



**WOMEN-LED ACTIVISM IN MANCHESTER
FROM SUFFRAGE TO SOCIAL MEDIA**

A toolkit for schools, colleges and youth groups

FOREWORD

In 2018, women across the UK celebrated a landmark in women's rights. The Representation of the People Act 1918 gave some women the right to vote and to stand as Members of Parliament for the first time. It would take ten more years before all women in the UK were eligible to vote on the same basis as men.

Our 'Centenary Year' was more than celebrating this past. It was an opportunity to uncover forgotten stories and to give thanks to the more visible campaigners of old — including my own Pankhurst ancestors. It was also an opportunity to encourage reflection about the intervening years and about the present, to consider the work we still have to do to create an equal world. It showed how individuals count — how everyone can make a difference.

The Pankhurst Trust's Rise Voice Vote project created conversations with young people of Manchester. The take-up was phenomenal; the energy, passion and desire for a better future crystal clear.

However, the question is what next? How can we sustain the impetus? How can we continue the conversations?

Helen Pankhurst CBE

THE RISE VOICE VOTE PROJECT

Rise Voice Vote was funded as part of Manchester's Centenary City programme commemorating the 100 year anniversary of the Representation of the People Act - giving some women and all men the right to vote in 1918. Many women and men of Manchester played a pivotal role in the campaign for women's right to the vote.

Rise Voice Vote is a youth engagement project connecting Manchester's woman-led activism of past and present with local young people (aged between 10-19). The project seeks to inspire and support young people's political participation and community activism through shared stories, learning and celebration.

In 2018 the project worked with 13 schools in Manchester and local women's organisations, politicians, campaigning groups and youth charities. Over 300 young people attended activities at The Pankhurst Centre, in-school workshops and a 'hack day' at the People's History Museum to develop their political campaigns. Films of the hugely successful 'hack day' are available at somewomen.uk/risevoicevote

The Pankhurst Trust continue to develop the Rise Voice Vote project through this toolkit for schools and youth groups. And we encourage you to arrange visits for students of all ages to the parlour at the Pankhurst Centre, where Emmeline Pankhurst, her family and other women held the first meeting of the movement that became known as the Suffragettes. You can find out how to contact the Pankhurst Centre at www.pankhursttrust.org/pankhurst-centre/visit-us



RISE

VOICE

In the tradition of the best of woman-led activism Rise Voice Vote was only possible through the collaboration of many women-led organisations and activists in Manchester.

The Pankhurst Trust (incorporating Manchester Women's Aid)
Happen Together CIC

The Sylvia Pankhurst Gender and Diversity Research Centre at Manchester Metropolitan University
P.I.E.: Pursuing Individual Excellence

The Proud Trust
The Politics Project
Vic Elizabeth Turnbull
Sharp Futures
R.E.D. Butterfly
Prints & Press
Young Identity
People's History Museum
Pollen Story Art

Rise Voice Vote funded as part of Manchester Centenary City.



"Women's roles in history have been underrepresented, 2018 provided a timely opportunity to help us address this. One of the ways we did this was to harness the compelling story of Manchester's many radical women, to inspire the next generation, through the The Rise Voice Vote project."

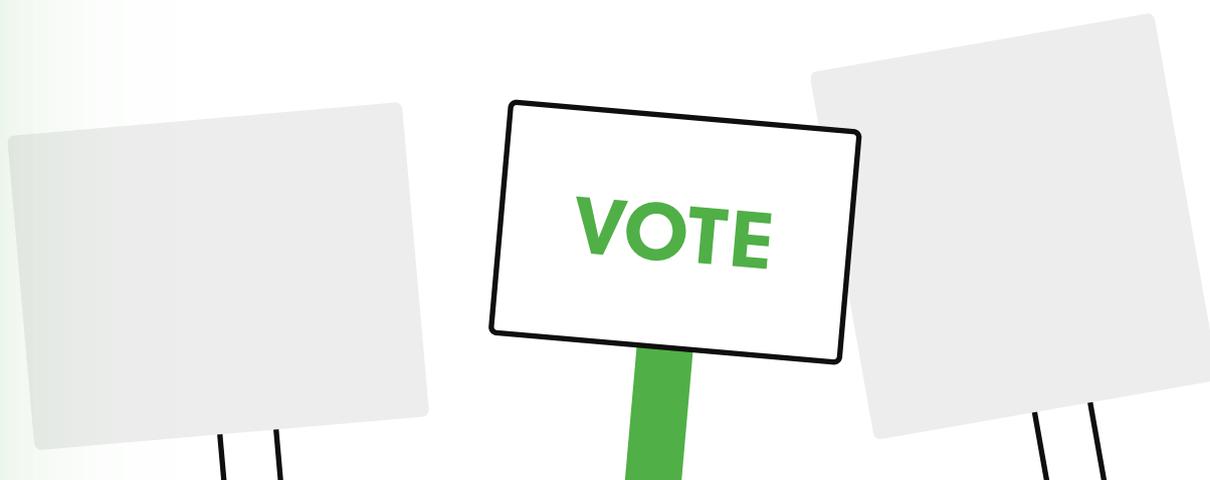
Gail Heath, Chief Executive for the The Pankhurst Trust

