

UNDER

PRESSURE

END THE FIGHT

Make the world a better place

PEACE

BE COOL

LET'S

STOP NOW



How Pressure Groups Operate



Curriculum links

The following curriculum links are for subject teaching in 2014-2016 with final exams in 2017. These links will be further updated for teaching in 2016 onwards in due course.

Citizenship

Key Stage 3

Pupils should acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government.

Pupils should be taught about the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.

GCSE Citizenship

AQA: Theme 1 – Community Action and Active Citizenship; Theme 4 – Global Issues and Making a Difference

EDEXCEL: Unit 1: Theme 2: Power, politics and the media; Unit 3: Option B: Changing communities: social and cultural identities Option C: Influencing and changing decisions in society and government; Unit 4: Citizenship Campaign

OCR: Unit A342: Identity, Democracy and Justice – Understanding our Role as Citizens; Unit A343: Rights and Responsibilities – Extending our Knowledge and Understanding

AS/2 Level Citizenship

AQA: All units

English

Key Stage 3

Pupils should use discussion in order to learn: they should be able to elaborate and explain clearly their understanding and ideas; be competent in the arts of speaking and listening, make formal presentations, demonstrate to others and participate in debate.

Pupils should be taught:

Reading: how to read fiction and non-fiction; read critically through knowing how language presents meaning.

Writing: how to write for a wide range of purposes and audiences
Spoken English: how to speak confidently and effectively in a range of formal and informal contexts including classroom discussion; how to give short speeches and presentations, express their own ideas and keep to the point.

GCSE English

AQA: Unit 1: Understanding and producing non-fiction texts;

Unit 2: Speaking and listening

EDEXCEL: Unit 1: English today; Unit 3: Creative responses

OCR: Unit A643: Speaking and Listening;

Unit A680: Information and Ideas

WJEC: Unit 4: Speaking and Listening

GCSE English Language

AQA: Unit 1: Understanding and producing non-fiction texts;

Unit 2: Speaking and listening

EDEXCEL: Unit 1: English today; Unit 3: Spoken Language

OCR: Unit A652: Speaking, listening and spoken language;

Unit A680: Information and ideas

WJEC: Unit 4: Spoken language

Geography

GCSE Geography

EDEXCEL: Specification B: Unit 3: Making Geographical Decisions

AS/2 Geography

AQA: Unit 4B: Geographical Issue Evaluation

EDEXCEL: Unit 3: Contested Planet; Unit 4: Geographical Research

WJEC: Unit 1: Theme 1 – Investigating Climate Change

Government and Politics

AS/2 Government and Politics

AQA:

Unit 1: People, Politics and Participation: Pressure Groups and Protest Movements;

Unit 4B: Political Issues: Ideologies in Action: The Environment

EDEXCEL: Unit 1: People and Politics: Pressure Groups

OCR: Unit F851: Contemporary Politics of the UK: Pressure Groups

WJEC: GP1 People, Politics and Participation

History

GCSE History

EDEXCEL: Specification A: Option 3C: The transformation of British society c1951–79

OCR: Specification B: Units A011–A017: Aspects of International Relations; Unit A022: How far did British society change, 1939–1975?

AS/2 History

AQA: Unit 2: A Sixties Social Revolution? British Society, 1959–1975

EDEXCEL: Unit 4: CW25 – Protest, Challenge and Reform in Britain, 1880–1992

OCR: Specification A: Unit F961: Option B, Study Topic 5 – Foreign and Imperial Policies 1945–90

Specification B: Unit F983 – British History – Study Topic 4:

The Impact of War on British Society and Politics since 1900

WJEC: Unit 2: Austerity, Affluence and Discontent in the United Kingdom, 1951–1979

Business Studies

GCSE Business Studies

AQA: GCSE Business Studies and Economics: Unit 3.3: The Power of the Consumer

EDEXCEL: Topic 3.5: The wider world affecting business; Topic 5.3: Big or small?

OCR: Unit A293: Production, finance and the external business environment

WJEC: Unit: 2.2 Businesses and their Customers

Humanities

GCSE Humanities

AQA: Unit 2: Option 1 – Conflict and co-operation;

Unit 2: Option 2, Prejudice and persecution;

OCR: Unit 2.1.8: Climate change and its consequences

WJEC: Unit 2: A society in change: the United Kingdom, 1939–1974

AS/2 Humanities

OCR: Unit G102: People, Community and Power;

Unit G103: International and Global Controversies

Spiritual

- sense of enjoyment and fascination in learning about themselves, others and the world around them;
- use of imagination and creativity in their learning willingness to reflect on their experiences.

Moral

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England;
- understanding of the consequences of their behaviour and actions;
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Social

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds;
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural

- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

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Introduction

THANK YOU for using this copy of *Under Pressure*. This is a collection of three lesson plans from CND Peace Education that revolve around the skills of campaigning and exploring the ways in which Pressure Groups function and how they can make a difference. The Campaign for Nuclear Disarmament (CND) is provided as a case study. These lessons can be used individually or as a sequence of lessons in schools, colleges, sixth forms and other settings such as youth clubs.

The lesson plans provided usually take one hour to complete but they can be differentiated as required, with differentiated versions online. Curriculum links and how the resource fits into different subjects are provided. The lesson plans included consider a range of learning styles and activities to achieve a varied learning experience. The activities are designed for key stage 4 and 5, however the online differentiated materials can be used for key stage 3. The resource is designed to complement the National Curriculum, especially in the areas of Citizenship, Government and Politics, English, Business Studies, Humanities, History and Geography. The lessons can contribute to active citizenship and SMSC learning.

Students are encouraged to apply the skills that they develop to an issue or campaign of their choice. The three suggested lessons take students on a journey from recognising their own personal power to designing their own campaign. The critical decision making skills enable the activities to be used to provide cross-curricular links. CND Peace Education works to empower young people with knowledge on peace and nuclear issues. We offer a range of perspectives that help students to make up their own minds about controversial issues in a fun and interactive way. Critical thinking, questioning, debate and active learning are encouraged throughout.

We hope you and your students get the most out of this educational pack and enjoy the activities. We have other resources available to freely download from our website www.cnduk.org/education and you can always request hard copies of the resources by emailing peaceeducation@cnduk.org.

CND Peace Education welcomes any feedback that you may have when using the activities – perhaps you have some pointers of how they can be improved in our next reprint? If you do – please email them to us, we would love to hear from you.

We can provide free interactive workshops of any of the included lessons and more that you will find on our website – please email us for more details.

All of our work is charitably funded, and we thank The Nuclear Education Trust for their support.

Thank you to the Association for Citizenship Teaching which has awarded Under Pressure a Quality Mark to recognise its outstanding contribution to Citizenship education.

We wish to further thank all of those who have contributed to this resource and supported the process of production.

CND Peace Education.

Lesson One:

Activities overview

Aim

To recognise how our individual power of influence can be used to make a positive change.

Overview

Through a series of activities, students explore the people they can influence in day-to-day life, and build on this to investigate different campaigning methods and eventually, to decide who in the class would be best to lead a campaign group.

Learning outcomes

All students will be able to describe the nature of influence in their own lives.

Most students will be able to apply this influence to the work of campaigns and pressure groups.

Some students will be able to differentiate between methods suitable for local and national campaigns.

Equipment needed

- Large sheets of paper
- Pens
- Activity cards included in this booklet

Suggested time

- One lesson

Room layout

- For pair/small group work

Extra notes for teachers

Activity A

Campaigning is all about using your influence to pressure decision makers into behaving in certain ways. This activity enables young people to see that they have influence, and see how they themselves can be influenced. By returning to the diagram later in the lesson they can begin to build up the bigger picture of how their influence can be used to target MPs and other decision makers.

