a press release about thier publicity stunt or one of the other campaign activities?
- ☐ Have they written social media posts about each group?
- ☐ Have they carefully planned their stunt?
- ☐ Is the logo eye-catching and clear?

Fundraising

- ☐ Is the plan for the fundraising event realistic and well thought out?

Chair and Vice-Chair

- ☐ Do they need your help to write their speech for the rally?

Officer card
Chair

Hi I'm Kate, CND's Chair

Hints and Tips

When writing your speech:

- Make sure you cover: what injustice you're campaigning against; what change you want to improve things; why people should care; and finish with a 'call to action' (something people can do to get involved in the campaign, such as signing the petition and/or attending a march).
- Use techniques such as alliteration, repetition and rhetorical questions to make the speech as engaging as possible.
- Part of the Vice-Chair's job is to help you, so make sure you get their input!
- Practice the speech out loud, speaking clearly and quite slowly, and using a passionate tone of voice to show that you care.

What I do in my job:

- The Chair's job is to be the pressure group's **face to the outside world**, its spokesperson, and to oversee the whole campaign (including other staff).
- I represent CND at large rallies and other events (including internationally) and also appear on the **TV, the radio and in newspapers** to put across CND's views.
- I also coordinate the whole pressure group making sure that **everyone is working together well** and that our messages are consistent.

Actions for you to carry out:

1 Write a speech for a rally or YouTube video that passionately and concisely conveys the key messages of your campaign. You will also read this to the 'MP' at the end of the lesson.

2 Make sure that all the different campaign teams are working together smoothly. For example, the Press and Stalls, Marches and Rallies teams will need to cooperate closely to ensure that their actions get media attention, and complement each other.

Write Your Speech for the Rally

Put your speech into 5 parts

1. Greeting

e.g. 'Welcome friends to this rally for...'

2. First Main Point

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

3. Second Main Point

Add another important reason why people should support the campaign

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 ...'

Officer card
Vice-Chair

Hi! I'm Sophie, CND's Vice-Chair

Hints and tips

- Make sure you are working closely with the Chair, so you can each take on some of the responsibilities.
- If you write and/or read the speech, keep it short and passionate, and practice reading it out loud!

What I do in my job:

- The Vice-Chair's job is to assist the Chair in running the pressure group, because the Chair cannot be in two places at once!
- For example, I help make sure everyone is working together well, and sometimes give speeches at rallies, and interviews to the media.

Actions for you to carry out:

1 Help the Chair to write and read out their speech.

2 With the Chair, make sure that all the different campaign teams are working together smoothly. For example, the Press and Stalls, Marches and Rallies teams will need to cooperate closely to ensure that their actions get media attention, and complement each other.

Officer card

Treasurer

Hi, I'm Linda, CND's Treasurer

Hints and tips

- Managing the budgets is vital. Make sure that your pressure group does not overspend! This means prioritising the most important and cost-effective actions – the ones that will help the campaign the most, without putting it in debt.
- Meet with members of the 'finance committee' to discuss options *before* you decide.

What I do in my job:

- The Treasurers role is to **manage all the finances** and make sure that money is spent on the things that we need the most.
- I also make sure that the **money keeps coming in by fundraising.** This includes selling merchandise (including at protests and festivals), running appeals and applying to funds/trusts. Money also comes in from members of CND, who pay an annual subscription fee.

Actions for you to carry out:

1 Your role is to **sit at the finance committee table** and help the different campaigning teams to manage their finances.

2 As a group, you have **20 'PRESSURE £s'** to spend on the campaign. This means that **not all of the suggested actions can be done** and the different groups will need to negotiate! They must **clear it with you before** they do any action and 'spend' any money.

3 You should **advise them** on what would be the best to spend the money on and get the Chair and the Vice-Chair to help too.

Pressure pound £1	Pressure pound £1	Pressure pound £1	Pressure pound £1
Pressure pound £1	Pressure pound £1	Pressure pound £1	Pressure pound £1
Pressure pound £1	Pressure pound £1	Pressure pound £1	Pressure pound £1
Pressure pound £1	Pressure pound £1	Pressure pound £1	Pressure pound £1
Pressure pound £1	Pressure pound £1	Pressure pound £1	Pressure pound £1

Lesson Two (KS3/UpperKS2):

How do pressure groups operate?

OVERVIEW

The lesson is a week in the life of 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

that students may achieve during the lesson include being:

– able to describe activities a pressure group may undertake.

– able to apply their knowledge to other campaigns and topics.

CITIZENSHIP CURRICULUM LINKS

– the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.

MATERIALS

– Campaigns cards (A3)
– Chair and Vice-chair cards (A3)
– Campaign check list
– PowerPoint
– Plain A3 paper
– Coloured markers

ACTIVITY A: **Introduction** (10-15 minutes)

Use the KS3 PowerPoint (downloadable from www.cnduk.org/education). 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, you could use the issue of nuclear disarmament if CND is your pressure group case study. 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]. The remaining students form six teams and each is given a campaigns card template. **NB in this version the role of Treasurer and the budgeting activity is left out.**

ACTIVITY B: **The pressure group preparation 'days'** (30 minutes)

The teams and Officers use the template on their campaign card to produce their contribution to the campaign: for example the Marches, Rallies and Protests team may create a poster, and the Publicity Stunt team think of an eye-catching way to cause a stir about the issue. 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 receive a card with their profile and responsibilities on as well as a check list. They check on the progress of the groups and prepare to introduce them to the 'MP' in the presentation at the end.

Use the timed PowerPoint presentation to 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.

ACTIVITY C: **Presenting the pressure group to the MP** (5-10 minutes)

Towards the end of the lesson, the teams feedback their presentations to the 'MP' and the class. This is facilitated by the Chair and Vice-Chair.

The 'MP' decides which way to vote at the end based on the strength of the campaign. The Press Desk then interviews the 'MP' to find out the result.

