

We Demand Change!

RE lesson plan



For: KS3/4/5

Length: 52 minutes

Learning objectives – Students will:

- understand what campaigning is and that it is underpinned by Catholic Social Teaching
- know about some successful campaigns and why they succeeded
- have the opportunity to practise some campaigning skills and to campaign for change.

You will need:

- these notes
- the accompanying PowerPoint (not essential)
- a set of 24 cards for each table (downloaded from CAFOD's website)
- the videos, [Flame 2023 Ident](#) and [Subsidiarity](#)
- the template below
- pledge-prayer cards, order free from: shop.cafod.org.uk

Structure:

- Starter video – identify campaigning issues
- Campaigning works! – card sorting activity to match image, issue, campaign, and result.
- Catholic Social Teaching – watch video and discuss how campaigning defends subsidiarity.
- Skills – scenario, pairs activity: how would you bring about change, what skills would you use?
- Skills in action – plan a campaign strategy, or take part in CAFOD's latest campaign.

“Inspectors will most likely draw upon some or all of the following evidence sources in making judgements about the extent to which pupils contribute to and benefit from the Catholic life and mission of the school:

- records of pupil involvement in charitable activities and **campaigns**, for example Caritas, **CAFOD**, Missio, ACN, SVP, Mini Vinnies
- records of pupil involvement in **advocacy work and campaigning work** and transformational action for the poor, the marginalised and the unjustly treated, for example **writing to MPs**, sending Christmas cards to prisoners, work for climate concerns.”

Catholic Schools Inspection framework

“The aim of a school’s curriculum is to support its learners to become... ethical, informed citizens of Wales and the world.”
Welsh Government Guidelines

Starter (5 mins)

Media: Show the 1-minute video: [Flame 2023 Ident FULL](#). You could play this on a loop as students enter the room, and write on the whiteboard the challenge: In this video, how many different injustices can you identify that people are protesting about?

Teaching: Give 1 minute to jot down as many as possible, then take suggestions, praise whoever identifies the most. Some will not be identifiable, so explain these.

[Answers include: Debt, climate crisis, poverty, broken food system, Covid injustice (access to water), lack of safe spaces to play (girl in Lima holding a microphone in two images), conflict in Ukraine

(CAFOD's Caritas partners helping refugees), destruction of environment (three young people wearing green t-shirts in Brazil/Colombia), Amazon destruction (youth group led by CAFOD partner, Jenny in Colombia).]

Question students: In pairs, discuss:

- Which of the injustices in the video do you feel most strongly about? Why?
- One other issue that fires you up, that you'd want to speak out against.

Activity 1 - Campaigning works! (10 mins)

Preparation: On each table, place a jumbled set of 24 cards depicting 6 stories (download from CAFOD's website).

Explanation of task: Explain that the cards show 6 stories.

Each story has 4 cards: an image, an injustice, a campaign, and the result.

Challenge students to correctly sort the cards as quickly as possible (3, 2, 1, go! Time the groups.)

Note to teacher: As each group finishes, note their time. When all groups are finished. Check the first group's answers, asking them to hold up each card in order. If they get one wrong, see if the next quickest group did better. Praise the winning group.

ANSWERS:

- Plastic pollution in the oceans – UK campaign raised awareness and led to a carrier bag change (2014) – Plastic bags in England's supermarkets fell from 140 to 10 per shopper per year.
- Food poverty during Covid-19 pandemic – Marcus Rashford's Free School Meals campaign (2020) – UK Government provided £400m over 12 months.
- UK Government supporting oil and gas projects overseas which were bad for climate change – Years of campaigning by CAFOD and others – UK Government pledged to stop supporting fossil fuels overseas (2020).
- Homeless families in São Paulo, Brazil – 'No woman without a home' campaign – abandoned building turned into safe and decent housing for 276 families.
- Greenhouse gas emissions causing climate change – Climate Justice campaign (2008) – UK became the first country to make greenhouse gas cuts a legal requirement.
- Transatlantic slave trade – Global abolition movement and uprisings by enslaved people (1770s >) – Slavery was eventually made illegal.
- Global poverty – Make Poverty History campaign (2005) – World leaders pledged to increase aid spending by up to \$50 billion
- Massive debts owed by poor countries, trapping millions of people in poverty – Drop the Debt Jubilee 2000 campaign (2000) - \$110 billion of debt was cancelled, freeing up money for hospitals and schools.
- Human rights abuses against people working in gold mining overseas – Unearth Justice and No Dirty Gold campaigns (2006-7) – 76 major UK and USA jewellery retailers signed up to new rules.
- Women in UK were not allowed to vote in elections – Suffragette Movement (late 1800s) - 1918, law passed allowing some women to vote.
- Apartheid in South Africa, discriminating by skin colour – Anti-Apartheid Movement (1959 >) – Laws were changed to make racial segregation illegal.
- The climate crisis – Net Zero Campaign (2019) – Britain became the first major economy to commit to ending its contribution to climate change.

