

# Local-democracy Citizenship teacher's resource :

## Using Captain Campaign as part of Citizenship classes

### Overview

- Key Stage 3
- Subject: Citizenship
- Unit: Local Democracy
- Special requirements: Computers and internet (or Demgames CD-ROM)

### Introduction

Captain Campaign is a computer game developed as part of the UK government's Local e-Democracy National Project in order to help teach citizenship in a fun interactive way. The basic premise of the game is for players to set up their own campaign on either a community, local or national issue and then face a number of core challenges associated with the campaign trail: for example working out a fund-raising strategy or taking part in a town hall debate.

The game has been designed to help young people understand in depth the different types of activities and considerations involved in campaigning on issues, and how they can become an active citizen.

This teaching activity is designed to help teachers effectively integrate the Captain Campaign game into a citizenship lesson.

### Learning objectives

By taking part in this activity, the pupils should learn about:

- the different types of issues that affect different levels of government
- the tasks involved in running a campaign e.g. poster design, fundraising, debating, lobbying
- the different considerations / issues involved in running a successful campaign e.g. the need for different skill-sets

### Activity overview

This Citizenship activity has been designed to help pupils explore the idea of campaigning on local issues as a way of interacting with the democratic process.

The idea of this activity is to run it as the first half of a citizenship lesson. The second half of the lesson should be getting the pupils to play the Captain Campaign game.

### Activity detail

This teaching activity is broken into three sections:

- 1) Understand your local area and issues
- 2) Plan your campaign strategy
- 3) Run your campaign!

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### Activity 1: Understanding your local area

- a) Arrange your class into groups of five. On small pieces of paper, get each pupil to write down three things they like about their area and three things they dislike, and ask each group to discuss their local area for about five minutes. Once the groups have discussed these, write up the findings on the class board under broad headings: e.g. transport, leisure facilities, litter, crime.
- b) Class discussion. Having identified a number of key issues in your local area, then start a class discussion on how they think they could actually help make a difference and change the status quo. This discussion should be a broad brainstorming session in which all options are considered. Ideas considered may include: protests, writing letters to the Council, writing letters to the local newspaper, getting together like-minded interest groups

### Activity 2: Planning a campaign

From the initial brainstorm, now ask your class to get into groups again and start thinking about how they would develop a campaign to try to make a difference. You should provide a broad list of options for them to consider as part of their campaign, and ask them to use these options to write up a campaign plan. The list of campaign activities should include:

- a) **Campaign members:** work out which existing interest groups could form part of the campaign team. What kind of skill sets do you need to do different parts of the campaign? Could there be any conflicts of interest within the campaign team?
- b) **Campaign slogan and message:** what should your campaign slogan and message be? Should you have different campaign messages for different interest groups: e.g. one for the public and one for the Councillors you're lobbying?
- c) **Targeting Influencers:** who do you think you should target to try to make a difference? Is it local councillors? The media? Local business? The public? All of the above?
- d) **Strategy:** How should you allocate resources to effectively target these influencers? What kinds of activities should you use to target these groups: e.g. live protests, public debates, press campaign, lobbying, fund-raising

Once they've developed their campaign plan in groups, each group should make a quick presentation in front of the class explaining how they would run their campaign. As they make their presentations you should flag up key points involved in running a campaign.

### Activity 3: Run your own campaign!

Having thought about and discussed the various aspects involved in running a campaign, now give your pupils a chance to put together their own virtual campaign by playing the Captain Campaign game.

To play the game: visit: <http://www.demgames.org> to play on the internet. The game is also available on CD-ROM.