Activity B

With the discussion about influence fresh in everyone's mind, move on to introducing the topic of pressure groups. A pressure group could be defined as 'a collection of people who wish to influence decision makers on issues they feel are important.' This can lead on to discussion about the changes they would like to see. The card sorting activity will introduce them to some campaigning methods which they will then evaluate.

Activity C

This activity helps focus the class's attention on the issue they wish to explore and to value the importance of different roles in an organisation. It is optional if you are short on time, but it is great to have the leaders for the next lesson democratically elected by the class.

Lesson One:

Activity A – Do we have the power?

Aim

To gain an understanding of how we can each use our influence in a variety of ways and how power is divided in familiar situations.

Overview

The students draw diagrams and hold small group discussions on the themes of power and influence.

Equipment needed

- A large sheet of paper
- A marker pen for each student

Suggested time

- 10+ minutes per activity

Room layout

- For pair/small group work

Instructions

1. Circles of Influence – Who do you influence and who influences you?

Each student is given a sheet of paper and a marker pen.

Students write their names in the middle of the sheet of paper.

They write the names of all the people who have an influence over them around their name with an arrow pointed inwards. These could be parents, siblings, friends, teachers or even celebrities.

They then write all the people they feel that they influence with an arrow pointing outwards. They may find that there are many people in their lives who have a two-way arrow.

In small groups discuss: How can this influence be used positively by you? What do you want to have the power to change? Can you think of any ways in which those who have influence over you use this constructively? Would a celebrity speaking out on an issue make you change your mind?

and/or

2. Pie Chart of Power – Power in your house

Each student draws a circle and divides it to show who makes the most decisions in their households. Who has more power? Grandma, little brother or the dog?

Do you think this balance of power is fair? Who do you approach if you want to do something that affects the whole family?

This could be repeated using the school as the subject.

Lesson One:

Activity B: How can groups make their voices heard?

Aim

To gain an understanding of different campaigning methods and assess their effectiveness for different types of campaigns.

Overview

The students will use the cards provided to evaluate campaigning methods in pairs or small groups and feed back to a class discussion.

Equipment needed

– A set of cards for each pair/small group

Suggested time

– 20+ minutes depending on how many scenarios you use

Room layout

– For pair/small group work

Instructions

What is a pressure group? Why do they exist? Do a class brainstorm to find out what pressure groups your students can name. Have they heard of Amnesty International? Friends of the Earth? The RSPCA? Campaign for Nuclear Disarmament? Where and how have they heard of these organisations?

What is campaigning? Can the class name any campaigning methods? Give each pair/group a set of campaigning method cards. Taking one of the pressure group issues identified, ask them to sort their cards into a continuum of how effective they think each campaigning activity would be from very effective to not at all effective (or two piles of 'effective' and 'non-effective'). Then discuss with another pair the most effective and non-effective methods and then feed back to the class.

Ask your class (in small groups, then feeding back) to consider what they would like to change in school, locally, nationally and internationally. Examples may include: asking the head teacher to make school uniforms fair-trade, setting up a local youth group or campaigning against war.

Repeat the card sorting activity. Do they come up with different methods for different issues? Are they targeting different people?

Ask the class: Are there some methods or activities that are particularly good, or bad, for young people to do?

Extension activity: For those following syllabuses where a distinction between direct and indirect action is required, ask students to sort the cards into two piles of each sort of action. What are the similarities and differences between the two types?



Thousands marching through Central London



A mass sit-in action

Large numbers sitting down in a building and refusing to move e.g. in the offices of a company that makes weapons



Handing in a petition to the headteacher



Handing in a petition to the Prime Minister



Creating a facebook group to spread the word



Putting posters up around school/college



Organising a meeting with speakers to raise awareness



Lobbying your MP
Write, email, phone or visit in person



Handing in a petition to the headteacher



Staging a publicity stunt
Arranging an unusual action and informing the media

Lesson One: Optional

Activity C: Who in class would be best to lead a campaign?

Aim

To gain an understanding of how various pressure groups are structured by having Officer elections in class.

Overview

The students will decide on nominations in small groups. Candidates for Chair, Treasurer and Vice-Chair will give a one-minute speech and elections will be held. The students voted in will adopt those roles in the simulation activity in Lesson Two.

Equipment needed

- A copy of the Officer qualities for each group
- Paper
- Pens

Suggested time

- 15 to 20 minutes

Room layout

- For small group work, with space at the front for speeches.

Instructions

Ask the group to decide on the issue on which they will campaign. Look at the list of issues they feel strongly about, adding to it if necessary. Have a class vote to decide on the issue. Alternatively, if you are studying CND as your pressure group case study, use the topic of nuclear weapons.

This is the first meeting of the campaign group. How could you make sure the group will run effectively? What roles are needed? Why is it important to have such roles?

Give each small group a copy of the checklist of qualities for the Officer roles. Read them through. Are there any other qualities they feel should be added?

In their groups, students should decide if they want to put forward anyone from the group for nomination for any of the roles. The group should help this person write a one minute speech to explain why they should be Chair/Vice-Chair/Treasurer.

The speeches should be heard and students should vote for the best candidate. Hold a 'blind vote' when the class shut their eyes to keep their votes anonymous.

The successful candidates will adopt those roles in the simulation activity in the next lesson. They may also choose an 'Office Manager' to help them coordinate their campaign.

Please note: If your class is small, the Office Manager and the Vice-Chair are not essential for the simulation to run successfully and could be omitted.

NB: If you do not use this activity, the roles of Chair, Vice-Chair and Treasurer should be chosen by the teacher/facilitator or by asking for volunteers.

Qualities of a Chair

- Good at public speaking
- Sensible
- Confident
- Calm
- Problem solver
- Good at planning
- Passionate
- Organised
- Can represent the campaign

Qualities of a Treasurer

- Sensible with money
- Good at basic maths
- Have an eye for detail
- Logical thinker
- Trustworthy
- Problem solver
- Good communicator
- Good at prioritising what is important

Qualities of a Vice-Chair

- Cooperative
- Level-headed
- Passionate
- Good at liaising between people
- Organised
- Calm
- Confident
- Good at public speaking

Qualities of an Office Manager

- Organised
- Helpful
- Calm
- Problem solver
- Good at taking notes
- Good at multi-tasking
- Good at liaising between people
- Good at helping staff develop their skills

Lesson One: Discussion

Plenary discussion after all activities

Looking at your circles of influence

Where do the media fit on the diagram?

Where does your MP fit in?

Where does the Prime Minister fit in?

Ask the Class

How much influence do you feel you have over the decisions that affect the whole school?

How much influence do you feel you have over the decisions that affect the local community?

How much influence do you feel you have over the decisions that affect the whole country?

Lesson Two:

How do pressure groups operate?

Aim

To gain an understanding of how pressure groups are structured and how they operate.

Overview

The lesson is a simulation of a week as a pressure group with a tight deadline. This activity enables students to explore the different pressure group techniques in more detail whilst gaining a deeper understanding about how pressure groups are structured.

If you have a small class, 'Media and Publicity Stunts' and 'Marches Rallies and Protests' can be combined for one group to work on, as can 'Lobbying MPs' and 'Stalls and Petitions'.

Learning outcomes

All students will be able to describe the different activities that pressure groups undertake.

Most students will be able to apply these activities to their own campaign ideas.

Some students will be able to assess the financial restrictions that some campaigns may face.

Equipment needed

- The Campaigns Cards, Officer Cards, Pressure Pounds, PowerPoint and example materials (download from CND Peace Education website)
- Large paper
- Coloured markers

Suggested time

- One hour

Instructions

Decide on your pressure group issue (if not decided in Lesson One). This could be by taking some of the ideas generated from the last session or having a brainstorm of ideas and taking a class vote. Alternatively, if you are studying CND as your pressure group case study, the topic can be a vote on whether Britain should keep its nuclear weapons or not.

