

CLASSROOM ACTIVITY— PUTTING TOGETHER A CAMPAIGN

Objectives

(taken from the PSE Framework for Wales):

- Pupils will “listen attentively in different situations and respond appropriately”; “use a range of techniques for personal reflection”; “communicate confidently [their] feelings and views and maintain with conviction a personal standpoint”.
- Pupils can also “understand the issues relating to democracy in Wales and know the rights and responsibilities of a young citizen”.

Resources

- Scissors
- Large sheet of paper
- Writing paper and pens
- Blank banners
- Sheet of paper in t-shirt shape (if designing t-shirt)
- Strips of paper (if creating wrist bands)
- Computer with internet connection (useful but not essential)



Time required – 1 hour

Room layout

Tables in groups, splitting class into 6.

Introduction

Even if they are too young to vote, there are other ways for students to get involved and to participate in democracy. They can gain an understanding of how to make their voices heard through this role-play exercise.

Activity (50 mins)

- Divide the class into 6 groups.
- Give pupils a few minutes to decide if there is something they would like to change in school. (You may wish to give the groups a campaign topic but it is more effective if they think of something themselves.)
- Each group should design a campaign including the first 3 of the following tasks and one of their choice:
 - designing a logo
 - writing a letter
 - doing a schedule of events for the campaign over a month
 - making a banner
 - designing a t-shirt
 - making a wristband
- If you hope that the campaign will be used in “real life”, you might want to give the students more than one lesson to complete the tasks.
- Each group should present their way of campaigning to the rest of the class.
- At the end of the session, pupils could choose the best campaign and explain why.

Plenary – Assessment (10 mins)

- Do they think their campaign could be used in “real life”?
- Who could carry it out?
- What was the most effective way to campaign, and why?
- Do they think it could work?
- Do they feel more confident about campaigning?
- Why is it important to have a range of things going on in a campaign?

Following this discussion, pupils can complete a self-assessment task using the “Parthenon paper” (see centre panel).

GWEITHGAREDD YN Y DOSBARTH – LLUNIO YMGYRCH

Nodau

(fel y'i gweler yn y Fframwaith ABCh dros Gymru):

- Bod disgyblion yn “gwrando'n astud mewn gwahanol sefyllfaoedd ac yn ymateb yn briodol”; “yn defnyddio amryw o dechnegau ar gyfer ystyriaeth bersonol”; “yn mynegi [eu] teimladau a'u barn yn hyderus”.
- Bod disgyblion hefyd yn medru “deall y pynciau trafod sy'n berthnasol i ddemocratiaeth yng Nghymru a gwybod hawliau a chyfrifoldebau dinesydd ifanc”.

Adnoddau

- Siswm
- Dalen fawr o bapur
- Papur a phinnau ysgrifennu
- Baneri glân
- Darn o bapur mewn siap crys-T (os am gynllunio crys-T)
- Stribedi o bapur (os am greu bandiau garddwrn)
- Cyfrifiadur sydd â chysylltiad â'r rhyngwyd (yn ddefnyddiol ond heb fod yn hanfodol)

Amser – Awr

Trefnu'r ystafell

Byrddau mewn grwpiau, gan rannu'r dosbarth yn 6.

Cyflwyniad

Hyd yn oed os yw'r disgyblion yn rhy ifanc i bleidleisio, mae ffyrdd eraill iddynt gymryd rhan mewn democratiaeth. Trwy gyfrwng yr ymarfer chwarae rhannau hwn cânt ddod i ddeall sut mae sicrhau y clywir eu lleisiau.