ACTIVITY D: **Plenary Discussion** (5-10 minutes)

This is to allow students to reflect on the strengths and weaknesses/frustrations of the pressure group, and to consider how this builds on their previous understanding. See the PowerPoint for suggested questions.

Lesson Two (KS3/UpperKS2):

How do pressure groups operate? Continued

DIFFERENTIATION SUGGESTIONS

Writing fames:

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.

Young campaigner against the replacement of the UK's current nuclear weapons system, Trident

Lesson Three:

Taking action: Our own campaign!

OVERVIEW

This lesson gets the students to evaluate alternative ways of participating and different methods of engaging. Can they think of ways to influence decisions and subjects they feel strongly about locally, nationally and internationally?

The students will apply the pressure group methods learnt about in Lesson Two to the campaigns of their choice. They can carry it forward to take real action.

LEARNING OUTCOMES

that students may achieve during the lesson include being:

– able to identify an issue about which they wish to take action.

– able to use the campaign plan to design their own action.

– able to develop their plans to undertake real action.

CITIZENSHIP CURRICULUM LINKS

– Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

MATERIALS

– An A3 copy of the campaign plan for each group
– Extra paper
– Marker pens
– PowerPoint

Please note: This lesson can follow on from Lesson One and Two or stand alone

If using this lesson as a stand-alone lesson, use the introductory PowerPoint slides (downloadable from the CND Peace Education website) to introduce pressure groups and the different roles involved.

Have a class brainstorm of ideas for changes they would like to see. It could be in-school (e.g. more recycling in school), local (e.g. campaign against knife crime) or national (e.g. call on the government to ban the production of fossil fuels). Refer back to some of the ideas raised in Lesson One.

Each group should decide on an issue and how they would go about organising a campaign on it.

Each group should divide into different roles: Chair, Treasurer, Press Officer, Campaigner.

Each group plans their campaign together using a basic skeleton campaign plan.

If this lesson follows Lesson Two (40 minutes)**:**
When they have worked on their campaign ideas for about half the lesson, they then pass their plans forward to the next group, who then comment on the idea and add their own thoughts for a few minutes.

The groups pass the plans forward and comment until they get their original idea back and see how they can use the other groups' ideas. Report back to the class and see if these campaigns are something they can realistically take forward if they so wish.

If this is a stand-alone lesson (1 hour)**:**
The groups design the materials they need for their campaign - speeches, press releases/social media and posters/placards or other art work according to their different roles.

In the last 10 minutes the groups present their campaigns to each other and constructive feedback is invited.

If this is an actual campaign over a series of lessons (5 or more hours)**:**
You may wish to enable students to carry out their campaigns over a series of lessons. Or decide on one campaign for the whole class to carry out. In which case here is some further guidance (which can also be found on the PowerPoint slides 28 to 38).

Step One: Research (1 hour)
a) What do we need to know about the issue? – Generate questions.
b) How will we find out? – List different sources of information (websites,

Lesson Three:

Taking action: Our own campaign! Continued

newspapers, interviewing people, online polls, survey monkey).
c) Share out information gathering between members of the group/groups.
d) Gather information.
What would we need for the change to happen?
E.g. clean air:
1. Fewer cars and lorries
2. No incinerators
3. More renewable energy
4. More people caring about the health impacts of air pollution
5. More trees and green spaces/ protective green barriers
With each one ask what would be needed for this to happen?
E.g. Fewer cars and lorries
1. Pedestrian areas
2. Bicycle lanes
3. Higher fuel prices
4. More public transport
5. More people cycling
And so on – choose one of the above and ask the same question which leads into 'Step Two: Generate creative actions'

Step Two: Generate creative actions (30 mins)

Brainstorm without censoring any ideas – write everything down in groups or as whole class (refer to list of different kinds of actions in Lesson Two, p.10-11).

Step Three: Evaluate the actions (30 mins)

a) With each action idea put into grid easy/hard and high/ low impact on floor with actions on pieces of paper to move into position (See PowerPoint slide 31).
b) Use 'Spectrum of Allies' (p.9 and slides 32-33) to help with thinking about who could help.

Step Four: Choose an action and plan (60 mins)

a) Choose actions depending on Step Three, plan what they need to do and divide tasks up for different groups of people. A planning time line might be useful - this could be done as a 'river' or along a rope on the floor with whole class – labelling different actions as they walk along the rope.
b) How will you evaluate how successful the action was? (E.g. numbers of people impacted, comments people make about learning/change).
c) Plan the action.

Step Five: Carry out the action (time depends on action)

a) Document the action with photos, writing, interviews.
b) Communicate the action – through local press, social media, school website, letters to councillors or MPs, school assembly, parents/carers communications etc.

Step Six: Analyse impact and evaluate the process of the investigation (60 mins)

a) Referring back to Step Four, b) how successful were you in creating an impact?
b) Reflect on the process of planning and carrying out the action: How could you improve working on this topic again? How effective were you and others in the team? What have you learned? Was your research helpful?

Thanks to DECSY's Non-Violent Action: A Force for Change lessons on Taking Action for some of these ideas: https://www.decsy.org.uk/lessons/taking-action/

ACT's Student Toolkit is a useful resource to support students in taking active citizenship: https://bit.ly/4bRQzeh

New campaign plan!

What we want to achieve:

Why we want to achieve it:

Summary of the campaign in one sentence:

Who are we trying to influence?

Who could support us?

What are we going to do to achieve our aims?

For example:
Public meeting
Petition
Leafletting
Poster campaign
March
Lobby MP
Social media

How will we know we have been successful and how will we measure this?

Who will be doing it and have they done it yet?

1 ..... will be done by: .....

2 ..... will be done by: .....

3 ..... will be done by: .....

4 ..... will be done by: .....

5 ..... will be done by: .....

History of CND

The CND symbol
The familiar symbol, widely known as the 'peace' sign, was actually designed for the first Aldermaston march in 1958. The designer, Gerald Holtom, took his idea from the semaphore (flag) signs for N and D, 'Nuclear' and 'Disarmament'. It was adopted by the newly formed CND and has become known across the world.