If not decided in the last session, appoint students as Chair, Treasurer and Vice-Chair (Officers). If appropriate, they may choose an Office Manager to help them (in smaller groups the Vice-Chair and Office Manager are expendable). Remaining students should form six groups and each is given a Campaigns Card and coordinating example (materials downloadable from the CND Peace Education website).

Each card features possible activities for the group, with advice from a CND Staff Member/Officer. It includes possible campaign options along with their costs (in £ signs – 'pressure pounds'). It also includes a box listing other groups they could work with. Groups will need to work together. For instance, the Press Desk will need to cover the Publicity Stunts.

Each Officer will also receive a card with their profile and responsibilities on. The Office Manager can be used to help out the other campaign groups.

The timed PowerPoint presentation (downloadable from www.cnduk.org/education) will work through the week with reminders for each day. Each day is 5 minutes, but this can be altered by making changes on the PowerPoint presentation.

During this time, students should prepare their presentations to advocate their campaigning method. They should do this by providing examples of their method e.g. make a campaign poster or act out a publicity stunt.

As the group is issued with only 20 'Pressure Pounds' they will have to choose which campaigns to complete. The Treasurer holds the money and must agree all spending. Spending decisions should be agreed amongst the group before final approval is sought from the Treasurer. They can nominate a group member to be on the 'finance committee' to go to the meeting table to discuss spending options.

The Chair and Vice-Chair should be used by the groups to speak at the rallies or give quotes for the press releases and so on. They should also oversee how the groups are working, with support from the Office Manager.

The groups should then feedback their presentations to the 'MP' and the class.

The 'MP' will decide which way to vote at the end based on the strength of the campaign. The Press Desk will do an interview to find out the result.

Plenary Discussion: Which do you think was the most successful campaigning method? Would any of them work in isolation? How can they complement each other? Which ones would you be prepared to do, and which ones wouldn't you? Do you think that Pressure Groups are important for a democratic society?

Student instructions

Read through as a class – then one per table

The Groups

Each group is representing a different campaigning method or a different part of a pressure group's work.

Each group has a card with words of advice from a member of staff from the Campaign for Nuclear Disarmament (CND). They should give you some information and tips about what you are representing.

Your task

There will be a mock 'vote in parliament' and you have to try and convince your teacher/facilitator (who will be acting as an MP) to vote in a certain way.

You have 'a week' (a period of time given by your teacher/facilitator) to plan a presentation of your campaigning method. At the end of this 'week' you will make the presentation. For example, the placard and design group might design a placard, the press group may act out a YouTube video or the petitions group may share the petition they have designed.

You will notice on your card there are two or three suggestions of what you can do. You may pick as many of these to do as you want or even think of new ones.

However – you must agree between the groups on how much to spend. One person must be nominated to go to the 'finance committee' and meet the Treasurer to discuss costs. You only have 20 'Pressure Pounds' (£s) to spend! This means not all actions can be done. You must pick the most important ones.

Make sure that you talk to the other groups mentioned on your card so you can work together and not against each other.

Watch out for the PowerPoint – it will let you know how much time you have left!

Examples of campaigning material will be provided to help you out.

Your presentation

Communicate to the 'MP' and the rest of the group what your campaign method/pressure group function is and why it is important.

Let them know which actions you chose to do and why.

Display any items you have made such as posters, or act out your media stunts or rally.

Conclusion

The Press Desk will interview the 'MP' to find out what way they will be voting. It will be based on the strength of your campaign.

Campaign card

Lobbying MPs

**Hello, I am Russell,
CND's Parliamentary
Officer**



Hints and tips

- Make sure you get all the key points in your letters and say what you want the MP to do
- Make them as persuasive as possible
- See a CND postcard as an example.

You should work with

- Press office
- Finance office
- Media stunts

My job role

My job is to help people to **lobby their MPs** on CND issues. I also work with friendly MPs to help them organise their campaigning in Parliament.

Writing to, and visiting, MPs is very important so that they know what their constituents (people who live in their area) want. MPs are meant to **represent your voice in parliament** so it is crucial that people tell their MPs what they think.

When there is an upcoming vote in parliament, it is essential that people tell their MPs **how they want them to vote**. You can also lobby MPs to ask them to sign Early Day Motions (EDMs) or to get them to ask the Prime Minister important questions.

(An EDM is a statement which MPs sign to show their views. It is a bit like a Facebook page for MPs to show their support for an issue. It is useful for getting public interest and coverage in the media.)

Suggestions for your campaign

- Create a model letter and put it online and ask people to download and sign it and send it to their MP. It could also be sent as an email to the MP. **Cost: £**
- Produce a script for an MP meeting to convince them about your cause. **Cost: £££**
- Organise buses to the Houses of Parliament so people can lobby their MPs in person before the vote. **Cost: £££££**

Campaign card

Stalls and petitions

**Hello, I am Anne,
CND's Campaign Officer**



Hints and tips

When writing your petition make sure:

- You know who you are writing your message to e.g. the Prime Minister
- What you are asking them to do e.g. Get rid of nuclear weapons
- How will you hand it in? Maybe get a celebrity and/or Chair/Vice-Chair.

You should work with

- Press office
- Finance office
- Media stunts
- MP lobbying

My job role

My job is to help people carry out CND's **campaigns in their local areas**. I provide them with information about our campaigns and materials to help them raise awareness and get support.

Petitions are very important because they can show that **huge numbers of people support an issue or cause**. There should be a clear message at the top of your petition and get as many people to sign as possible. Petitions can be on paper or online.

Petitions can also be useful to **get people talking about an issue**. You can approach people and tell them about the petition when you are running a stall. This can alert them to the campaign. Stalls also have leaflets which will explain the issues in more detail.

Suggestions for your campaign

Put a petition online and get people to sign it. **Cost: £**

Ask members to run stalls in their schools, workplaces and town centres. Send them out paper copies of the petition.

Cost: £££

Make a leaflet for local members to give out from stalls.

Cost: £££

Campaign card

Press desk

Hello, I am Ian,
CND's Press Officer



Hints and tips

- Press releases must be clear and to the point. What main message do you want to get across? Include quotes from the Chair. Have a snappy headline. It needs to read a bit like a newspaper.
- Make sure you cover things other groups are doing such as the press stunts and demos. Interview the Chair/Vice-Chair.
- Make use of free websites!

You should work with

- Press office
- Finance office
- Media stunts

My job role

- My job is to get coverage of CND in the media. I send out **press releases**, which tell the media CND's views on a news story or tell them about an event CND is organising. I also **speak to journalists and arrange interviews**.
- It is very important to get good coverage of a pressure group in the newspapers, radio and on TV. People must know that your group exists so they can hear another side to a story and so the views become better known. The media also provide coverage of demonstrations and events that pressure groups organise and publications that they write.
- It is also important to take advantage of **social media** such as Twitter, YouTube and Facebook. Lots of people look at these websites and it is a **quick and cheap way to get your message across**.

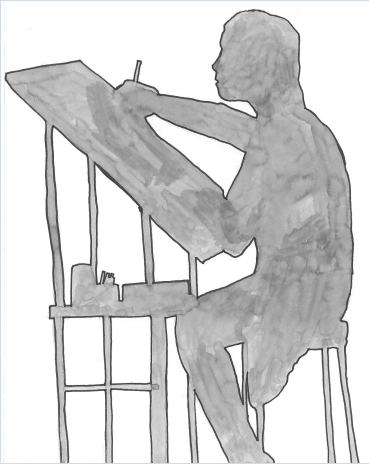
Suggestions for your campaign

- Send press releases to local and national media about your campaign. Your teacher will give you an example of a press release. **Cost: £**
- Make a YouTube video or Facebook page to put across the message of your campaign. **Cost: £**
- Organise a press conference and invite lots of journalists to come and hear campaign supporters (such as the Chair or Vice-Chair) make statements. **Cost: ££**

Campaign card

Placards and design

Hello, I am Sue,
CND's Designer



Hints and tips

- Clear messages are key! Don't use too many words when making your slogans.
- Make sure the picture you use helps put the message across.
- Look at posters from the CND archive and posters from other organisations. How do they get their message across?

