



CHOOSING A WORLD FREE FROM FEMALE GENITAL CUTTING

Learning activities for KS3/4 learners

(with accompanying guidance for educators)



Activity 2

CAMPAIGNING AS CHANGE

Overview

The animation [Aissata's True Story](#) is part of a campaign to raise awareness about the issue of FGC and about the impact it has on those affected by it. But what is a campaign?

This activity supports young people to explore and develop an understanding of what a campaign is, and therefore how they can connect with, and act on, the issue behind it. This is important because it gives young people more agency (power) in the process and reduces the risk of them feeling 'messed', 'coerced' or even 'bullied' (all of which are known to be less likely to lead to transformational change in attitudes or behaviour). The key learning intentions are:

1. to develop a deeper understanding of the term 'campaign';
2. to consider different forms of campaign and their relative effectiveness;
3. to engage with visual media and art as a campaigning tool/resource.

Activity 2

Campaigning as change



PPT



Information

This activity introduces a sensitive and perhaps controversial issue to young people. It is important to consider what this means for your learners and for your role as the educator before commencing with the activity. More detailed notes relating to these issues are included in the 'Guide' document that forms part of the wider resource and you are encouraged to read this before starting the individual activities. A reminder of some key points to consider in relation to this activity:

Sensitivity issues:

- Do you have learners who may be directly exposed to (or at risk from) the issues covered in this activity/resource?
- How will you help ALL learners to engage in this and avoid it being seen as a 'female' issue?

Facilitation issues (see '[A short guide to facilitating learning](#)' for more):

- How will you create an environment that supports dialogue and enquiry?
- What will your role be as the educator? How will you support the learning?

Safety issues (see '[Safe Spaces for caring and critical learning](#)' for more):

- How will you make sure learners feel secure to talk about the issue?
- Are there limits to what can be discussed and why are these there?
- Are you aware of safeguarding procedures should they be needed?

Process (part 1)

1. Introduce the term 'campaign' to learners and ask them to discuss in small groups (3-4 max) what they understand by this, or how they connect with the term (i.e. any personal experience).

After a few minutes, invite feedback from their initial thoughts. Encourage additional contributions where they might build upon or contrast ideas to develop a broader engagement with the term.

2. Staying in their groups, give each group a set of the campaign/campaigning definitions (see page 5). Give them a few moments to consider these and then lead a brief dialogue using the following (or similar) prompts as required:

- Are any of these similar to the understanding you were sharing in your initial discussions?

- Do any definitions offer something new or a perspective you had not thought of before?

- Campaigning and campaigns are often linked to 'positive' change. Are they always positive?

3. Wind up the discussion by asking each group to choose one definition of 'campaigning' or 'campaign' that they can best agree on and share these back collectively. *[Note: an alternative (if time allows) at this point might be to give learners the opportunity to each create their own definition and to share these back].*
4. If it has not emerged within the dialogue to date, ask learners if they have ever been directly involved in, or responded to a campaign. Give time to explore some of their perspectives on this. If possible draw out, not only what the issues might have been, but also how it made them feel *[Note: this could include a range of emotions, perspectives and social issues, and is not about right answers].*

Process (part 2)

This next step in the activity considers what might motivate people to campaign for something. It will help learners to build a connection with those campaigning about FGC in the UK and in other countries.

1. Divide learners into 2 groups (A and B) and then further into sub-groups so that each is around 3-4 learners.

Give each sub-group a set of 'campaign motivation statements' (see page 6).

2. Explain to learners that the statements they have been given are all possible reasons (motivations) for why people might choose to campaign about FGC. Ask them to familiarise themselves with the statements – this could be done by each taking a turn to read one out and repeating the process until they have all been shared.

- Ask sub groups in A to imagine they are creating a campaign about FGC to be run in The Gambia, Somalia, India, or another country they can agree on.

- Ask sub groups in B to imagine they are creating a campaign about FGC to be run in the UK.

In both cases ask learners to agree (in their groups) on what they think would be the most important reasons for running a campaign in their circumstance (i.e. their country). They can choose more than one reason, but should be able to share which they think should take priority in their case.

[Note: they could use a diamond 9 process to prioritise their campaign reasons or a continuum line ranging from 'most important' to 'least important'. Each of the statements has been given a number to ease this process, enabling learners to just place the corresponding number.]

3. Bring learners together and give each of the sub-groups (from A and B) the opportunity to share back what they felt were the priorities for their FGC campaign. Did they come up with the same priority reasons? If they varied by location, why do they think that might be?

[Note: Try to encourage learners to give reasons for their choices rather than just the decision they made as this could broaden learning for all].

4. Keeping learners in their sub-groups, ask them to now imagine they are a campaign management team responsible for developing an FGC campaign built around the priorities they identified. They can focus on a single campaign priority or combine their top 2-3 priorities.

- Introduce learners to the idea that a campaign involves thinking about many different things in order for it to be effective and introduce the honeycomb planning model using PowerPoint slide 1.