"Rise Voice Vote seizes the opportunity presented by the 2018 centenary to build on suffragette legacy, and local activism of past and present, to accelerate young people's political participation in Manchester. Set against a background of devolution and the campaign for votes at 16, this is a really exciting and timely initiative creating cross-generational connections and collaboration between schools, citizen leaders and grass-roots organisations."

Eve Holt and Nicola Waterworth
Happen Together CIC

"Living in Manchester we are connected to the campaigns of the past and incredibly important historical figures like Emmeline Pankhurst. Rise Voice Vote is the perfect way to celebrate what they did for women and the vote."

Luna Reid, pupil at Chorlton High School



ABOUT THE TOOLKIT

AIMS:

This Rise Voice Vote toolkit is designed to support teachers and youth and community workers to reproduce the activities of the Rise Voice Vote project with your students and young people.

The sessions connect with woman-led and other political activism and participation of the past and present to inspire young people's political participation. Throughout, the sessions explore the themes of:

RISE: Protest and activism, campaigning tools and tactics

VOICE: Being heard and amplifying voices, ways and spaces to be heard.

VOTE: The right to suffrage and exercising the vote, exploring representation.

AGE-RANGE & CURRICULUM LINKS

This toolkit is designed to be suitable for young people from Year 6 to Year 11, in a range of educational and youth work settings in the Manchester and Greater Manchester area. It is freely available for anyone to access, adapt and use to meet needs in any learning context.

The identified curriculum links are with:

- Citizenship/Citizenship Studies, PDMU/PSE/PSHE, SMSC/British Values
- Democracy, Parliament and Government, Diversity, Equality, EI values, RE, Respect, History, Philosophy for Children
- Opportunities to link to other areas of the Key Stage 2 and 3 curriculum to include Geography, Drama, Art, English, Maths and IT
- Opportunity to incorporate as part of the Curriculum for Life, as campaigned for by Manchester Youth Council.

KEY LEARNING OUTCOMES

1. Knowledge of different forms of political participation, including exercising the right to vote, to protest and to be heard.
2. Develop political literacy, including an increased understanding of UK democracy and key moments and people that shaped it
3. Understanding of the campaign's for women's rights and sex equality
4. Explore issues, tools and tactics used in political campaigning over the last 100+ years
5. Reflect on issues that people care about and want to change both locally and globally
6. Inspire greater agency as active citizens and political engagement and participation

HOW TO USE:

The toolkit is available on-line at somenwomen.uk/risevoicevote where you can download individual session plans and access a number of the supporting digital and other resources. Accessing this on-line will enable you to easily access the additional resources that are designed to make the sessions engaging, informative and fun!

The toolkit contains 13 separate sessions in total. Each session is designed for 45 minutes but can be adapted to fit the available time and student needs. Any session can be used as a stand-alone opportunity, depending on curriculum fit. Or the sessions can be completed in units. Each session contains a worksheet, links to additional resources and suggested further options.

Sessions are presented in 4 units with 3 sessions in each, and one additional session:

UNIT 1: Voting and making our voices heard: an introduction to the themes of Rose Voice Vote over the last 100 years

UNIT 2: Campaigning for women's rights: votes for women and the struggle for sex equality

UNIT 3: Our Manchester: how the city shared the campaign for suffrage and what matters locally

UNIT 4: Emmeline and others: key change makers in Manchester and the UK

ADDITIONAL SESSION: Celebrating and making our own history

Within each unit the 3 sessions following a chronological sequence supporting students:

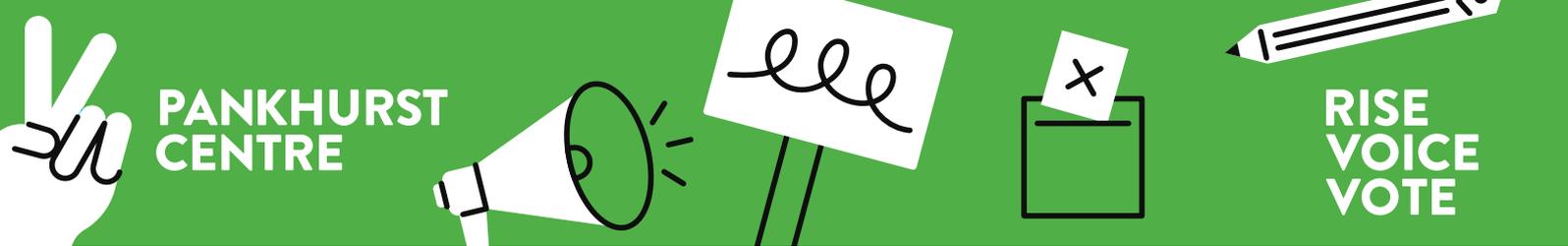
CELEBRATING OUR PAST: Recognising past achievements and challenges, to celebrate, to learn from and to consider progress. These sessions aim to make visible a diversity of contributions and stories, celebrate the importance of a wide range of leaders and nurture a sense of identity and connection to place and people.

UNDERSTANDING OUR PRESENT: Exploring issues of personal, local and global interest now, recognising the variety of perspectives that exist and importance of creating opportunities to hear different voices. Learning from and experimenting with different ways to get own voice heard, engage others and amplify each other for collective impact.

PARTICIPATING IN OUR FUTURE: Inspiring agency and participation to shape the future through reflection on what matters to us, locally, nationally and globally. Understanding the activities and opportunities to make change happen within the political sphere.

THE MAKING OF A MILITANT

All secondary schools in Greater Manchester have been sent a DVD copy of the BBC film *Emmeline Pankhurst: The Making of a Militant*, thanks to funding from Greater Manchester Combined Authority. The film was first aired on BBC 1 in June 2018. Schools have also been sent a password providing online access to the film and digital resources. If you are unable to locate these we suggest you contact Saffron Cherry TV.



VOTING & MAKING OUR VOICES HEARD:

An introduction to the themes of Rise Voice Vote over the last 100 years

SESSION 1: Celebrating Our Past

SESSION OUTCOME FOR STUDENTS:

Understand some of the key political issues people in the UK have campaigned about over the last 100 years and how they have made their voices heard.

SESSION LENGTH: Designed for 45 minutes, activities can be extended

CURRICULUM & KEY STAGE: All of the sessions in the Rise Voice Vote toolkit are generic, and can be taught as part of a number of key stages. A range of resources are provided that would support making the session suitable for different key stages and abilities.

CRITICAL QUESTIONS:

- What issues have people protested and campaigned about over the last 100 years?
- What methods have they used to make their voices heard?
- How have people participated in voting at key points since 1918?
- How does voting enable people to make their voice heard?

SESSION PLAN:

	ITEM	TIME ESTIMATED	WORKSHEETS & DOWNLOADABLE RESOURCES
1.	Introduce session	5 mins	
2.	Classroom and/or small group discussions to list the issues people have campaigned about and how	10 mins	Houses of history interactive timeline: 1000 years of Parliament
3.	WATCH: Put Your X Where Your Mouth Is (4 min) <ul style="list-style-type: none"> • Ask students to complete the Quick Quiz on voting • Have a reasons to vote ballot, count the ballot • Class discussion on why people vote 	15 mins	Important reasons to vote ballot Take the Quick Quiz on voting
4.	TASK: Writing a petition <ul style="list-style-type: none"> • See worksheet and could continue as homework 	15 mins	

ADDITIONAL OPTIONS & ACTIVITIES:

- Organising a petition as part of your campaign, Resource Centre.
- Starting petitions and guidance at 38 degrees.
- Use data on voter turnout as part of a discussion on what affects people's voting.
- **WATCH:** Peterloo film (12A) or clip of. See Peterloo1819.co.uk for more resources.

WORKSHEET 1: Starting a petition

ABOUT:

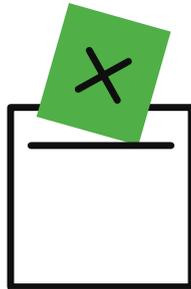
- A petition is a list of signatures of people who want a particular change to happen. Petitions work well to influence decision-makers when they show that a lot of people agree.
- Petitions can be developed in hard copy (paper), on-line or both. There are a number of on-line platforms that can be used. If your petition is to national government you can use petition.parliament.uk. 10,000 signatures will result in a government response; 100,000 signatures requires a debate in parliament.
- Check out the petitions people care about currently petition.parliament.uk
- Collecting people's postcodes demonstrates they are real people with a stake in the issue.