You should work with

- Finance office
- Marches, rallies and protests
- Lobbying MPs

My job role

- My job is to design placards, posters and leaflets to put across CND's message in a **clear and eye-catching way**.
- It is very important to put the message of your campaign across as simply as you can. Some people will never have heard of you before, so it must be **informative and useful**. Think carefully about what images to use to put across your campaign well.
- Think about the differences between placards (signs to be held up at marches and demonstrations) and posters. **Placards will need a slogan** – a snappy few words to sum up why you are campaigning. A **poster** on the issue can have a few more words to explain some background. A poster advertising an event will obviously need date, time and venue on it.

Suggestions for your campaign

- Design and produce an eye-catching placard for use on marches/demonstrations with a catchy slogan. **Cost: £££**
- Design a poster with a bit more information about a demonstration or about lobbying their MP. **Cost: £££**

Campaign card

Marches, rallies and protests

Hello, I am Ben, CND's Campaigns Officer



Hints and tips

- Get good speakers for your rally. Maybe the Chair/Vice-Chair or a celebrity?
- Do you think you will get police permission for your protest?
- Make sure that the press know about your protest

You should work with

- Finance office
- Design and placards
- Chair and Vice-Chair
- Press office
- Media stunts

My job role

- My job is to organise marches, rallies and other protests. A **march** is a form of protest when large numbers of people walk together along a route, a **rally** is a big meeting, when people come together to listen to speakers. This often happens at the end of a march. There are often **other forms of protest** which happen in a variety of locations e.g. a candlelit **vigil** at a military base.
- It is very important to get large numbers of people together to show their support for an issue. This **sends a strong message** to government (or whoever you are trying to influence).
- Think about who you want to see the protest and where it should be. It is important that it also **gets coverage in the press** so that lots more people will hear about it and think about the issues.
- Make a clear plan, for where, why and what. Make sure it's creative and media friendly.

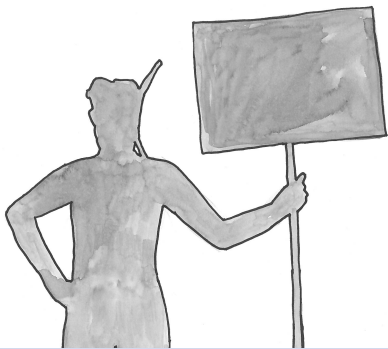
Suggestions for your campaign

- Organise a big march in central London with a rally and get people across the country to come to it. **Cost: ££££**
- Co-ordinate marches and rallies in towns across the country with local groups. **Cost: ££**
- Organise an event at an important location e.g. a nuclear base or something you are campaigning against. **Cost: £££**

Campaign card

Media and publicity stunts

Hello I am Sara,
CND's Campaigns Officer



Hints and Tips

- Make your stunt is as unusual as possible to tempt the media in!
- Make sure that the press are invited to see it happen – work with the press desk.
- Keep it peaceful – don't make it dangerous in any way.
- Choose your celebrities wisely.

You should work with

- Finance office
- Marches, rallies and protests
- Press desk
- The Chair/Vice-Chair

My job role

- My job is to co-ordinate stunts and events to **grab the attention of the media**. The papers, TV, websites and radio like things which are unusual and would make a good story.
- It is very important to make sure that the campaign gets **as much coverage as possible**. Interesting stunts will not only attract the attention of the media but also people walking by.
- Think about **who you want to see it**. Should it involve celebrities? Should it be in a central location such as near parliament?

Suggestions for your campaign

- Project a message/image onto the side of the Houses of Parliament. The photographs from this should be very powerful and make people think. **Cost: ££££**
- Get celebrities involved to draw more attention to the campaign e.g. CND had fashion designer Vivienne Westwood rip up a cheque for the price of nuclear weapons. Which celebrity would you ask? **Cost: ££**
- A symbolic protest, like a 'die in' where lots of people lie on the floor to protest against the number of people who would die in a war. **Cost: £**

Campaign card

Office Manager

Hello I am Steph,
CND's Office Manager



Hints and tips

When acting as a link between different groups:

- Be diplomatic and sensitive when talking to people.
- Be organised.
- Take notes when you think they are needed.
- Make sure everyone is watching the deadline!

You should work with

- Press desk
- Media stunts
- MP lobbying
- Stalls and Petitions
- Placards and design
- Marches, rallies and protests

My job role

- The Office Manager is largely a **behind-the-scenes role**. It is my job to be responsible for making sure that everything runs smoothly in the pressure group's office and that people are communicating together well.
- I make sure that the elected officers and all the different campaigning teams **cooperate effectively**.
- I help staff to develop their skills.

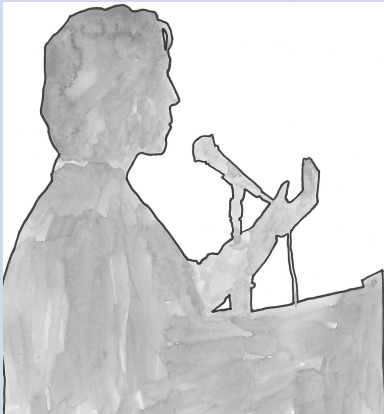
Suggestions for your campaign

- Your role is to assist the elected Officers in carrying out their duties and **liaising between the different campaigning teams** and Officers if necessary.
- Check that **everyone understands what they are doing** and that they are all talking to the other groups they need to!
- Make sure that the different teams **can get hold of the Chair/Vice-Chair** if they need them.

Officer card

Chair

Hello I am Kate,
CND's Chair



Hints and Tips

When writing a short speech:

- Pick important points that you want to get across, make sure you say them!
- Be enthusiastic and show how much you care. If the Chair isn't passionate why would anyone else be!
- Use rhetorical techniques such as alliteration, repetition and rhetorical questions to reinforce your points.
- Finish with a 'call to action' – let the people listening know what they can do to help (e.g. sign the petition).

You should work with

- Press desk
- Media stunts
- MP lobbying
- Stalls and Petitions
- Placards and design
- Marches, rallies and protests

My job role

- The Chair is an important role in an organisation. It is my job to act as a **face to the outside world** and be a spokesperson.
- I represent CND at conferences internationally and also appear on the TV, radio and in newspapers to **put across CND's views**.
- I oversee the whole campaign to keep our messages consistent and ensure **everyone is working together well**.

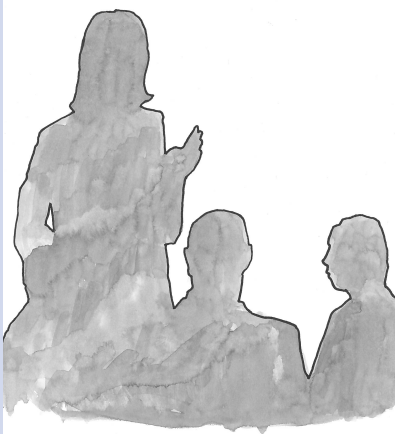
Suggestions for the campaign

- Make sure that all the different campaigners are **working together smoothly**. For example, Media Stunts and the Press Office will have to work together quite closely to ensure that their stunt gets media coverage.
- Write a speech that passionately gets across the key messages of your campaign. Think about what injustice you're campaigning against, why people should care and how you can change this for the better.
- Write a short campaign plan that includes what issue your campaign addresses, what actions you're taking and what impact you hope to have.