The founding of CND
After the nuclear bombs were dropped on Hiroshima and Nagasaki in 1945 the world slowly became aware of the power of nuclear weapons. As the United States of America (USA), the Soviet Union (now Russia) and the UK developed and tested nuclear weapons throughout the 1950s, people began to protest against these tests because of their serious effects on health. The National Committee for the Abolition of Nuclear Weapons Tests (NCANWT) was formed in 1957. In 1958, the NCANWT joined up with other campaigners and the Campaign for Nuclear Disarmament (CND) was formed, with the first meeting attracting about 5,000 people. CND was made famous by its marches from London to Aldermaston, where Britain's nuclear weapons were, and still are, made. The first one was in 1958 and it took the thousands of marchers four days to walk the 52 mile journey.

The 1960s and 1970s: A smaller campaign
After a treaty was drawn up to limit nuclear testing in 1963, and a nuclear war between the Soviet Union and the USA seemed less likely, the amount of support for CND's anti-nuclear activity decreased. Many CND supporters refocused their activity on campaigning against the Vietnam War. However, anti-nuclear campaigning still continued and CND members opposed new nuclear submarines, new types of missiles, as well as French and Chinese nuclear tests.

The 1980s: Campaigning against Cruise
The membership of CND rose dramatically in the 1980s when the government decided to allow the USA to place a type of missile called 'Cruise' in Britain. The threat of nuclear war seemed to be on the rise again. Women set up a large peace camp at Greenham Common where the missiles were to be sited, and many huge demonstrations happened across the country. A government booklet called Protect and Survive was written to advise people on how to 'survive' a nuclear war, such as by hiding under the stairs and painting their windows white. CND reacted by arguing that it was impossible to survive a nuclear war, and that if the government was talking about a post-war scenario, it clearly didn't think that our nuclear weapons would protect us after all. In response, CND published a booklet called Protest and Survive which argued for nuclear disarmament and encouraged campaigning.

1990s: Post-Cold War campaigning
After the Cold War had ended and the tensions between Russia (after the Soviet Union was dissolved) and the USA reduced, people were feeling less worried about nuclear war again. CND continued to campaign though, protesting against Britain's new Trident system as well as the nuclear tests carried out by France, and speaking out against India and Pakistan getting nuclear weapons.

2000: 11 September and Iraq
After the terrorist attacks on the USA on September 11 2001, the world changed and people felt more insecure again. The USA led two wars in the Middle East, against Afghanistan and Iraq. CND was central to campaigning against these wars. Many people thought that Britain had no right to lecture Iraq on their suspected Weapons of Mass Destruction (WMD) when Britain had its own. After the war, it was clear that Iraq didn't have WMD, but the occupation continued and CND's support grew. There was also a massive campaign, leading up to the vote in Parliament in 2007, against replacing Britain's Trident nuclear system. Even though the vote was passed, there was a big rebellion which showed the number of MPs who were opposed to it.

2010 onwards
In the lead up to the 2015 election, Trident was a big point of debate ahead of an expected Parliamentary vote on whether to go ahead with a new class of submarines to carry Britain's nuclear weapons.
After the election, the Conservative Party reaffirmed its commitment to replacing Trident, while Labour elected then Vice-Chair of CND Jeremy Corbyn as their leader. 2016 saw Parliament debate and vote in favour of Trident replacement. CND had mobilised its supporters to lobby their MPs and protest outside Parliament on the day of the vote. Despite the result, public opinion remains divided on the issue with many young people in particular opposed to the decision. Since that vote, work has begun on the new submarines and a new warhead is in development.
CND continues to campaign against Britain's nuclear weapons system and more generally for a world without them. It will continue to do so until a nuclear-free world is achieved.
CND's campaigning highlights the cost of nuclear weapons, comparing the expected £205 billion price tag with the lack of resources for essential areas such as healthcare, education and housing. CND also makes links between anti-nuclear campaigning and climate campaigning, highlighting that these are the twin existential threats to the future of the planet. As part of the work towards a world without nuclear weapons, CND campaigns for countries to support the UN's Treaty on the Prohibition of Nuclear Weapons and is a proud member of the International Campaign to Abolish Nuclear Weapons (ICAN), winner of the 2017 Nobel Peace Prize.

CND as a Pressure Group

What are CND's aims and policies?
CND aims to change government policy and campaigns for Britain to get rid of its nuclear weapons. CND also wants countries across the world to sign up to the Treaty on the Prohibition of Nuclear Weapons that outlaws nuclear weapons.

CND also has policy against nuclear power due to its close relationship to nuclear weapons production. CND campaigns against any wars in which nuclear weapons could be used and believes that a world without nuclear weapons would be a lot safer.

What type of promotional pressure group is CND?
CND is a causal pressure group mainly focussed around the issue of campaigning against nuclear weapons, but also campaigns against wars in which nuclear weapons could be used. It is not an insider pressure group, as it's not called in by the government to advise them, but there are many MPs who are sympathetic to CND.

Who is CND targeting?
CND targets decision-makers in government, such as the Defence Secretary, Foreign Secretary and Prime Minister. CND members also lobby MPs to vote in certain ways and ask questions in parliament. CND also targets the general public to provide information on the issues and engage them in debate and activity.

What methods does CND use?
CND uses a range of methods to get its message across. It organises marches and rallies, lobbies MPs, holds public meetings, produces petitions, leaflets and posters, protests at nuclear bases and organises coverage in the media to make its voice heard. Everything it does is non-violent.

Is CND successful?
Since CND still exists, it has obviously not yet achieved its ultimate goal of getting rid of nuclear weapons, but this does not mean it is not successful. It has been campaigning hard for more than 60 years and there have been achievements along the way. Firstly, nuclear weapons have never been used again since 1945 and this is due in part to all the hard work of the peace movement in raising awareness as to their effects. There have also been many treaties drawn up which have limited the number, spread and testing of nuclear weapons. In agreeing to these treaties, countries have been influenced by the public outcry about nuclear testing and protests over the placing of weapons.