Gweithgaredd (50 mun)

- Rhennwch y dosbarth yn 6 grŵp.
- Rhowch ychydig funudau i'r disgyblion i benderfynu a oes rhywbeth yn yr ysgol yr hoffent ei newid. (Mae'n bosib eich bod am gynnig testun ymgyrch i'r grwpiau ond mae'n fwy effeithiol iddynt feddlw am rywbeth eu hunain.)
- Dylai pob grŵp gynllunio ymgyrch gan gynnwys y 3 tasg gyntaf ymhlith y canlynol ac un arall o'u dewis:
 - Cynllunio logo
 - Ysgrifennu llythyr
 - Llunio amserlen ddigwyddiadau i'r ymgyrch dros gyfnod o fis
 - Gwneud baner
 - Cynllunio crys-T
 - Gwneud band garddwrn
- Os ydych yn gobethio y bydd yr ymgyrch yn cael ei defnyddio'n “go iawn”, mae'n bosib y byddwch am roi mwy nag un gwers i'r disgyblion i gwblhau eu tasgau.
- Dylai pob grŵp gyflwyno ei ddull ymgyrchu i weddiil y dosbarth.
- Ar ddiwedd y sesiwn, gallai disgyblion ddewis yr ymgyrch orau ac egluro pam.

Y Dosbarth Cyfan – Aseiad (10 mun)

- Ydyn nhw'n credu y gellid defnyddio eu ymgyrch yn “go iawn”?
- Pwy fedrai wneud hynny?
- Pa un oedd y ffordd fwyaf effeithiol i ymgyrchu, a pham?
- Yn eu barn nhw, a allai weithio?
- Ydyn nhw'n teimlo'n fwy hyderus ynglŷn ag ymgyrchu?
- Pam mae hi'n bwysig bod ymgyrch yn cynnwys sawl gwahanol fath o weithgaredd?

Wedi'r drafodaeth hon, gall disgyblion wneud tasg hunan-asesu gan ddefnyddio'r “Papur Parthenon” (gweler y panel yn y canol).

NON-FORMAL DEMOCRACY

The information in this poster is taken from *Skills for Democracy*, a new CEWC-Cymru pack to help develop young people's ability to participate in democracy. For more information, e-mail cewc@wcia.org.uk.

What is Non-Formal Democracy?

Non-Formal democracy is an important part of democracy. It represents the possibilities you have to make yourself and your ideas heard.

Non-formal democracy as a term covers all activities which influence governments without voting or belonging to a political party. This type of democracy is most easily accessible to young people as there are no age restrictions. It is most easily recognisable within big campaigns such as Make Poverty History or anti-war marches – but you can also campaign for changes in your school, your street or your community.



How to express it

- Wear a wristband, a T-shirt or badge supporting a cause
- Write to your Member of Parliament (MP), Member of the National Assembly for Wales (AM), Member of the European Parliament (MEP) or local councillor
- Sign a petition
- Take part in a public demonstration
- Get involved with an organisation which represents your views, e.g. Oxfam or Greenpeace
- Campaign for change in your local community or across the world

What makes it work?

- Joining forces with people who share the same ideas as you
- Active involvement – doing things as well as talking about them
- Giving as much time as you can afford
- Numbers – the more people are involved, the more your actions could have a real impact

Who is concerned?

People involved in non-formal democracy are ordinary people or ‘civil society’ – sometimes in **non-governmental organisations** or informal groupings – who want to express themselves peacefully. Non-formal democracy is not linked directly with political parties or elections.



DEMOCRATIAETH ANFFURFIOL

Daw'r wybodaeth sydd ar y poster hwn o *Sgiliau ar gyfer Democratiaeth*, pecyn newydd gan CEWC-Cymru sy'n helpu datblygu gallu pobl ifanc i gymryd rhan mewn democratiaeth. Am ragor o wybodaeth, e-bostiwch cewc@wcia.org.uk.

Beth yw Democratiaeth Anffurfiol?

Mae Democratiaeth Anffurfiol yn rhan bwysig o ddemocratiaeth. Mae'n cynrychioli'r posibiliadau sydd gennych i chithau a'ch syniadau gael gwrandawriad.