Officer card

Vice-Chair

Hello, I am Sarah,
CND's Vice-Chair



Hints and tips

When being interviewed:

- Think carefully about what points you want to make before the interview starts.
- Take a moment to think before you answer
- Sound confident when answering questions
- Don't waffle on, keep to the point!

You should work with

- Press desk
- Media stunts
- MP lobbying
- Stalls and petitions
- Placards and design
- Marches, rallies and protests

My job role

- The Vice-Chair is an important role in an organisation. It is my job to **assist the Chair in her job** as the organisation's public face. The Chair cannot be in two places at once so it is good to have at least one other person who can share the duties.
- I represent CND at conferences internationally and also appear on the TV, radio and in newspapers to **put across CND's views**.
- I support the Chair in **overseeing the whole campaign**.

Suggestions for your campaign

- Make sure you are **working closely with the Chair**, so you can each take on some of the responsibilities.
- Make sure that all the different campaigning groups are **working together well**. For example, Media Stunts and the Press Office will have to work together quite closely to ensure that their stunt gets media coverage.
- Make sure that everyone is putting across a **similar message**.
- You may be **approached by other campaigning teams** to ask you to speak at a rally, hand in a petition, be interviewed by the press or take part in a media stunt.
- As you are one of the main faces of the campaign you must make sure that **you come across well** so that the campaign is taken seriously!

Officer card

Treasurer

Hello, I am Linda,
CND's Treasurer



Hints and tips

Managing finances:

- Managing the budgets is important to make sure that your pressure group does not overspend! Only spend the allocated money. This means agreeing with everyone the most effective use of the money.
- Meet with members of the 'finance committee' to discuss options.
- Keep careful records about who spends what. This will make it easier to keep up with what is going on!

You should work with

- Press desk
- Media stunts
- MP lobbying
- Stalls and petitions
- Placards and design
- Marches, rallies and protests

My job role

- The Treasurer plays an important role in an organisation. It is my job to **manage all the finances** and make sure that money is spent on the things that we need the most.
- I also make sure that the **money keeps coming in by fundraising**. This includes selling merchandise, running appeals, applying to funds, working at music festivals and running events. Money also comes in by members joining our organisation.

Suggestions for your campaign

- Your role is to sit at the **finance committee table** and help the different campaigning teams to manage their finances.
- As a group, you have 20 'PRESSURE £s' to spend on the campaign. This means that not all of the suggestions can be done and the **different groups will need to negotiate**. They must clear it with you before they do any action and 'spend' any money.
- You should **advise them** on what would be the best to spend the money on and get the Chair and the Vice-Chair to help too.

Pressure pound

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Pressure pound

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Lesson Three:

Taking action: Our own campaign!

Aim

To begin to understand how we as citizens can take informed and responsible action on issues about which we feel strongly.

Overview

This lesson gets the students to evaluate alternative ways of participating and different methods of engaging. Can they think of ways to influence decisions and subjects they feel strongly about locally, nationally and internationally?

The students will apply the pressure group methods learnt about in Lesson Two to the campaigns of their choice. They can carry it forward to take real action.

Learning outcomes

- All students will be able to identify an issue about which they wish to take action
- Most students will be able to use the campaign plan to design their own action
- Some students will be able to develop their plans to undertake real action

Equipment needed

- A copy of the campaign plan for each group
- Extra paper
- Marker pens

Suggested time

- 20-50 minutes

Room layout

- For pair/small group work

Instructions

Split the group up so that there is one from each campaign group from Lesson Two in each group so they have a variety of campaigning knowledge. They should consider the need for different roles within a campaigning group.

Have a class brainstorm of ideas for changes they would like to see. It could be in-school (e.g. more recycling in school), local (e.g. campaign to put better lighting in underpasses) or national (e.g. call on the government to increase foreign aid). Refer back to some of the ideas raised in Lesson One.

Each group should decide on an issue and how they would go about organising a campaign on it.

Each group will receive a basic skeleton campaign plan to fill in with questions such as the methods they will use, the time frame they have, what support they will need and so on.

When they have worked on their campaign ideas for about half the lesson, they then pass their plans forward to the next group, who then comment on the idea and add their own thoughts for a few minutes.

The groups pass the plans forward and comment until they get their original idea back and see how they can use the other groups' ideas. Report back to the class and see if these campaigns are something they can realistically take forward if they so wish.

New campaign plan!

What we want to achieve:

.....

Why we want to achieve it:

.....

Summary of the campaign in one sentence:

.....

Who we are targeting?

.....

Who are we trying to influence?

.....

What are we going to do to achieve our aims?

.....

.....

.....

Who will be doing it and have they done it yet?

1 will be done by:

2 will be done by:

3 will be done by:

4 will be done by:

5 will be done by:

6 will be done by:

7 will be done by:

For example:
Public meeting
Petition
Leafletting
Poster campaign
March
Lobby MP

Press Release template

For immediate release/embargoed until x date.

Heading in bold and centred. Short + catchy!

Photo opportunity: where and when photographers can get pictures.

First paragraph: key information of what, who, where, when, why. Also include anything that will make the media interested here. Journalists should be able to know everything they need to know from this paragraph.

Following paragraph(s): keep these short and in order of most important points. Elaborate on what you say in your opening paragraph. But don't waffle!

Quotes: include the person's name and role in the group. This makes it more human and will often get printed in the press!

<ends> This shows the main body of the press release is above and below is just notes and contact details.

Contact: name and contact details of your press team.

Notes: if you wish to add references or further background info that is not key to the press release add it here. For example more information on the issue you are campaigning on.

Press Release example

For immediate release

Tomorrow: Anti-Trident protesters descend on Westminster

Photo opportunity 11am, 23rd April, Ministry of Defence

Thousands of protesters are set to descend on Westminster tomorrow (Saturday 24 January) calling for Trident to be scrapped and its £100bn replacement cancelled. This is the biggest anti-Trident protest in London since the 2007 vote on Trident replacement. (Full details below).

Wrap Up Trident¹, organised by CND and Action AWE (a grassroots campaign of nonviolent action against Trident), will see protesters 'wrap up' the Ministry of Defence in a peace scarf knitted by over 5,000 activists from around the world, before marching past Parliament to demand an end to plans to spend £100bn of taxpayers' money replacing the Trident nuclear weapons system.

CND General Secretary Kate Hudson said:

'The Parliament elected in May will take the final decision on Trident replacement in 2016. With the former head of the Armed Forces describing Trident as 'completely useless' to the threats we face – this Cold War relic is an anachronism in the 21st Century. It's time we consigned nuclear weapons to the dustbin of history.

'Just this month we've seen Trident costs spiralling out of control – as another quarter of a billion was added to the bill – followed by a heated debate on Trident replacement in Parliament. Trident is set to be a huge election issue. People are sick of being told there's no money for public services while seeing billions squandered on a weapon which provides nothing but the illusion of security and simply encourages the vicious circle of nuclear proliferation worldwide.

'The full scale of the crisis in the NHS is starting to emerge – with A&E departments posting the worst waiting times in a decades. But the £2bn funding gap facing the NHS is cast in a grim light by the £3bn spent just running our current Trident system in the same period. This is a crisis of priorities and nothing else – and all MPs standing for election should take stock of the public mood or pay the price at the ballot box.'

<ends>

Contact: CND Press Officer on 01234 567890

History of CND

The CND symbol

The familiar symbol, widely known as the 'peace' sign, was actually designed for the first Aldermaston march in 1958. The designer, Gerald Holtom, took his idea from the semaphore (flag) signs for N and D, 'Nuclear' and 'Disarmament'. It was adopted by the newly-formed CND and has become known across the world.