DESIGN YOUR PETITION:

1.	SET A GOAL: What is it that you want to change?	
2.	TITLE: Short, specific, catchy	
3.	WHO IS THE DECISION-MAKER? Who can make your change happen?	
4.	WHAT IS IT THAT YOU ARE ASKING FOR? Be specific and clear about your ask	
5.	WHY IS IT IMPORTANT? Use accurate information that says what the benefit will be and to who	
6.	WHO WILL YOU ASK TO SIGN? Who will also care? Where can you find them? Will you do an online or paper petition?	
7.	GROW YOUR CAMPAIGN: How will you let more people know about the change you want to make?	
8.	CONTACT DECISION MAKER: When is the right time? How many signatures do you want to have to demonstrate support?	
9.	AND IF IT HAPPENS? How will you tell people about your success?	

SESSION 1 ADDITIONAL RESOURCE: Important reasons to vote

WHAT DO YOU THINK IS THE MOST IMPORTANT REASON TO VOTE?



Put a X in the box that you most agree with and post your voting slip in the ballot box

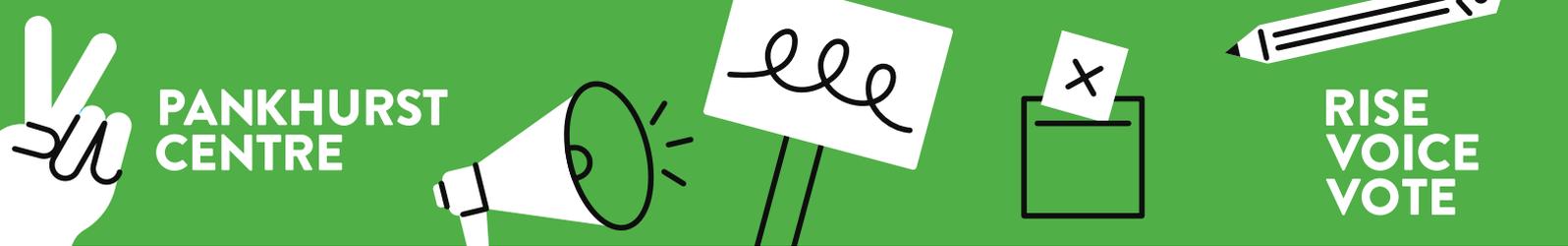
LOTS OF PEOPLE HAVE FOUGHT FOR YOU TO HAVE THE RIGHT TO VOTE WHEN YOU GROW UP

VOTING GIVES YOU THE POWER TO MAKE CHANGES IN THE WORLD

POLITICIANS WORK TO MAKE THINGS BETTER FOR LOCAL PEOPLE, SO IT'S IMPORTANT TO VOTE FOR WHO YOU THINK WILL MAKE THE CHANGES YOU SUPPORT

SESSION 1 ADDITIONAL RESOURCE: Rise Voice Vote quiz

	QUESTIONS	ANSWERS
1.	<ul style="list-style-type: none"> • You cannot vote in England unless you are 1. 18 2. 21 3. 16 	
2.	<p>In England we currently vote in elections for:</p> <ol style="list-style-type: none"> 1. Councillors - politicians to represent people in local government 2. MPs - politicians to represent people in national government 3. Police & Crime Commissioners - to hold Chief Constables of police forces to account 4. Mayors - in Combined Authorities, Mayor of London and some other directly elected 5. Mayors 6. Referendums - to give our view on a specific issue 7. All of the above 	
3.	<p>When you are too young to vote you</p> <ol style="list-style-type: none"> 1. Cannot take part in any democratic processes 2. You can, but only by representing others through groups and organisations like pupil 3. councils, youth forums and youth parliaments 4. You can make your views known to politicians locally and those in Government in a 5. whole range of ways and expect them to listen to you and to take your views into 6. account, regardless of your age 	
4.	<p>You cannot put yourself forward to be a councillor or an MP until</p> <ol style="list-style-type: none"> 1. You are 21 2. You are 18 3. You are a member of a political party 	
5.	<p>Being a politician is a job that</p> <ol style="list-style-type: none"> 1. involves making sure our laws and policy (what makes our laws real in people's lives) 2. represent the views of the people and are in the people's best interests 3. means your own views and interests are the most important thing in influencing how 4. the country runs 5. means the agreed views and interests of the party in power is what calls the shots 	
6.	<p>There are equal numbers of men and women politicians in local and national government today in the UK</p> <ol style="list-style-type: none"> 1. YES 2. NO - only 32% are men 3. NO- only 32% are women 4. It depends on which part of the country you are talking about - nationally women 5. MPs are 32% and the % in local government varies 	
7.	<p>No matter if you are old enough to vote or stand for election or not - your voice being heard, being listened to and your views being taken account of by people in power is a fundamental human right protected under international law</p> <ol style="list-style-type: none"> 1. YES - that is right 2. This is only true for adults 3. NO - this is not a human right and governments can pick and choose who they listen to 	