- Give each group a blank template of the honeycomb planner (see page 7) and ask them to complete it for their own campaign focus/priority. *[Note: An example of the sort of thing they might produce is included on page 8].*

- Once they have completed their plan, you could invite each sub-group to swap with another for the purpose of providing constructive feedback.

Process (part 3)

This final step in the activity engages directly with the campaign animation [Aissata's True Story](#). Learners will watch the animation as a campaign piece and think about its effectiveness as a tool/resource for campaigning about FGC.

1. Explain to learners that they are now going to watch a short animation that was created as part of a campaign about FGC, just like the ones they were planning in part 2. Show the animation (<https://www.youtube.com/watch?v=mefciULAJQM>).

Ask them to turn to a learning partner and share their initial reactions to the animation:

How did it make them feel?

What did they learn from the animation?

What was most memorable about the animation?

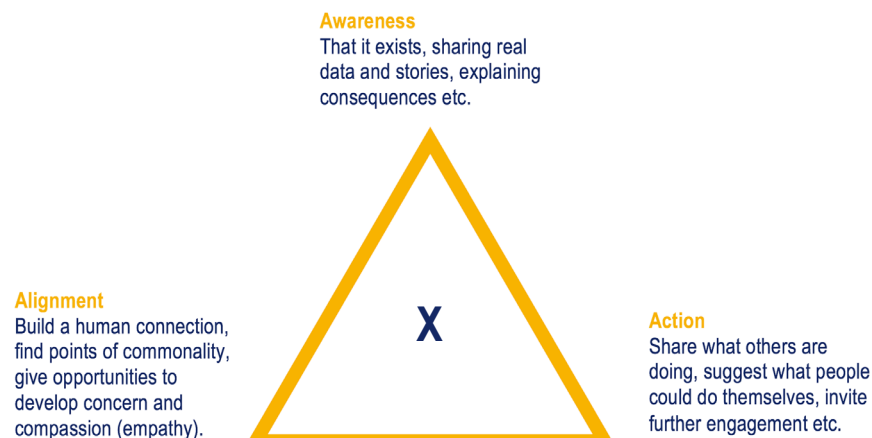
Encourage learners to share some of their ideas in order to get a sense of the discussions in the room.

2. Inform learners you are going to show the animation again, and this time you would like them to analyse it more formally as a campaign using the honeycomb planner (from part 2).

This time they will use the planner as an analysis tool (i.e. was it well researched? Who is the audience? What support was there? What were its aims (were they clear)? Does it effectively communicate and how? Are there potential obstacles to using the animation, or to it achieving its intent?).

Once learners have had a little time (10 mins perhaps), work through the honeycomb planner and support learners to analyse the animation using the headings from each segment/cell. *[Note: the idea here is not to find fault, but rather to encourage a deeper engagement with both the message and the format/medium of the animation. An analysis task can often help learners see and hear more on a second viewing].*

3. Those who are very experienced in leading and creating campaigns often talk about the 'essential ingredients' of a good campaign. There are different versions of this, but we have a simple version – the campaign triangle (below) – on PowerPoint slide 2 for learners to think about.



The triangle can help us think about different styles/types of campaign. Sometimes a campaign might be weighted more towards one of the three key ingredients (points) than another, or perhaps more towards two of them and less focussed on one. If it were perfectly balanced across all three elements then it would be located directly in the centre (indicated by the X).

- Ask learners to discuss where they think the animation sits in the campaign triangle (i.e. is it more about awareness, alignment or action, or is it a balance across more than one of these?).

- What, in the animation, lies behind their choice of where they have placed it?

- If they don't draw it out themselves, freeze the last bit of the film at 3 min, 3 sec where it displays "Share – Discuss – Act". How do they feel these three terms fit with the campaign triangle?

4. You might also like to draw out that the animation uses the term 'movement' instead of campaign. How is this word different to campaign? How might the two relate to one another?

5. Close the session by asking learners to reflect on how engaging with the FGC campaign has affected them personally:

- Is there something they might do as a result?

- Do they feel differently about the issue now than at the beginning of the activity?

- What would they say to someone who raised FGC with them in the future?

Campaign definitions

“awareness-raising and efforts to educate or involve the public by mobilising their support on a particular issue, or to influence or change public attitudes. It can also be activity which aims to ensure that existing laws are observed.”

Charity Commission

“A sustained action to change something that you want to make better.”

Guild of Students

“a planned set of activities that people carry out over a period of time in order to achieve something such as social or political change.”

Collins dictionary

“a series of co-ordinated operations designed to achieve a military objective, in or at a certain time, and influenced by factors such as geography, position and strength of the enemy etc.”

Chambers dictionary

“Campaigning is about creating a change. You might call it influencing, voice, advocacy or campaigning, but all these activities are about creating change.”

National Council for Voluntary Organisations

“a campaign is a series of activities linked by a plan of action which all contribute toward a larger defined business goal. These activities may be simultaneous, sequential, or both. A campaign is not defined by any one specific activity, but rather by the larger goals to be achieved and the plan linking each activity to those goals.”