More recently, CND feels proud to be representing the views of millions of Britons who are against replacing Britain's nuclear weapons system, Trident. When parliament voted

on replacing the system in 2007, there was the largest Labour rebellion ever on a defence policy. This meant that so many Labour MPs voted against the government that it had to rely on the Tory opposition to get the vote passed. Very many CND supporters lobbied their MPs at this time, urging them to vote against replacing Trident. Many listened!

CND is also pleased that a postcard campaign in 2009 helped convince the then Prime Minister Gordon Brown to delay any decisions about replacing the Trident system until after a global conference about nuclear disarmament in May 2010.

Scottish Labour in 2015 overwhelmingly voted to oppose the replacement of Trident. The former Green Party MP Caroline Lucas is now a Vice-President of CND.

Most recently, CND was one of the grassroots organisations that successfully campaigned for a global ban on nuclear weapons at the United Nations. The Treaty on the Prohibition of Nuclear Weapons entered into force in January 2021. The International Campaign to Abolish Nuclear Weapons - of which CND is part - won the Nobel Peace Prize for this work.

Is CND linked to any political parties?
CND is not linked to any political parties but welcomes Scottish National Party, Plaid Cymru and Green Party policies against nuclear weapons.

How does it fundraise?
CND is mainly funded by supporters and gets this money in a number of ways. Membership fees are an important source of income. For example it costs £14 a year for under-25s to join. This all adds up to help fund CND's work. CND also sells merchandise (t-shirts, badges, pens, mugs etc.) featuring the

CND logo. People also make donations, especially during CND's fundraising appeals. There are several appeals a year, encouraging people to donate. One is always to mark the anniversary of the bombing of Hiroshima and Nagasaki. CND also receives legacies which are sums of money that people leave when they die. Local groups often run fundraising events such as music gigs, garden parties, craft fairs, cake sales and so on.

How many supporters does CND have?
CND has tens of thousands of members and supporters around the country with many supporters around the world. This includes those who are paying members and those who support in other ways.

How does CND gain new members?
CND members run stalls in town centres to raise awareness of the issues and get more people to join by giving out membership leaflets. Many people join after hearing speakers at public meetings or rallies. CND also places adverts in newspapers and magazines and there is also a website so people can find out more and join online. Fundraising events provide an opportunity for people to find out more about CND and how to become a member. CND is also active on social media such as Instagram, Tiktok, Facebook and Twitter to draw people's attention to CND campaigns and get them involved.

What sorts of people join CND?
All sorts of people join CND. Some people who join are pacifists and disagree with all war, while others may have been in the armed forces but disagree with the fact that nuclear weapons kill innocent civilians as well as soldiers. There are members of all ages and from many different religious and political backgrounds.

How is CND structured?
CND is a network of groups and individuals across the country. Every year there is an annual conference where a Chair, Treasurer, three Vice-Chairs, a Company Secretary and a National Council are elected. This is the place where the policies and priorities for the year are decided. There are also regional groups and local groups in towns and cities and their representatives sit on the National Council. The Chair, Vice-Chairs, Treasurer, Company Secretary and Council make the decisions on behalf of the membership and are accountable to them throughout the year, until the next conference.

There are also specialist sections of CND, including Youth & Student CND, Christian CND and Labour CND. There is a Parliamentary CND group for MPs from different parties to come together to work on CND issues.

Are there any paid workers at CND?
CND has a staffed National Office in London with employees working in campaigns, fundraising, membership, administration, finance and education. There are also offices with paid staff in London, Yorkshire and Greater Manchester which are run by regional CND groups. Other regions have offices staffed by volunteers. Volunteers are essential to the running of the campaign at all levels. Scottish CND has its national office in Glasgow and CND Cymru is active throughout Wales.

What sort of publications does CND distribute?
CND creates different publications for different purposes. Leaflets to give out to people from street stalls, magazines containing the latest campaign news and information, briefings explaining technical details, campaigning materials, such as petitions and postcards for people to send to their MPs. CND also makes submissions to government consultations (when the government is collecting information from a wide range of organisations to help make its decisions).

Is CND an international Pressure Group?
CND is a British-based campaign, and focusses on Britain's nuclear weapons. However, it does co-operate with sister organisations across the world and is a member of international organisations such as Abolition 2000 and the International Campaign to Abolish Nuclear Weapons (ICAN). Working with other pressure groups internationally makes us stronger. CND also has a presence at international conferences, such as those on disarmament held at the United Nations.

Who is opposed to CND?
Some political parties have policy in favour of nuclear weapons, but not all party members support it. People who work in nuclear bases and their friends and family may be opposed to CND as they may think CND is hostile to them personally. In the 1980s there was some vocal opposition to CND. There was a campaign to make false links between CND and the Soviet Union, and there was an MI5 spy sent into the office to monitor activity.

How has CND changed over time?
As with all pressure groups and social movements, CND has changed over time. A recent development has been to work with the wider anti-war movement that developed as a response to the War on Terror. In the lead up to the Iraq war in 2003, CND campaigned to highlight that Britain still had Weapons of Mass Destruction (WMD) and it was hypocritical of our government to go to war because it suspected Iraq of having WMD. More recently CND has campaigned for robust action on climate change to be coupled with nuclear disarmament.

CND aims to show the links between nuclear weapons and other political situations – nuclear weapons do not just exist on their own in a vacuum, but affect everyday life.

Interview with Kate Hudson, CND Chair

Why did you get involved with CND?

I first got involved in the 1980s when the US was bringing nuclear missiles to Europe and there was terrible fear of a nuclear war that would end the world. After the cold war ended I drifted away, thinking that the world was a safer place but at the end of the 1990s I got back in touch because nukes were still there, NATO (an international military alliance across Europe and North America) was expanding and the world was getting more tense.

Tell us about a successful protest you were involved with?

In 1982 I went to Greenham Common airbase with over 30,000 other women to surround the base where the US were bringing the missiles. Just a few years later the missiles were removed, and now the base itself has been returned to common land. Now there is a peace garden there.