VOTING & MAKING OUR VOICES HEARD:

An introduction to the themes of Rise Voice Vote over the last 100 years

SESSION 2: Understanding Our Present

SESSION OUTCOME FOR STUDENTS:

Consider some of the key issues people are campaigning about today, in the UK and internationally, and how they are making their voices heard.

SESSION LENGTH: Designed for 45 minutes, activities can be extended

CURRICULUM & KEY STAGE: All of the sessions in the Rise Voice VOte toolkit are generic, and can be taught as part of a number of key stages. A range of resources are provided that would support making the session suitable for different key stages and abilities.

CRITICAL QUESTIONS:

- Who protects your rights / who are you making your voice heard to?
- What issues are people campaigning about today, in the UK and internationally?
- How has social media influenced how people make their voices heard?
- How are young people (under the voting age) making their voices heard?

SESSION PLAN:

	ITEM	TIME ESTIMATED	WORKSHEETS & DOWNLOADABLE RESOURCES
1.	Introduce session	5 mins	
2.	<p>WATCH: Greta Thunberg at the UN film</p> <p>SHARE: Information on school strikes in Manchester, other protests by young people (see examples, or find others)</p> <p>DISCUSS: as a class or in small groups come up with a list of different campaigns people are campaigning about today.</p>	10 mins	<p>Greta Thunberg at the UN</p> <p>School strikes in Manchester, Feb 2018</p> <p>Teenage boys wear skirts to school to protest against 'no shorts' policy</p> <p>March for Our Lives, US March 2018</p>
3.	<p>DISCUSS: How has social media influenced how people make their voices heard? How are young people making their voices heard?</p>	10 mins	
4.	<p>TASK: Voxpop interviews</p> <ul style="list-style-type: none"> • See worksheet and could continue as homework 	20 mins	<p>Top Tips for Vox Pops</p> <p>Technical Vox Pop Guide</p> <p>Images of audio Vox Pop recording</p>

ADDITIONAL OPTIONS & ACTIVITIES:

- Who Protects Our Rights? Politics Project Worksheet .
- Invite in a local activist to speak about their campaign and work protecting rights.
- Human Rights Scenarios, Politics Project Worksheet.

WORKSHEET 2: Audio Voxpop Interviews

ABOUT:

- A voxpop is a short recording - in audio or film - usually of a popular opinion from a member of the public or the community supporting a specific idea or campaign.
- Voxpops can be used to promote a campaign and can be used to monitor how a campaign is progressing, eg are people aware of your campaign and what do they think about it?

EQUIPMENT

- For each pair or small group:
- A set of headphones (not essential, allows play back of what is recorded for sound quality)
- Smartphone with voice recording app (& storage) or other handheld recording device

TASK

- Your task in a pair is to interview each other about what campaigns you are interested in.
- Review the top tips for voxpop interviews, technical guide and pictures of audio recordings
- Plan your interview - using the framework below
- Take it in turns to record your short interview with the other person
- Listen to your interviews, review both the quality of the recording and the content:
 - What worked well?
 - What didn't work so well?
 - What would you do differently next time?

DESIGN YOUR INTERVIEW:

WHAT?	PLAN YOUR WORDS AS THE INTERVIEWER HERE
Introduce yourself	
Tell them what you would like to interview them about	
Ask them about them	
Name, what else would be good to know?	
Get information from them	
Ask open questions not closed questions	
Ask follow-up questions	
Say thank-you	