The founding of CND

After the nuclear bombs were dropped on Hiroshima and Nagasaki in 1945 the world slowly became aware of the power of nuclear weapons. As the United States of America (USA), the Soviet Union (now Russia) and the UK developed and tested nuclear weapons throughout the 1950s, people began to protest against these tests because of their serious effects on health. The National Committee for the Abolition of Nuclear Weapons Tests (NCANWT) was formed in 1957. In 1958, the NCANWT joined up with other campaigners and the Campaign for Nuclear Disarmament (CND) was formed, with the first meeting attracting about 5,000 people. CND was made famous by its marches from London to Aldermaston, where Britain's nuclear weapons were, and still are, made. The first one was in 1958 and it took the thousands of marchers four days to walk the 52 mile journey.

The 1960s and 1970s: A smaller campaign

After a treaty was drawn up to limit nuclear testing in 1963, and a nuclear war between the Soviet Union and the USA seemed less likely, the amount of support for CND's anti-nuclear activity decreased. Many CND supporters refocused their activity on campaigning against the Vietnam War. However, anti-nuclear campaigning still continued and CND members opposed new nuclear submarines, new types of missiles, as well as French and Chinese nuclear tests.

The 1980s: Campaigning against Cruise

The membership of CND rose dramatically in the 1980s when the government decided to allow the USA to place a type of missile called 'cruise' in Britain. The threat of nuclear war seemed to be on the rise again. Women set up a big peace camp at Greenham Common where the missiles were to be sited, and many huge demonstrations happened across the country. A government booklet called *Protect and Survive* was written to advise people on how to 'survive' a nuclear war, such as by hiding under the stairs and painting their windows white. CND reacted by arguing that it was impossible to survive a nuclear war, and that if the government was talking about a post-war scenario, it clearly didn't think that our nuclear weapons would protect us after all. In response, CND published a booklet called *Protest and Survive* which argued for nuclear disarmament and encouraged campaigning.

1990s: Post-Cold War campaigning

After the Cold War had ended and the tensions between Russia (after the Soviet Union was dissolved) and the USA reduced, people were feeling less worried about nuclear war again. CND continued to campaign though, protesting against Britain's new Trident system as well as the nuclear tests carried out by France, and speaking out against India and Pakistan getting nuclear weapons.

2000: 11 September and Iraq

After the terrorist attacks on the USA on September 11 2001, the world changed and people felt more insecure again. The USA led two wars in the Middle East, against Afghanistan and Iraq. CND was central to campaigning against these wars. Many people thought that Britain had no right to lecture Iraq on their suspected Weapons of Mass Destruction (WMD) when Britain had its own. After the war, it was clear that Iraq didn't have WMD, but the occupation continued and CND's support grew. There was also a massive campaign, leading up to the vote in Parliament in 2007, against replacing Britain's Trident nuclear system. Even though the vote was passed, there was a big rebellion which showed the number of MPs who were opposed to it.

2010 onwards

In the lead up to the 2010 election, Trident was a big point of debate. The Liberal Democrats, as part of their coalition government agreement with the Conservative Party, reviewed the alternatives to replacing Trident. It would cost at least £205 billion to replace. CND argues that the best thing to do is to disarm.

After the 2015 general election the Conservative Party reaffirmed its aim to replace Trident. Labour elected former Vice-Chair of CND Jeremy Corbyn as their leader. Scottish Labour overwhelmingly supported the scrapping of Trident. Jeremy Corbyn accepted a new role as Vice-President of CND. The Green Party MP Caroline Lucas also accepted a role as a Vice-President of CND.

2016 saw Parliament debate Trident replacement and CND mobilised its supporters to lobby their MPs and protest outside Parliament on the day of the vote. Despite the efforts of CND the government voted to replace Trident. However, public opinion remains divided on the issue with many young people opposed to the government's decision.

Current campaigning focuses on cancelling the decision to replace Trident as CND continues to oppose nuclear weapons in Britain and internationally. It will continue to do so until a nuclear-free world is achieved.

CND as a Pressure Group

What are CND's aims and policies?

CND aims to change government policy and campaigns for Britain to get rid of its nuclear weapons. CND also wants countries across the world to sign up to an international convention or ban treaty that would make nuclear weapons illegal.

CND also has policy against nuclear power due to its close links with nuclear weapons production. However, some members of CND are in favour of nuclear power. CND campaigns against any wars in which nuclear weapons could be used and believes that a world without nuclear weapons would be a lot safer.

What type of promotional pressure group is CND?

CND is a causal pressure group mainly focussed around the issue of campaigning against nuclear weapons, but also campaigns against wars in which nuclear weapons could be used. It is not an insider pressure group, as is not called in by the government to advise them, but there are many MPs who are sympathetic to CND.

Who is CND targeting?

CND targets decision-makers in government, such as the Defence Secretary, Foreign Secretary and Prime Minister. CND also lobbies MPs to vote in certain ways and ask questions in parliament. CND also targets the general public to provide information on the issues and engage them in debate and activity.

What methods does CND use?

CND uses a range of methods to get its message across. It organises marches and rallies, lobbies MPs, holds public meetings, produces petitions, leaflets and posters, protests at nuclear bases and organises coverage in the media to make its voice heard. Everything it does is non-violent.

Is CND successful?

Since CND still exists, it has obviously not yet achieved its ultimate goal of getting rid of nuclear weapons, but this does not mean it is not successful. It has been campaigning hard for more than 50 years and there have been achievements along the way. Firstly, nuclear weapons have never been used again and this is due in part to all the hard work of the peace movement in raising awareness as to their effects. There have also been many treaties drawn up which have limited the number, spread and testing of nuclear weapons. In agreeing to these treaties, countries have been influenced by the public outcry about nuclear testing and protests over the placing of weapons.

More recently, CND feels proud to be representing the views of millions of Britons who are against replacing Britain's



nuclear weapons system, Trident. When parliament voted on replacing the system in 2007, there was the largest Labour rebellion ever on a defence policy. This meant that so many Labour MPs voted against the government that it had to rely on the Tory opposition to get the vote passed. Very many CND supporters lobbied their MPs at this time, urging them to vote against replacing Trident. Many listened!

CND is also pleased that a postcard campaign in 2009 helped convince the then Prime Minister Gordon Brown to delay any decisions about replacing the Trident system until after a global conference about nuclear disarmament in May 2010.

In 2015 Labour elected Jeremy Corbyn as leader. Jeremy Corbyn is a lifelong CND campaigner. He used to be a Vice-Chair and since becoming Labour leader is now a Vice-President of CND. Scottish Labour in 2015 overwhelmingly voted to oppose the replacement of Trident. The Green Party MP Caroline Lucas is now a Vice-President of CND as well.

Is CND linked to any political parties?

CND is not linked to any political parties but welcomes Scottish Labour, Scottish National Party, Plaid Cymru and Green Party policies against nuclear weapons.

How does it fundraise?

CND is mainly funded by supporters and gets this money in a number of ways. Membership fees are an important source of income. For example it costs £12 a year for under-25s to join. This all adds up to help fund CND's work. CND also sells merchandise (t-shirts, badges, pens, mugs etc.) featuring the CND logo. People also make donations, especially during CND's fundraising appeals. There are several appeals a year, encouraging people to donate. One is always to mark the anniversary of the bombing of Hiroshima and Nagasaki.

CND also receives legacies which are sums of money that people leave when they die. Local groups often run fundraising events such as music gigs, garden parties, craft fairs, cake sales and so on.

How many supporters does CND have?

CND has tens of thousands of members and supporters around the country with many supporters around the world. This includes those who are paid members and those who support in other ways.