Do you think more young people should be involved in campaigning?

Yes. It is the way to shape the world we want to live in and make sure the future we experience is the future we want.

Do you feel listened to by the government?

Not really. On issues of peace and war, government in recent years has ignored the majority views against nukes and war. We need to make sure that our voices are heard in future. Too many people die when the government ignores us – maybe half a million in Iraq.

Do you feel that you make a difference?

Yes. We get the message out and help inform and empower people to take action that can change things for everyone for the better.

What do you think is the future of nuclear weapons and CND?

There is a huge opportunity to get rid of nuclear weapons at the moment, both in Britain and across the world. In Britain there is huge opposition to nuclear weapons at a time when the government wants to build a new version of the Trident system. We want a common sense response so that Trident is not replaced. At the same time the vast majority of countries are demanding rapid progress towards nuclear abolition. So I am optimistic that working together – with states and groups of ordinary citizens – it can be achieved.

What gives you hope to keep on campaigning?

My love for humanity and my faith in ordinary people.

Physicians against the bomb stage a die-in

Interview with Harry Weaver Youth & Student CND

Why did you get involved with CND?

I first joined CND as I started to become more politically active at around 17 or 18. I think that joining CND, however, was as much a moral decision as a political one: when I took the time to consider nuclear weapons, their past usage, and the potential effects of a nuclear weapon's use, I found that I considered it absolutely wrong. I then found CND and decided to join, increasingly becoming more involved over time!

Tell us about a successful protest you were involved with

A protest that has stayed particularly strongly in my memory has been a protest demanding peace in Ukraine following Russia's invasion. I was at University at the time and myself and many others, including those who had not previously been activists of any sort, went together to protest. While the war in Ukraine is still, heartbreakingly, ongoing, I think that this protest really underscored the weight of opinion behind peace and urging the government to pursue it as strongly as possible.

Do you think young people should be more involved in campaigning?

I think that young people have increasingly become aware of the problems that we face and I know many people who regularly attend protests and demonstrations. I think this is crucial as we aim to create a better future for ourselves and to influence government: young people have often been ignored and campaigning is a great way to push back against this. Young people can also bring creative new methods and vitality to a campaign so I think that getting other young people involved can be beneficial in several ways.

Do you feel listened to by the government?

The opposite! I do not think that there is any particular issue on which the government has done that which I would have liked (or that which young people want more generally!). This applies to nuclear weapons and peace but also across a whole range of issues. A change of government could definitely improve this but we cannot rely on this and need to keep our campaigning going in order to ensure policies improve.

Do you feel that you make a difference?

At times it may feel difficult but I do think that what I do helps make a difference. Periods can pass in which a lack of tangible progress gets me down but I maintain that what I do will have an effect. The peace movement has had big impacts on public opinion and government policy in the past and I have no doubt that it will continue to in the future. As the need for peace is ever-present, so must be our campaigning.

What do you think is the future of nuclear weapons and CND?

CND and nuclear weapons are both now old enough to be relatively established phenomena. Despite this, both are obviously constantly changing. While the fear is that nuclear weapons will spread and grow in numbers, I hope that this will not happen as the TPNW's coalition continues to push for non-proliferation and that the governments of the nuclear weapon states will embrace the Treaty and peace.

What gives you hope to keep on campaigning?

A life without hope would be pretty tough going! As reductive as it may sound, I stay hopeful because to not have any would be much worse. At times I may be pessimistic but I stay hopeful as the movement has had past successes, the people I know in the campaign are creative and dedicated, and I believe that we will have many more successes to come!

Another example of a Pressure Group: Greenpeace

What are Greenpeace's aims and policies?
Greenpeace's vision is a greener, healthier and more peaceful planet, one that can sustain life for generations to come.

What type of promotional pressure group is Greenpeace?
Greenpeace is a causal pressure group mainly focussed around the issue of campaigning against environmental destruction.

Who is Greenpeace targeting?
People in positions of power and decision makers such as politicians and business leaders. Greenpeace supports ordinary people by giving them simple and effective ways to make demands of elected politicians or corporations committing environmental harm.

What methods does Greenpeace use?
Greenpeace's investigates, documents and exposes the causes of environmental destruction. They work to bring about change by lobbying, consumer pressure and mobilising members of the general public. They take peaceful direct action to protect the earth and promote solutions for a green and peaceful future.

Is Greenpeace successful?
Founded in 1971 some of Greenpeace's earlier successes included contributing to the ban on nuclear testing and preventing seal culling. More recently Greenpeace successfully campaigned for the extension of London's Ultra Low Emission Zone (ULEZ) and the expansion of offshore wind energy.

Is Greenpeace linked to any political parties?
No Greenpeace is completely independent and doesn't accept funding from governments, corporations or political parties.

How does it fundraise?
Greenpeace is mainly funded by supporters and gets this money in a number of ways including through donations and sponsored events run by supporters. Greenpeace also receives legacies, which are sums of money that people leave when they die, and sells merchandise (t-shirts and tote bags).

How many supporters does Greenpeace have?
Internationally Greenpeace has over 100 million supporters and grassroots allies.

What sorts of people support Greenpeace?
Greenpeace has supporters of all ages and from many different religious and political backgrounds.

How is Greenpeace structured?
Greenpeace is a global network of independent national and regional Greenpeace organisations (NROs) and Greenpeace International as a coordinating organisation. Each NRO, including Greenpeace UK has its own board in a supervisory role. The board supervises paid staff including an executive director.

Are there any paid workers at Greenpeace?
Greenpeace UK employs around 170 people.

What sort of publications does Greenpeace distribute?
A key Greenpeace publication is 'Unearthed' which is a weekly investigative journalism newsletter covering the environment more broadly, from forests and oceans to bees and air pollution.

Is Greenpeace an international Pressure Group?
Yes with a branch in the UK.