**PREPARE YOUR
QUESTIONS**

**INTRODUCE YOURSELF /
YOUR PROJECT**

GET THEIR INFORMATION

**ASK OPEN
QUESTIONS**

**LISTEN & DON'T TALK OVER
(YOU CAN ASK PEOPLE TO
REPEAT STUFF)**

**TRY TO FOLLOW UP THEIR
ANSWERS**

ALWAYS, ALWAYS SAY THANK-YOU

SESSION 2 ADDITIONAL RESOURCE: Vox Pops images

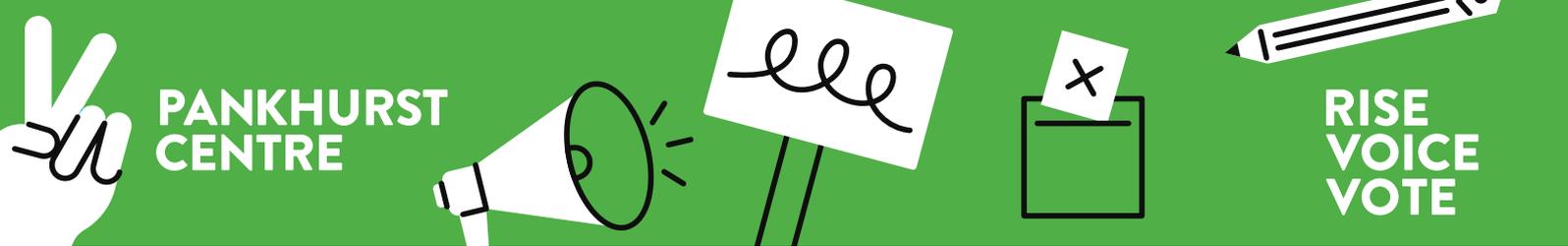


SESSION 2 ADDITIONAL RESOURCE: Vox Pops images



SESSION 2 ADDITIONAL RESOURCE: Vox Pops images





VOTING & MAKING OUR VOICES HEARD:

An introduction to the themes of Rise Voice Vote over the last 100 years

SESSION 3: Participating In Our Future

SESSION OUTCOME FOR STUDENTS:

Think about why people may not participate in voting and consider strategies to increase voting participation.

SESSION LENGTH: Designed for 45 minutes, activities can be extended

CURRICULUM & KEY STAGE: All of the sessions in the Rise Voice Vote toolkit are generic, and can be taught as part of a number of key stages. A range of resources are provided that would support making the session suitable for different key stages and abilities.

CRITICAL QUESTIONS:

- Why might people in the UK not participate in voting?
- What could be the impact of votes at 16 in the UK on voting?
- What other strategies might influence voting behaviour?
- What might be the impact of the Manchester 'Curriculum for Life' on political participation?

SESSION PLAN:

	ITEM	TIME ESTIMATED	WORKSHEETS & DOWNLOADABLE RESOURCES
1.	Introduce session	5 mins	
2.	<p>SHARE: Sources discussing the case for votes at 16 (suggested sources here)</p> <p>BALLOT: Students vote in the votes at 16 ballot. Count and share results of the ballot.</p>	5 mins	<p>Graph of voter turn-out 16-24 year olds</p> <p>The case for votes at 16</p> <p>Should we give children the vote?</p> <p>Ballot paper on Votes at 16</p>
3.	<p>SOAPBOX SPEECHES: Students use worksheet to prepare speeches for or against Votes at 16.</p> <p>Ask students to make speeches. Could be completed as homework for next lesson.</p>	30 mins	<p>Tips for planning, tips for delivering Soapbox Speeches</p> <p>Soapbox Corner - top tips</p>
4.	Repeat ballot, see if result has changed.	5 mins	Ballot paper on Votes at 16

ADDITIONAL OPTIONS & ACTIVITIES:

- Invite in a young person from the Manchester Youth Council or GM Combined Youth Authority and/or learn about the Greater Manchester Opportunity Pass or the Manchester Youth Council: a curriculum for life.
- There are a range of resources, and films on the Politics Project website.
- Getting the Missing Millions onto the Electoral Register, Bite the Ballot.
- House of Commons Research Briefing, Voting Age, February 2019.

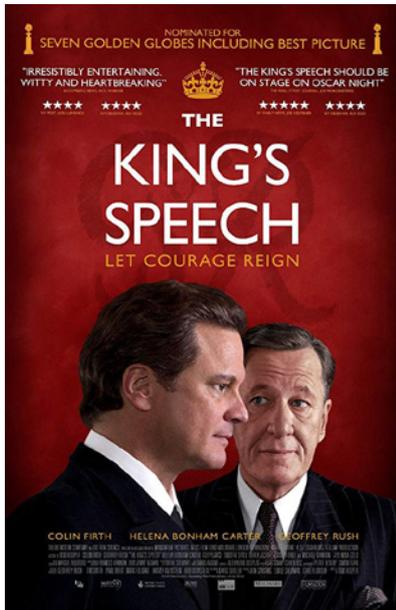
WORKSHEET 3: Soapbox Speeches

WRITING FRAME FOR A POWERFUL SOAP BOX SPEECH!

