

**Main Curriculum links:**

**KS 3 Citizenship:** 3a Consider other people's experiences and be able to think about, express and explain views that are not their own

**QCA Unit 05:** How the law protects animals - a local-to-global study

**QCA Unit 14:** Developing skills of democratic participation

**Additional Curriculum links:**

**KS 3 English:** 1a-g, 2b-f, 3a-e, 4a Speaking, listening, group discussion and interaction, drama

**KS 3 Art & Design:** 1a Explore ideas for different purposes and audiences

**KS 3 History:** 3, 4a, b Evaluating sources

**Learning objectives:**

- Pupils identify and explore protest movements and campaigns.
- Pupils think about issues and explore those relating to civil liberties and identity by analysing information linked to protest campaigns.
- Pupils use prior knowledge of other examples of uprisings and protest movements e.g. Tolpuddle Martyrs, Chartists, Rebecca Riots and the Luddites.
- Pupils look at viewpoints and examples of protest to explore motivations behind protest and justify a personal opinion about protest.

**Introduction:** This lesson has been designed to last approximately 50 minutes. It contains suggestions for activities, activity sheets and links to sources that enable pupils to explore different ways of protesting and the implications of protest.

Please see the **virtual collection/supporting resources overview table** and **oral history overview table** in the 'supporting resources' area of the site for guidance to sources on *Foxhunting: past, present, future?* that can be used to provide evidence for the activities.

**Starter activity:** Explain that the lesson is going to examine conflict and protest movements related to fox hunting and the Hunting Act. Ask pupils to identify five different methods of protest, referring to their prior historical knowledge and examples they may be aware of from popular culture and society.

*Activity sheet: What's going on* can be used to support the task if required. Ask pupils to identify issues that they feel strongly about to explore the notion of strength of feeling and conviction behind protest. Ask them to identify five things that make them 'blow their top'.

**Main activity:** Direct pupils to sources on the *Foxhunting: past, present, future?* website that demonstrate different ways of protesting – i.e. raising awareness through publicity campaigns, contacting MPs, target MPs in marginal constituencies, the written word, letter writing, slogans, music, clothing, banners, badges and links to public figures.

Pupils should explore the sources and complete the *Activity sheet: Protest campaigns* examining the different types of protesting and the extent to which it would be taken seriously, impact, possible implications and mass appeal.

Use the Internet to examine slogans and logos to interpret what they represent and evaluate if pupils think they are effective. Websites listed in the 'Make Poverty History' website (see web address below) may be useful to collect examples of slogans and logos linked to movements and campaigns.

Examine clothing linked to protest and logos related to a movement's message.

Divide the pupils into groups to design a campaign plan/slogan/placard for a protest campaign about an issue they feel strongly about. 'The Make Poverty History' website has a useful search engine to find different campaigns. It provides an overview of the organisation and details of the various campaigns that are being run. Some of these limit the age of children and young people that can get involved to 16 years of age.

<http://www.makepovertyhistory.org/keepcampaigning/index.shtml>

**Key questions:** The following questions can be used to stimulate debate.

- Why might people who had strong beliefs about hunting change their mind to the opposing view?
- Do you think this would be more likely to happen if you were anti or pro hunting?
- What are the difference in tactics between hunt saboteurs and other anti-hunt protest groups such as IFAW, Deadline – the Campaign to end hunting with dogs?
- Have you ever campaigned about an issue?
- What makes people remember certain protest campaigns?
- What do you think campaigners do once they've achieved their objectives?
- What other countryside pursuits might people also campaign to ban?

**Plenary activity:** As a group, pupils should discuss and answer the question 'What is the most important aspect to ensure the success of a protest campaign?' Use a 'mysteries game' that provides pupils with slips of paper introducing the items (e.g. easily recognisable slogan, identify aim of protest, gather support, have a plan, identify a leader, stick to tactics and target the right audience) along with red herrings. Pupils have to look at them and use

selection and thinking skills to come up with an answer. Use *Activity sheet: Mysteries game* for guidance.

**Support activity:** Show image of hunting – select an image from the website to show and ask questions about the image to find out what pupils feel about the Hunting Act 2004.

**Extension activity:** Use the campaign methods highlighted in the lesson and on the 'Make Poverty History' website then use *Activity sheet: Campaigning* to further explore different methods and their related pros and cons. Pupils should select the method they feel is best and justify their choice.

Pupils use the Internet and local knowledge to research any protests relating to the hunting ban that were held in their local area.

**Homework activity:** Pupils should compose a protest song or poem about an issue they feel strongly about. Follow the news to see if any protest campaigns are in the press at the moment or key figures linked to campaign movements.

#### **Links to KS 4**

**Citizenship Section 2:** How are laws made and changed?

**Citizenship:** 2a-c, 3a and c - Research a topical political, moral or cultural issue by analysing information from different sources

**Humanities** 'issues' requirement for coursework

**Activity:** Collect evidence about other Acts (historical and current) that touch on rights and responsibilities – i.e. smoking ban, the right to primary education and secondary education, the Factory Acts, treatment of animals. Consider the historical context surrounding them when they were introduced. Pupils should write a law about a civil liberty issue they feel strongly about and consider the ways that people may try and get round the law.

#### **Reference to activity sheets:**

*Activity sheet: What's going on?*

*Activity sheet: Protest campaigns*

*Activity sheet: Mysteries game*

*Activity sheet: Campaigning*