How does CND gain new members?

CND members run stalls in town centres to raise awareness of the issues and get more people to join by giving out membership leaflets. Many people join after hearing speakers at public meetings or rallies. CND also places adverts in newspapers and magazines and there is also a website so people can find out more and join online. Fundraising events provide an opportunity for people to find out more about CND and how to become a member. Social networking sites such as Facebook and Twitter also draw people's attention to CND campaigns.

What sorts of people join CND?

All sorts of people join CND. Some people who join are pacifists and disagree with all war, while others may have been in the armed forces but disagree with the fact that nuclear weapons kill innocent civilians as well as soldiers. There are members of all ages and from many different religious and political backgrounds.

How is CND structured?

CND is a network of groups and individuals across the country. Every year there is an annual conference where Chair, Treasurer, three Vice-Chairs and a National Council are elected. This is the place where the policies and priorities for the year are decided. There are also regional groups and local groups in towns and cities and their representatives sit on the National Council. The Chair, Vice-Chairs, Treasurer and Council make the decisions on behalf of the membership and are accountable to them throughout the year, until the next conference.

There are also specialist sections of CND, including Youth & Student CND, Christian CND and Labour CND. There is a Parliamentary CND group for MPs from different parties to come together to work on CND issues.

Are there any paid workers at CND?

CND has a staffed National Office in London with employees working in campaigns, fundraising, membership, administration, finance and education. There are also offices with paid staff in Yorkshire and Greater Manchester which are run by regional CND groups. Other regions have offices staffed by volunteers.

Volunteers are essential to the running of the campaign at all levels. Scotland and Wales have national offices in Glasgow and Ceredigion.

What sort of publications does CND distribute?

CND creates different publications for different purposes. Leaflets to give out to people from street stalls, magazines containing the latest campaign news and information, briefings explaining technical details, campaigning materials, such as petitions and postcards for people to send to their MPs. CND also makes submissions to government consultations (when the government is collecting information from a wide range of organisations to help make its decisions).

Is CND an international Pressure Group?

CND is a British-based campaign, and focusses on Britain's nuclear weapons. However, it does co-operate with sister organisations across the world and is a member of international organisations such as Abolition 2000 and the International Campaign to Abolish Nuclear Weapons (ICAN). Working with other pressure groups internationally makes us stronger. CND also has a presence at international conferences, such as those on disarmament held at the United Nations.

Who is opposed to CND?

Some political parties have policy in favour of nuclear weapons, but not all party members support it. People who work in nuclear bases and their friends and family may be opposed to CND as they may think CND is hostile to them personally. In the 1980s there was quite a lot of opposition to CND. There was a campaign to make false links between CND and the Soviet Union, and there was an MI5 spy sent into the office to monitor activity.

How has CND changed over time?

As with all pressure groups and social movements, CND has changed over time. Our most recent development has been to work with the wider anti-war movement that developed as a response to the War on Terror. In the lead up to the Iraq war in 2003, CND campaigned to highlight that Britain still had Weapons of Mass Destruction (WMD) and it was hypocritical of our government to go to war because it suspected Iraq of having WMD.

CND aims to show the links between nuclear weapons and other political situations – nuclear weapons do not just exist on their own in a vacuum, but affect everyday life.

What do you think is the future of CND?

CND will continue to exist as long as there are nuclear weapons in the world. It will continue to adapt to get its message across to as many people as possible in new and interesting ways.

Interview with Kate Hudson, CND Chair



Why did you get involved with CND?

I first got involved in the 1980s when the US was bringing nuclear missiles to Europe and there was terrible fear of a nuclear war that would end the world. After the cold war ended I drifted away, thinking that the world was a safer place but at the end of the 1990s I got back in touch because nukes were still there, NATO (an international military alliance across Europe and North America) was expanding and the world was getting more tense.

Tell us about a successful protest you were involved with?

In 1982 I went to Greenham Common airbase with over 30,000 other women to surround the base where the US were bringing the missiles. Just a few years later the missiles were removed, and now the base itself has been returned to common land. Now there is a peace garden there.

Do you think more young people should be involved in campaigning?

Yes. It is the way to shape the world we want to live in and make sure the future we experience is the future we want.

Do you feel listened to by the government?

Not really. On issues of peace and war, government in recent years has ignored the majority views against nukes and war. We need to make sure that our voices are heard in future. Too many people die when the government ignores us – maybe half a million in Iraq.

Do you feel that you make a difference?

Yes. We get the message out and help inform and empower people to take action that can change things for everyone for the better.

What do you think is the future of nuclear weapons and CND?

There is a huge opportunity to get rid of nuclear weapons at the moment, both in Britain and across the world. In Britain there is huge opposition to nuclear weapons at a time when the government wants to build a new version of the Trident system. We want a common sense response so that Trident is not replaced. At the same time the vast majority of countries are demanding rapid progress towards nuclear abolition. So I am optimistic that working together – with states and groups of ordinary citizens – it can be achieved.

What gives you hope to keep on campaigning?

My love for humanity and my faith in ordinary people.

Interview with Mark Soames, Youth & Student CND



Why did you get involved with CND?

I started going on anti-war protests when I was about 15 because I felt very strongly that war wasn't the answer to the various international problems at the time. CND was always there so I ended up helping out at demonstrations. I think I'd always been vaguely against nuclear weapons, but the more I did, the more I felt that they're not really a solution to anything and are only there to kill people indiscriminately.

Tell us about a successful protest you were involved with

At university, weapons manufacturers were always keen to get into careers fairs because it was a great opportunity for them to present a slick, airbrushed version of what they actually do. A group of us decided that it was wrong that they should go unopposed, particularly because there would be companies there who made various parts of the British nuclear weapons. We managed to get a stand in

the entrance to the hall which we dressed up as an official looking information stall and distributed leaflets detailing examples of what these companies are really up to, like corporate espionage, corruption, bribery, and manufacturing cluster bombs and nuclear weapons (both of which are banned under international law). At the same time, some people managed to 'collapse', screaming in front of the arms manufacturers with loads of fake blood. This 'die-in' was meant to represent the people who suffered because of what arms manufacturers do. It only lasted a couple of minutes, but it was enough to get us coverage in all the student news sources and the local media.

Do you think young people should be more involved in campaigning?

Absolutely. The choice to buy new nuclear weapons, as well as other broader issues, isn't simply self-contained, and doesn't have a limited lifetime. The things that are in the news today are going to affect us for decades to come. Apart from anything else, young people are often the most committed and passionate and have the creativity and imagination to do amazing things.

Do you feel listened to by the government?

Not particularly, and I think this is fairly common because under 30s have the lowest voter turn out in elections. However, electoral politics isn't the only way to bring about change or to affect decisions. The ballot box only comes once every five years and there are many other ways to make your voice heard.

Do you feel that you make a difference?

Sometimes it's hard because it feels like you put loads of effort into something and don't get any tangible result at the end of it. But mostly, I think we are making a difference. Youth and Student CND has recently been relaunched and we have seen a massive surge in activity. We now have groups across the country and are always growing. It's really good to see and it would never have happened if a few committed people hadn't put some effort in.

What do you think is the future of nuclear weapons and CND?

I think more people are beginning to see that nuclear disarmament isn't an isolated issue and is linked to all kinds of other things, both in the UK and across the world. Also, as more and more money gets cut from public services, and hospitals, libraries, and fire stations are closed, I think it will become increasingly obvious that spending billions and billions of pounds on a weapon of mass destruction shouldn't be a top priority. The idea that we should take care of people rather than buying bombs seems reductive and simplistic, but there's a good reason that it makes a lot of sense to a lot of people.

What gives you hope to keep on campaigning?