WHICH PERSUASIVE TECHNIQUES WILL YOU INCLUDE IN YOUR SPEECH?	PLAN YOUR WORDS AS THE INTERVIEWER HERE
Asking your listeners a question <i>Would you like it if...?</i>	Paragraph 1 – Who are you and why are you making this speech? →
Using exaggeration <i>If this happens, I'll go wild!</i>	Paragraph 2 – What is your first point? →
Involving facts or numbers to support your ideas <i>75% of children think that...</i>	Paragraph 3 – What is your next point? →
Sentences with groups of 3 adjectives <i>Television is fab, fun and informative.</i>	Paragraph 4 – What is your third point? →
Words that involve emotions or feelings <i>Poor helpless animals suffer when they are abandoned...</i>	What is the final point that you want your listeners to hear from you →
Repeating phrases using pronouns <i>We have listened. We have learned. We have tried to make things better.</i>	

SESSION 3 ADDITIONAL RESOURCE: Planning a good speech

WHEN AND WHY DO PEOPLE MAKE SPEECHES?



SO WHAT MAKES A GOOD SPEECH?

1. THE TWO MAGIC INGREDIENTS OF A PERSUASIVE SPEECH...

A GREAT SCRIPT, USING PERSUASIVE TECHNIQUES, SHORT SENTENCES, AND HARD-HITTING VOCABULARY

FANTASTIC DELIVERY: SPEAKING LOUD, CLEAR AND WITH PASSION.

2. YOU NEED AT LEAST THREE OF THESE TO MAKE A GREAT SPEECH...

FACTS AND OPINIONS

EMOTIVE LANGUAGE

ADDRESS THE AUDIENCE

REPETITION

RHETORICAL QUESTIONS

RULE OF THREE

SESSION 3 ADDITIONAL RESOURCE: Votes at 16 ballot paper

BALLOT PAPER

Do you agree 16 and 17 year olds in the UK should be able to vote in all UK public elections?

AGREE

DISAGREE

BALLOT PAPER

Do you agree 16 and 17 year olds in the UK should be able to vote in all UK public elections?

AGREE

DISAGREE

BALLOT PAPER

Do you agree 16 and 17 year olds in the UK should be able to vote in all UK public elections?

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BALLOT PAPER

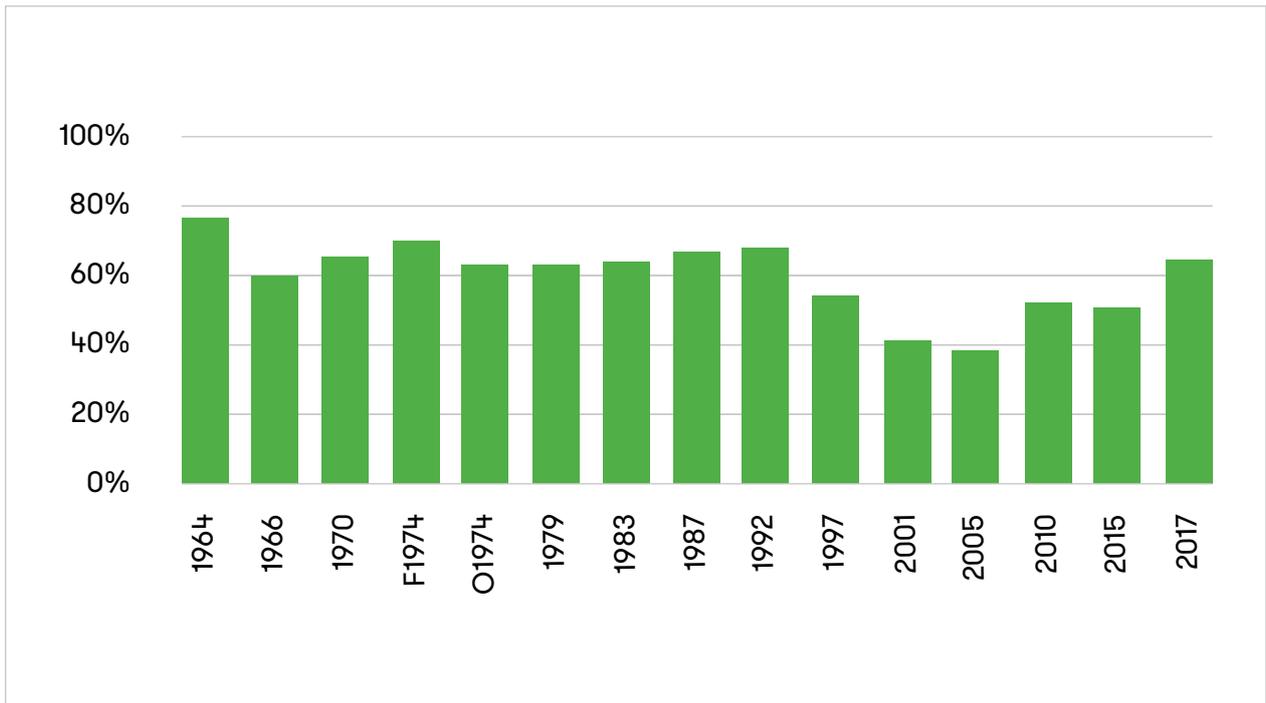
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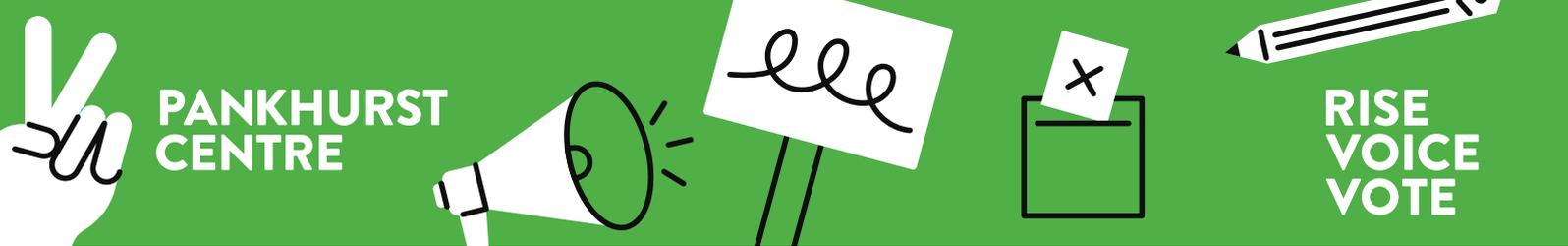
AGREE