Who is opposed to Greenpeace?
Some people are opposed to Greenpeace's policies on such things as Genetic Engineering (GMO) and nuclear energy (both of which it is against). Others reject its non-violent direct action methods. Greenpeace can find itself being opposed by any corporation or government that it is taking to court or campaigning against but states that it has no permanent friends or foes. If a government or company is willing to change then Greenpeace will work with them to achieve their aims.

How has Greenpeace changed over time?
Greenpeace started, in 1971, as an action by the crew of 12 of a ship of the same name setting out to confront and stop US nuclear weapons testing on Amchitka Island, southwest Alaska. From a small movement, Greenpeace has grown into a global network with a presence in over 55 countries. During this time its campaigns have been wide ranging increasingly, in recent times, focusing on climate justice.

Interview with Andrew McParland, Greenpeace's Chair

Why did you get involved with Greenpeace?

I remember seeing the dumping of nuclear waste in the North Sea on the news where the polluters dropped barrels directly onto the boat of a Greenpeace activist, throwing them into the water. That led me to find out about the issues with the environment including pollution and nuclear power/weapons, become a financial supporter and join a local campaigning group to join with others to make a difference.

Tell us about a successful protest you were involved with?

In 2007 I was one of over 20 activists to shutdown the Kingsnorth coal-fired power station. This played a part in stopping the building of new coal-fired power stations and shutting them down as incompatible with any future climate change targets.

Do you think more young people should be involved in campaigning?

Yes, it's a direct way to shape their future and many of them are choosing to campaign already.

Do you feel listened to by the government?

There is currently much lip service being paid to the cause of combatting the climate and biodiversity crisis but little real action is actually being taken. The words are there but the actions are not - this needs to change.

Do you feel that you make a difference?

Yes, that is why I joined and have stayed with Greenpeace - working with like-minded people who campaign for change using direct action.

What do you think is the future of Greenpeace?

Greenpeace will adapt to the changing situation around us but will continue to hold those with the power to change things to account and use non-violent direct action to advance campaigns. The need for action on climate is clear - we have to work closely with all those who are affected and want to effect change to create change.

What gives you hope to keep on campaigning?

I've seen that change can and does happen as a result of individuals working together to make things better.

Glossary of terms

Pressure Group

'Pressure' means to try and make someone do something by arguing, persuading, etc. A pressure group is a collection of people who wish to influence decision makers on issues they feel are important. Examples include CND, Greenpeace, and Amnesty International. They often focus on a single main issue, and have paid staff (though they may have many unpaid members or supporters) in a hierarchical structure.

Types of Pressure Group

There are different types of pressure groups that operate for different reasons and in different ways:

Insider Pressure Groups

Seen as part of the 'establishment', they are often consulted by the government, and can easily arrange meetings with politicians and civil servants. The government tends to trust them and appreciate their low-key way of working. Examples include the British Medical Association, an organisation of doctors whose opinions are invited by the government on healthcare issues, and the National Farmers' Union. As Extinction Rebellion and the Youth Climate Strikes showed in 2019, if a movement gets enough attention it can gain access to leading politicians without being 'insider' or even a pressure group!

Outsider Pressure Groups

Do not have frequent contact or close relationships with government ministers or civil servants. Outsider pressure groups such CND, Greenpeace and Amnesty International are the focus of this pack. They rely much more on protest tactics than insider groups, though it's worth noting that many outsider groups try to become more 'insider' for example through lobbying of MPs. However, some prefer to remain outsider, perhaps because they are very critical of the government and don't want to be seen as friendly towards it.

Social Movements

Different from pressure groups, social movements usually comprise volunteers (often called 'activists'); have a looser organisational structure; use more direct action tactics; and may focus on broader issues. Examples include Black Lives Matter, Extinction Rebellion, and Lesbians and Gays Support the Migrants. There are also volunteer-led 'campaigns' that are somewhere between pressure groups and social movements (not to be confused with 'campaign' as a verb – see below)!

Fundraising

It is important for Pressure Groups to have enough money to run their campaigns and employ their staff. There are many ways of doing this such as: charging membership fees, selling merchandise (t-shirts, mugs, pens, etc), appeals (asking people for donations), fundraising events (gigs, festivals etc), legacies (people leaving money when they die) and applying for grants from other organisations.

Membership

Many Pressure Groups and organisations have members. Members give money each month or each year and in return receive magazines and information to help them with their campaigning. It is also a helpful way of meeting other campaigners in your area.

Campaigning

Campaigning is how pressure groups and social movements get their message across and try to influence decisions. There are many different campaigning methods or tactics. They largely fall into two categories: direct action and indirect action. Direct action involves making a physical, visual protest, whereas indirect action is more paper-based. Examples of campaigning methods include:

Protest marches

Protest Marches are large groups of people taking to the streets to show their views. The more people there are, the stronger the message. People often march along a route, chanting slogans and waving placards with messages written on them. They often end in a rally (see below).

Rallies

Rallies are big meetings with interesting and influential speakers who address the crowd to inform them more about the issues and offer inspiration and encouragement. They can happen inside or outside, but are often used at the end of a march or at the site of relevance (e.g. a particular government building).

Public meetings

Public meetings are organised to inform local people about the issues concerning the Pressure Group. It may be about a new road being built in the community, or about a larger national or international issue such as fair-trade. When people are better informed, they may feel more confident in taking action.

Boycotts

Boycotts are when people avoid buying products from a particular company or country to send a strong message of disapproval. When there was apartheid (organised oppression of black people by white people) in South Africa, thousands of people refused to buy South African goods which helped weaken the oppressive government of the time.

Strikes

Strikes are when members of a trade union stop working to put pressure on the employers to meet their demands. They may feel that they are being underpaid for their work or that the conditions are not safe. Employers and union leaders must hold talks and find ways to resolve the situation.

Leafleting

Leafleting is distributing leaflets to people who may be new to the issues. It is a good way to introduce people to a cause, give them some basic information and let them know what they can do if they want to help.

Street stalls

Street stalls are a way to attract attention to the campaign or cause. A stall in the centre of town will be a visual representation of the campaign, a place to sell merchandise and also a base for leafleting and collecting signatures for a petition.