Seeing that public and global opinion is gradually shifting against nuclear weapons. It's a slow process, but it's definitely becoming a bigger issue that more people are aware of and care about. Sometimes it seems like very hard work, but you can often see that you're winning people over. It's something that I feel very strongly is the morally right thing to do, so even if it seems like we're making slow progress, that gives me an extra boost.

Glossary of terms

Pressure Group

A Pressure Group is a collection of people who wish to influence decision makers on issues they feel are important.

They are different from political parties in that they normally do not stand candidates for election and just have policies on specific areas.

Types of Pressure Group

Not all Pressure Groups are the same. There are different types that operate for different reasons and in different ways.

Insider Groups

Insider Pressure Groups are seen as being part of the establishment and are often consulted by the Government. An example is the British Medical Association (BMA), an organisation of doctors whose opinions are asked by the Government.

Outsider Pressure Groups

Outsider Pressure Groups are generally not directly consulted by government, but try to influence decisions through lobbying and protesting. They may also write leaflets and briefings to get their views across.

Causal/Promotional Groups

Causal or promotional groups are pressure groups that promote a specific issue. Some examples are the Campaign for Nuclear Disarmament (CND) which advocates getting rid of nuclear weapons, End Child Detention Now (ECDN) which campaigns against detaining child asylum seekers and the Countryside Alliance (CA), which promotes issues relating to the countryside, including hunting.

Interest/Protective Groups

Interest or sectional pressure groups work to promote the interests of their members. Trades unions are interest groups, for example the Fire Brigades Union (FBU) campaigns for good pay and conditions for fire-fighters. Unlike the causal groups, often there are restrictions on who can join interest groups, for example having to be doing a particular job to join a trade union.

Fundraising

It is important for Pressure Groups to have enough money to run their campaigns and employ their staff. There are many ways of doing this such as: charging membership fees, selling merchandise (mugs, t-shirts, pens etc.), appeals (asking people for donations), fundraising events (gigs, festivals etc.), legacies (people leaving money when they die) and applying for grants from other organisations.

Membership

Many Pressure Groups and organisations have members. Members give money each month or each year and in return receive magazines and information to help them with their campaigning. It is also a helpful way of meeting other campaigners in your area.

Campaigning

Campaigning is how Pressure Groups get their message across and try to influence decisions. There are many different campaigning methods or tactics. They largely fall into two groups: direct action and indirect action. Direct action involves making a physical, visual protest, whereas indirect action is more paper-based. Examples of campaigning methods include:

Protest marches

Protest Marches are large groups of people taking to the streets to show their views. The more people there are, the stronger the message. People often march along a route, chanting slogans and waving placards with messages written on them. They often end in a rally.

Rallies

Rallies are big meetings with interesting and influential speakers who address the crowd to inform them more about the issues and offer inspiration and encouragement. They can happen inside or outside, but are often used at the end of a march or at the site of concern, for example a military base.

Public meetings

Public meetings are organised to inform local people about the issues concerning the Pressure Group. It may be about a new road being built in the community, or about a larger national or international issue such as fair-trade. When people are better informed, they may feel more confident in taking action.

Boycotts

Boycotts are when people avoid buying products from a particular company or country to send a strong message of disapproval. When there was apartheid (organised oppression of black people by white people) in South Africa, thousands of people refused to buy South African goods which helped weaken the oppressive government of the time.

Strikes

Strikes are when members of a trade union stop working to put pressure on the employers to meet their demands. They may feel that

they are being underpaid for their work or that the conditions are not safe. Employers and union leaders must hold talks and find ways to resolve the situation.

Leafleting

Leafleting is distributing leaflets to people who may be new to the issues. It is a good way to introduce people to a cause, give them some basic information and let them know what they can do if they want to help.

Street stalls

Street stalls are a way to attract attention to the campaign or cause. A stall in the centre of town will be a visual representation of the campaign, a place to sell merchandise and also a base for leafleting and collecting signatures for a petition.

Press releases

Press releases are important to let the media know pressure groups' views on current issues and draw attention to an event or protest that has been organised.

Petitions

Petitions are a great way of showing how many people are in support of a campaign. Having thousands of names supporting a statement sends a very powerful message to decision makers. They can be signed on paper or online.

E-campaigning

E-campaigning is a fast-growing way of spreading messages and building campaigns. Petitions can

be signed online and Facebook is often used to gather support. Many pressure groups also have a YouTube channel and also keep their supporters up to date with emails and 'tweets' on Twitter. The internet also provides an easy way to lobby your MP.

Lobbying MPs

Lobbying MPs is when people write to, phone or visit their MP to ask for their support for a campaign. If there is going to be a vote in parliament, you may be asking them to vote a certain way. You may also be requesting they ask the Prime Minister questions or to sign an Early Day Motion. An EDM is a statement which MPs sign to show their views. It is a bit like a Facebook group for MPs to show their support for an issue. It is useful to get public interest and coverage in the media. Some pressure groups also have online tools, where you fill in your post code, and you can email your MP very quickly.

Publicity/media stunts

Publicity/media stunts are used to draw attention to the campaign in a very unusual way. The fathers' rights group Fathers 4 Justice did some very memorable protests including dressing up as superheroes and standing on the roofs of MPs' houses and family courts. This received a lot of media coverage and brought attention to their issues about equal contact for separated parents.

Non-violent direct action

Non-violent Direct Action (NVDA) is taking physical action based on a

decision not to physically harm or destroy human or any other life. It is an alternative to accepting things you think are wrong and to violent opposition. However NVDA can sometimes be disruptive or illegal. Protesters might blockade a gate or road (i.e. sit on the ground to stop vehicles passing). Sit-ins are another way to draw attention to an issue, in which people sit down in a specific, often symbolic, location to show their opposition to something. In the 2010 General Election, people who were unable to vote due to the record turnout, sat in the polling station to show their anger. Die-ins are sometimes used by peace protestors to signify that civilians will die as a result of war. Stop the War Coalition led a die-in as Parliament voted to bomb Syria in 2015.

Civil disobedience

Civil disobedience is another form of non-violent direct action when people don't follow laws they believe to be wrong. Examples of this include the Civil Rights Movement in the United States, when black citizens refused to sit in separate sections on the bus for black people and broke the rules to mix together.

Occupy

This is a movement and collection of people that protest against social and economic inequality. Occupy uses social media to coordinate its non-violent occupation themed protests. Occupy uses participatory democracy as an organisational method.

Pressure Groups worksheet

1. Name three current pressure groups and what they campaign on.

2. Name a successful campaign that secured a right in the past.

3. Why is it important to get famous people to support a campaign? Can you think of any campaigning celebrities?

4. What issues does the Campaign for Nuclear Disarmament (CND) promote?

5. Name three campaigning methods that CND uses.

6. Explain whether you feel CND is a successful pressure group or not.

7. Why is it important to have good media coverage of a campaign?

8. Using the Glossary of Terms sheet, can you say which campaigning methods are direct and which are indirect action? Can some fit in both? Why?

9. Name three issues that you would like to campaign on.

10. 'One person cannot really make a difference'. To what extent do you agree with this statement?

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Under Pressure

How Pressure Groups operate

This resource is designed to complement the National Curriculum, especially in the areas of Citizenship, Politics and English. Students explore the way in which Pressure Groups function and how they can make a difference.

The Campaign for Nuclear Disarmament (CND) is provided as a case study and students are encouraged to apply campaigning methods to issues of their choice. The three suggested lessons take students on a journey from recognising their own power to running their own campaign, based on the knowledge gained.

This booklet includes:

- Exploring Pressure Group methods
- Pressure Group simulation activity
- Design your own campaign

www.cnduk.org/education

With information sheets covering:

- Glossary of terms
- CND as a Pressure Group Q&A
- Campaigner interviews

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