Mae democratiaeth anffurfiol yn derm sy'n cynnwys pob gweithgaredd sy'n dylanwadu ar lywodraethau heb yr angen i bleidleisio neu berthyn i blaid wleidyddol. Y math hwn o ddemocratiaeth sydd fwyaf agored i bobl ifanc gan nad oes cyfyngiadau oedran. Mae i'w gweld yn fwyaf amlwg ar ffurf ymgyrchoedd mawr fel Rhown Derfyn ar Diodi neu gorymdeithiau yn erbyn rhyfeloedd – ond gallwch hefyd ymgyrchu am newidiadau yn eich ysgol, eich stryd neu'ch cymuned.



Ffyrdd i'w fynegi

- Gwisgo band garddwrn, crys-T neu fathodyn sy'n cefnogi achos arbennig
- Ysgrifennu at eich Aelod Seneddol (AS), Aelod o Gynulliad Cenedlaethol Cymru (AC), Aelod o Senedd Ewrop (ASE) neu gynghorydd lleol
- Arwyddo deiseb
- Cymryd rhan mewn gwrthdystiad cyhoeddus
- Gweithio gyda rhyw gorff sy'n adlewyrchu eich syniadau, e.e. Oxfam neu Greenpeace
- Ymgyrchu dros newid yn eich cymuned leol neu yn fyd-eang

Beth sy'n gwneud iddo weithio?

- Ymuno ag eraill sy'n rhannu'r un syniadau â chi
- Gweithredu – gwneud pethau yn ogystal â sôn amdanynt
- Rhoi cymaint o amser ag y medrwyd fforddio gwneud
- Niferoedd – po fwyaf o bobl sy'n cymryd rhan, mwyaf oll y medrai eich gwaith gael effaith wirioneddol

Pwy sy'n poeni?

Pobl gyffredin neu'r 'gymdeithas sifil' yw'r bobl sy'n cymryd rhan mewn democratiaeth anffurfiol neu – weithiau trwy gyfrwng **cyrff anilywodraethol** neu grwpiau anffurfiol – bobl sydd am fynegi eu hunain yn ddi-drais. Nid oes cysylltiad uniongyrchol rhwng democratiaeth anffurfiol a phleidiadau gwleidyddol neu etholiadau.

SKILLS AND ASSESSMENT

Each *Skills for Democracy* session comes with a “Skills Sheet” and a “Self Assessment Parthenon”. The Skills Sheet helps students to understand the skills that they develop through the classroom session.

Skill	How this skill was practised in this session	Top tips for improvement
Decision Making	<ul style="list-style-type: none"> • You will be choosing what goes in your campaigns. • You will be choosing the best parts of each campaign. 	<ul style="list-style-type: none"> • Just because you did something doesn't mean it's the best method. This is a hard skill, but try to make choices based on quality rather than emotional attachment.
Listening	<ul style="list-style-type: none"> • You will be listening to other members of your team explain their ideas. • You will be listening to other teams presenting their campaigns. 	<ul style="list-style-type: none"> • Try and sort through in your mind what you think are good and bad ideas as you are listening – this will save time.
Debating	<ul style="list-style-type: none"> • There may be some debate about which aspects of the campaigns are better and for what reasons. 	<ul style="list-style-type: none"> • Even when you are criticising another person's work it is important to remember that they worked hard on it – so you need to be supportive and comment on why it is good or bad from a campaigning point of view.
Compromise	<ul style="list-style-type: none"> • You may need to change some of your own ideas in order to prepare a team campaign. 	<ul style="list-style-type: none"> • Try to look at every idea from an outsider's point of view. This will make it easier to judge whether your ideas are best for the group. • Don't criticise other people's work without good reason or a suggestion for improvement.

The students should be asked to reflect on the skills they used in relation to the skills sheet and mark the Parthenon with how they feel they have done. This is an easy way to get them to reflect on their own practice – another skill in itself.