Big Commerce Essentials

“A campaign is a specifically designed strategy that is carried out across different mediums in order to both achieve results and to increase brand awareness, sales and communication within a specific market.”

Cyberclick advertising agency

“A political campaign is an organized effort which seeks to influence the decision-making process within a specific group. In democracies, political campaigns often refer to electoral campaigns, by which representatives are chosen or referendums are decided.”

Wikipedia

“any organized action to achieve a desired change in policy, practice, norms, behaviours, etc.”

Oxfam

Campaign motivation statements

1

Help change government policy and laws relating to FGC

2

Help provide services (such as health/ education) to people affected by FGC

3

Raise awareness amongst the general population that FGC is taking place

4

Give a voice to people who feel they don't have one – individual voices could be brought together.

5

Make women and girls aware of their rights

6

Empower men and women to stand up against FGC

7

Inform people where they can get support and protection

8

Change the general public's attitudes towards FGC

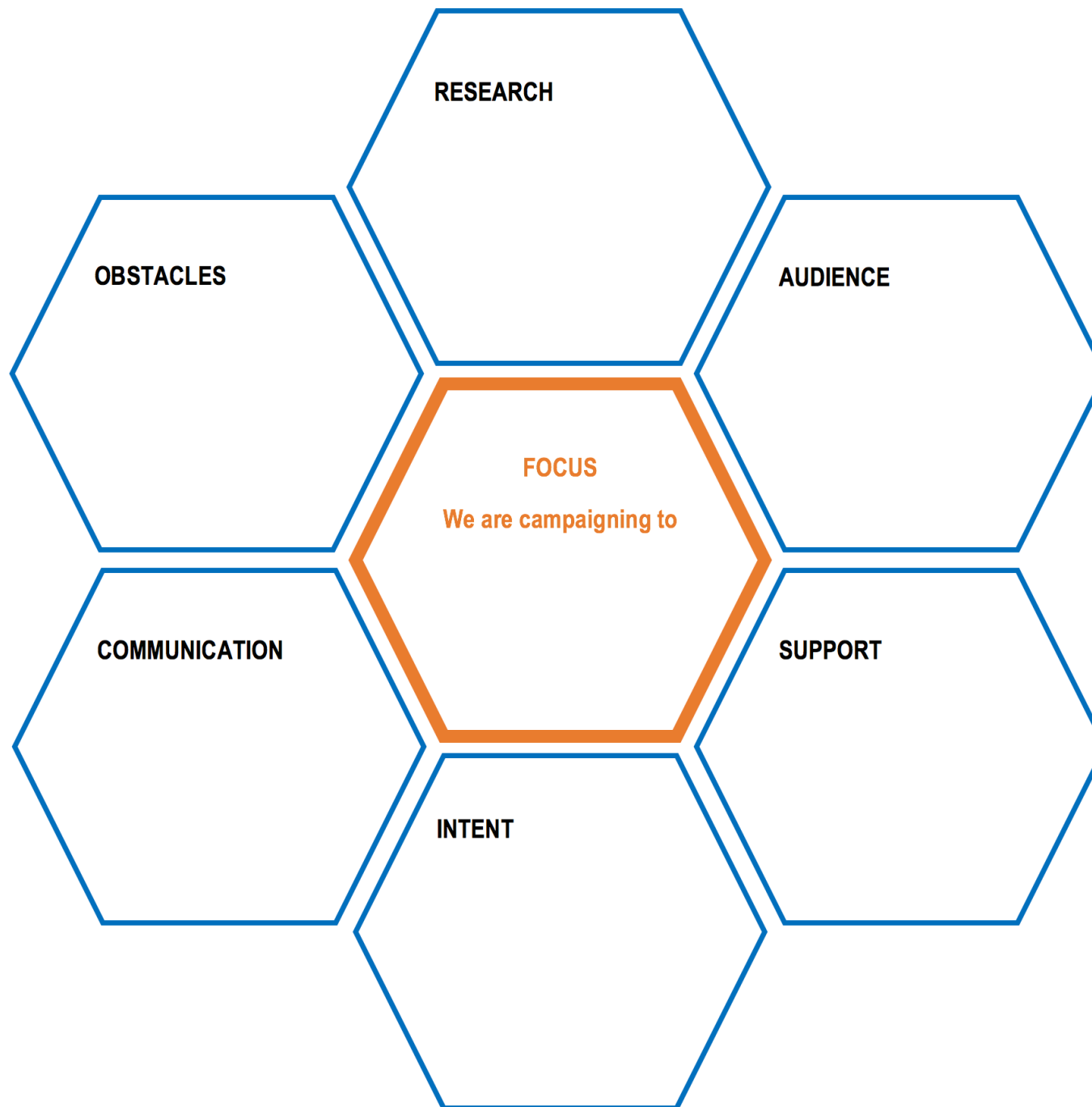
9

Make people aware of myths surrounding FGC

10

Help people to become more confident and comfortable to talk about FGC

Honeycomb planning tool: template



Honeycomb planning tool: example