Press releases

Press releases are important to let the media know pressure groups' views on current issues and draw attention to an event or protest that has been organised.

Petitions

Petitions are a great way of showing how many people are in support of a campaign. Having thousands of names supporting a statement sends a very powerful message to decision makers. They can be signed on paper or online.

E-campaigning

E-campaigning is a major way of spreading messages and building campaigns. Petitions can be signed online and social media is often used to gather support and keep supporters up to date. The internet also provides an easy way to lobby your MP.

Lobbying MPs

Lobbying MPs is when people write to, phone or visit their MP to ask for their support for a campaign. If there is going to be a vote in parliament, they may be asking them to vote a certain way. They may also be requesting they ask the Prime Minister questions or to sign an Early Day Motion. An EDM is a statement which MPs sign to show their views. It is a bit like a social media group for MPs to show their support for an issue. It is useful to get public interest and coverage in the media. Most pressure groups have online tools, where you fill in your post code, and you can email your MP very quickly.

Publicity/media stunts

Publicity/media stunts are used to draw attention to the campaign in a very unusual way. Greenpeace has done some very memorable protests including draping the UK prime minister's country house in black fabric in protest at his backing for a major expansion of oil and gas drilling amid a climate crisis. This received international media coverage.

Non-Violent Direct Action

Non-Violent Direct Action (NVDA) is taking action based on a decision not to harm or destroy human or any other life. It is an alternative to accepting things you think are wrong and to violent opposition. NVDA can sometimes be disruptive or illegal. Protesters might blockade a gate or road (i.e. sit on the ground to stop vehicles passing). Sit-ins are another way to draw attention to an issue, in which people sit down in a specific, often symbolic, location to show their opposition to something. Die-ins are sometimes used by peace protestors to signify that civilians will die as a result of war.

Civil disobedience

Civil disobedience is NVDA conducted by large groups of people, where they disregard laws they believe to be wrong. Examples of this include the Civil Rights Movement in the United States, when Black citizens refused to sit in separate sections on the bus for Black people and broke the rules to mix together.

Pressure Groups worksheet

1. Name three current pressure groups and what they campaign on.

2. Name a successful campaign that secured a right in the past.

3. Is it important to get famous people to support a campaign? Why? Can you think of any campaigning celebrities?

4. What issues does the Campaign for Nuclear Disarmament (CND) promote?

5. Name three campaigning methods that CND uses.

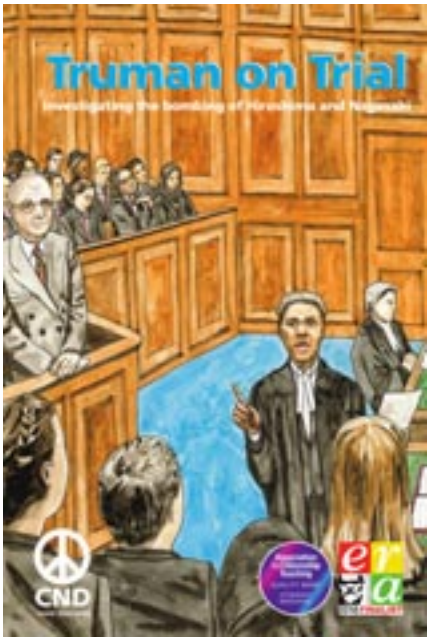
6. Explain whether you feel CND is a successful pressure group or not.

7. Why is it important to have good media coverage of a campaign?

8. Using the Glossary of Terms sheet, can you say which campaigning methods are direct and which are indirect action? Can some fit in both? Why?

9. Name an issue that you would like to campaign on.

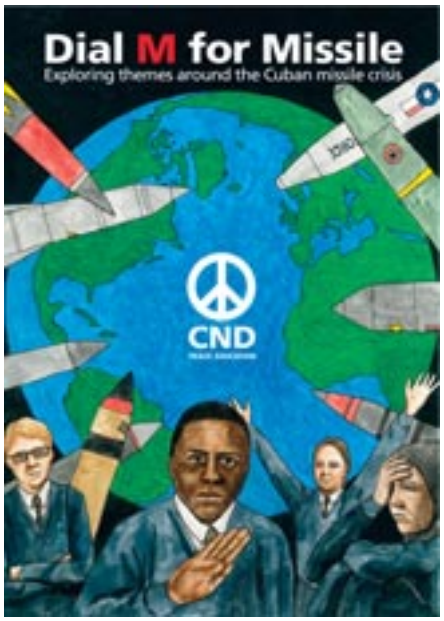
10. 'One person cannot really make a difference'. To what extent do you agree with this statement?



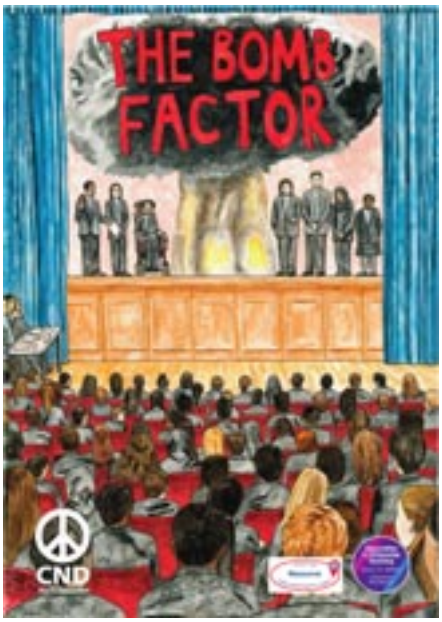
Truman on Trial
Six cross-curricular lessons around Hiroshima and Nagasaki, including a mock trial to decide if President Truman was justified in dropping the atomic bombs.