SGILIAU AC ASESU

Mae pob sesiwn Sgiliau ar gyfer Democratiaeth yn cynnwys “Taflen Sgiliau” a “Parthenon Hunan-asesu”. Mae'r Daflen Sgiliau yn helpu disgyblion i ddeall y sgiliau y byddant yn eu datblygu yn ystod y sesiwn yn y dosbarth.

Sgîl	Sut y cafodd y sgîl ei ymarfer yn ystod y sesiwn	Sut i wella ar y sgîl hwnnw
Gwneud Penderfyniadau	<ul style="list-style-type: none"> • Y chi sy'n dewis beth fydd yn eich ymgyrchoedd. • Y chi sy'n dewis rhannau gorau pob ymgyrch. 	<ul style="list-style-type: none"> • Dyu'r ffaith mai chi sydd wedi gwneud rhywbeth ddim yn golygu mai dyma'r ffordd orau i'w wneud. Sgîl anodd yw hwn, ond ceiswch wneud penderfyniadau ar sail safon yn lle am resymau emosiynol.
Gwrando	<ul style="list-style-type: none"> • Byddwch yn gwrandao ar aelodau eraill eich tîm yn egluro eu syniadau. • Byddwch yn gwrandao ar dimau eraill yn cyflwyno eu hymgyrchoedd. 	<ul style="list-style-type: none"> • Cesiwch drefnu yn eich meddwl wrth i chi wrando pa rai yw'r syniadau da a pha rai yw'r rhai sâl – bydd hyn yn arbed amser.
Dadlau	<ul style="list-style-type: none"> • Efallai bydd rhyw gymaint o ddatlaid ynglŷn â pha agweddau ar yr ymgyrchoedd sydd orau ac am ba resymau. 	<ul style="list-style-type: none"> • Hyd yn oed pan fyddwch yn beirniadu gwaith rhywun arall mae'n bwysig cofio eu bod wedi gweithio'n galed – felly mae gofyn i chi fod yn gefnogol a sôn pam ei fod yn dda neu'n sâl o safbwynt ymgyrchu.
Cyfaddawdu	<ul style="list-style-type: none"> • Efallai y bydd angen i chi newid rhai o'ch syniadau eich hunain os am baratoi ymgyrch fel tîm. 	<ul style="list-style-type: none"> • Cesiwch edrych ar bob syniad o safbwynt rhywun o'r tu allan. Bydd hyn yn ei gwneud hi'n haws i faru ai eich syniadau chi sydd orau ar gyfer y grŵp. • Peidiwch â beirniadu gwaith pobl eraill heb reswm da neu awgrym ar sut i'w wella.

Dylid gofyn i'r disgyblion i ystyried y sgiliau y oeddent wedi eu defnyddio mewn perthynas â'r daflen sgiliau a marcio'r Parthenon yn ôl eu barn eu hunain ar eu perfformiad. Dyma i chi ffordd hawdd i'w cael i ystyried eu hymarfer eu hunain – sydd yn sgîl arall yrddo'i hun.

USEFUL WEBSITES / GWEFANNAU DEFNYDDIOL

www.feedmebetter.co.uk	Campaign for better school dinners / Ymgyrch dros giniawau ysgol gwell
www.bog-standard.org	Campaign for better school toilets / Ymgyrch dros doledau ysgol gwell
www.cymdeithas.org	Campaign for the Welsh Language / Ymgyrch dros y Gymraeg
www.cymuned.net	Campaign to protect Welsh-speaking communities
www.makepovertyhistorywales.org.uk	Ymgyrch i ddiogelu cymunedau Cymraeg eu hiaith Make Poverty History campaign in Wales
www.amnesty.org.uk	Yr ymgyrch Rhown Derfyn ar Diodi yng Nghymru Amnesty International / Amnest Rhyngwladol
www.oxfam.org.uk	Oxfam / Oxfam
www.savethechildren.org.uk	Save the Children / Cronfa Achub y Plant

SKILLS FOR DEMOCRACY / SGILIAU AM DEMOCRATIAETH