Communicate to students: Ask students what they have learned. Which campaign success pleases them most? Why? Draw out that these stories show that when people speak out and campaign against injustice, it really can bring about change.

Activity 2 – Catholic Social Teaching (10 mins)

Thinking behind the task: Every campaign stands in solidarity with people being denied subsidiarity - the right to make the decisions that shape their lives. For example, the climate crisis is denying many people around the world the choice to build their communities in a safe, healthy environment. Campaigners gather together to call for change.

Question students: Ask, is it 'Catholic' to campaign? Some students may associate campaigning with images they have seen of violent protests and believe that campaigning is not compatible with

Christianity. Ask students to name some saints who have spoken up against injustice (eg. Saint James, Saint Oscar Romero, Saint Pope Paul VI, Saint Pope John Paul).

Teaching: Remind students what Catholic Social Teaching (CST) is. If pupils have not yet studied CST, you could watch the animation *CST in 3 minutes* on CAFOD Youtube. Ask them to tell you a principle of CST (eg. Human Dignity, Solidarity, Stewardship, Common Good, Subsidiarity). Can they explain what subsidiarity means? (Catholic teaching is that the people most affected by decisions should be the ones making those decisions.)

Media: Show CAFOD's 2-minute Subsidiarity animation:
<https://www.youtube.com/watch?v=62I2IHxNz2w&t=1s>

Teaching: What example was given of subsidiarity in CAFOD's work? (A farmer should be able to choose which seeds she grows; she should not be told which seeds to grow by a powerful international seed company. CAFOD campaigns against this injustice.)

Activity 3 – Skills (10 mins)

Question students: What skills are needed to campaign successfully? Ask students to imagine their right to play is being denied. The headteacher has announced that all pupils will spend breaktimes doing extra maths, as recent exam results have been so poor.

Student thinking time: Give pairs two minutes to decide what they could do to change this decision.

Note to teacher: Take suggestions and list these. [They may include a protest march, posters, a committee talking to the headteacher, rallying parents via word of mouth or a letter/email, a social media campaign, a sit-in protest, appealing to school governors, a stunt or photoshoot to create a memorable image in the minds of the public or of people in power; asking pupils in other schools to join in; contacting local press or their MP; as well as their own creative ideas.]

Question students: Which activities do they think would have most impact? Why?

Communicate to students: Did students make any suggestions of disruptive campaigning? Is it acceptable to deny one group of people a lesser right in order to call for others' fundamental rights? For example, denying drivers the right to go up the motorway on a particular day in order to campaign for changes in environmental laws. Discuss the ethics of campaigning that may deny others their rights.

Communicate to students: Look again at your list on the whiteboard. Discuss: What skills are needed to make that campaign activity happen, and to make it successful? For example: skills of leadership; communication skills such as being articulate and skills of persuasion; technical skills for online or social media; common sense; creativity to create slogans, images or stunts that convey the injustice in ways that capture attention; determination to keep going; research skills to identify people of influence to contact or similar campaigns and why they succeeded.

Activity 4 – Putting the skills into action (15 mins)

EITHER Ask students to find out about CAFOD's current campaign or one of the other campaigns at cafod.org.uk/DemandChange, and to take part.

OR Ask students in pairs to decide one injustice about which they feel strongly and plan a campaign strategy using the template below.

Prayer (2 mins)

Give students the pledge-prayer cards, pray the prayer together and invite them to sign and keep the card. Encourage your students to carry on with their campaign and support them to invite their MP into school to discuss their views.

TEMPLATE

The injustice I want to campaign about is:	
Who is most affected by this injustice?	
What CHANGE do I want to see?	
Who do I need to influence in order to achieve this change?	
What activities might be most effective? <i>(Think about visibility to the highest number of people, and about what might convince people in power.)</i>	
What should I do first?	
Who could help?	
What will I ask my MP to do? <i>[Find your local MP's details at https://members.parliament.uk/FindYourMP/]</i>	

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