Other free teaching packs from CND Peace Education

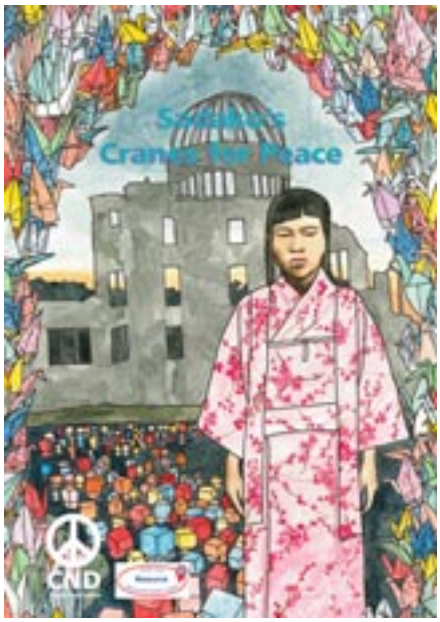
Critical Mass
Five lessons concerning gender, nuclear weapons, marginalisation and peace.



Dial M for Missile
Seven cross-curricular lesson plans to teach themes around the Cuban Missile Crisis.



The Bomb Factor
In an X Factor style activity discuss the arguments for and against nuclear weapons.



Sadako's Cranes for Peace
Learn the history of Sadako Sasaki and make your own origami peace cranes

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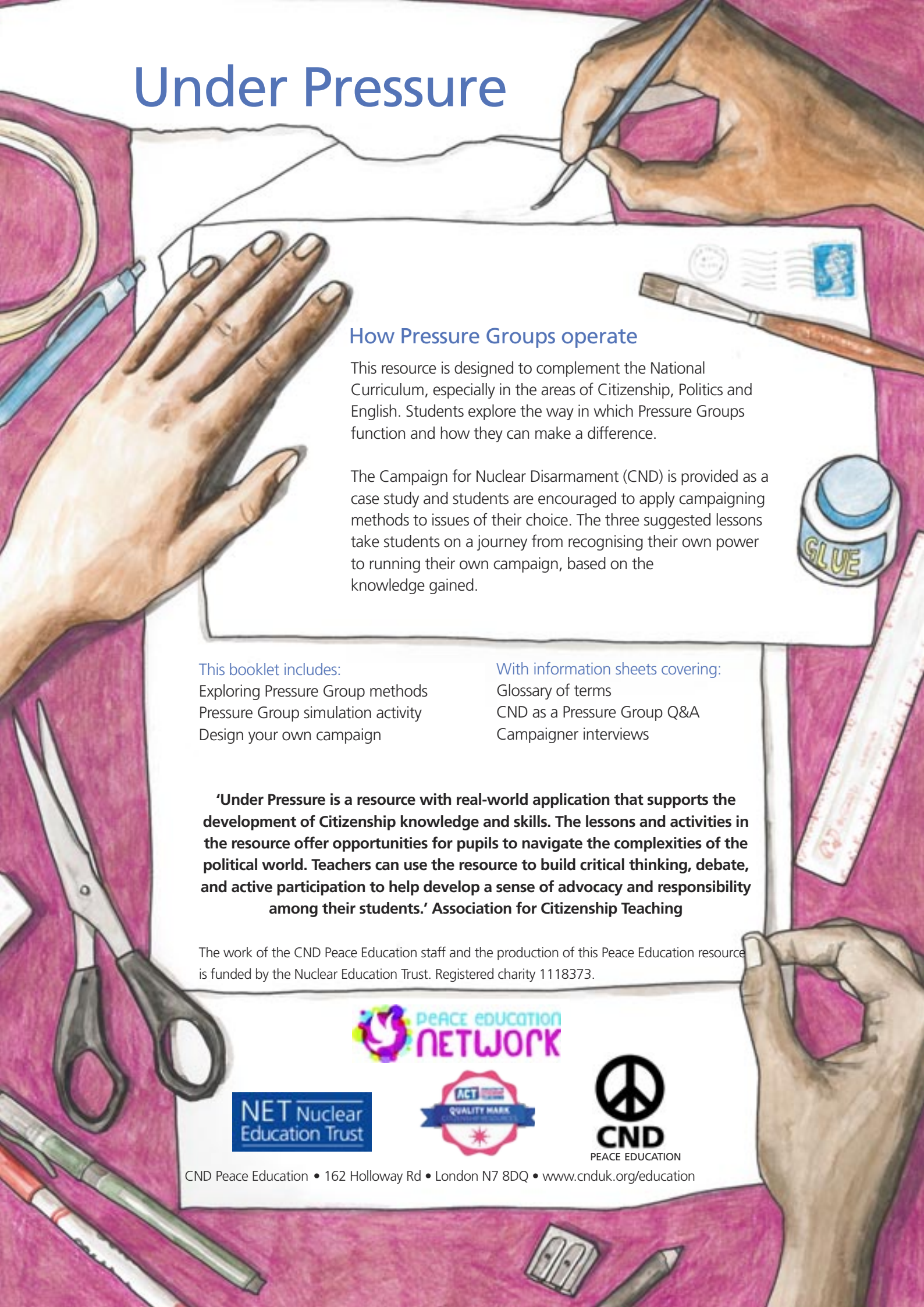
The Association for Citizenship Teaching and TES.

Under Pressure



How Pressure Groups operate

This resource is designed to complement the National Curriculum, especially in the areas of Citizenship, Politics and English. Students explore the way in which Pressure Groups function and how they can make a difference.

The Campaign for Nuclear Disarmament (CND) is provided as a case study and students are encouraged to apply campaigning methods to issues of their choice. The three suggested lessons take students on a journey from recognising their own power to running their own campaign, based on the knowledge gained.

This booklet includes:
Exploring Pressure Group methods
Pressure Group simulation activity
Design your own campaign

With information sheets covering:
Glossary of terms
CND as a Pressure Group Q&A
Campaigner interviews

'Under Pressure is a resource with real-world application that supports the development of Citizenship knowledge and skills. The lessons and activities in the resource offer opportunities for pupils to navigate the complexities of the political world. Teachers can use the resource to build critical thinking, debate, and active participation to help develop a sense of advocacy and responsibility among their students.' Association for Citizenship Teaching

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