DISAGREE

SESSION 3 ADDITIONAL RESOURCE: Voter turnout 16-24

ESTIMATED TURNOUT BY AGE: 18-24





CAMPAIGNING FOR WOMEN’S RIGHTS:

Votes for women & the struggle for sex equality

SESSION 4: Celebrating Our Past

SESSION OUTCOME FOR STUDENTS:

Learn about women’s campaign for the vote in the UK, the tactics they used and how the vote was given to women.

SESSION LENGTH: Designed for 45 minutes, activities can be extended

CURRICULUM & KEY STAGE: All of the sessions in the Rise Voice Vote toolkit are generic, and can be taught as part of a number of key stages. A range of resources are provided that would support making the session suitable for different key stages and abilities.

CRITICAL QUESTIONS:

- Why did women demand the vote in the UK?
- What was the difference between suffragettes and suffragists?
- Why did the suffragettes decide to use militant tactics?
- How did other events influence women gaining the vote in the UK?

SESSION PLAN:

	ITEM	TIME ESTIMATED	WORKSHEETS & DOWNLOADABLE RESOURCES
1.	Introduce session	5 mins	
2.	WATCH: Clip 1 ‘Making of a Militant’, How the Votes for Women Campaign began (BBC); READ: Other sources	15 mins	Fawcett: Suffragist or Suffragette? British Library Women’s Suffrage Timeline (UK) What difference did the war make? Men and the Suffrage Movement
3.	TACTICS CARDS: Sort the cards into order of effectiveness & discuss	10 mins	Tactics Cards
4.	DISCUSS: What influenced the decision to use militant tactics? What was the result?	15 mins	

ADDITIONAL OPTIONS & ACTIVITIES:

- This session is best delivered by contacting The Pankhurst Centre to arrange a visit.
- Women’s Suffrage Timeline - International (discuss the different dates of women’s suffrage).

EXAMPLE POSTERS:



LEAST EFFECTIVE

**MOST
EFFECTIVE**

**RISE
VOICE
VOTE**

SOAPBOX

HUNGER STRIKE

BANNERS

SONGS & CHANTS

POSTCARDS

ARTS

BADGES

DRESSING UP

APPS

PLEDGES

MARCHES

SOCIAL MEDIA

ZINES & LEAFLETS

RADIO & PODCASTS

POSTERS

THE PRESS

PETITIONS

SLOGANS & SOUNDBITES

HASHTAGS

USE OF COLOUR AND SYMBOLISM

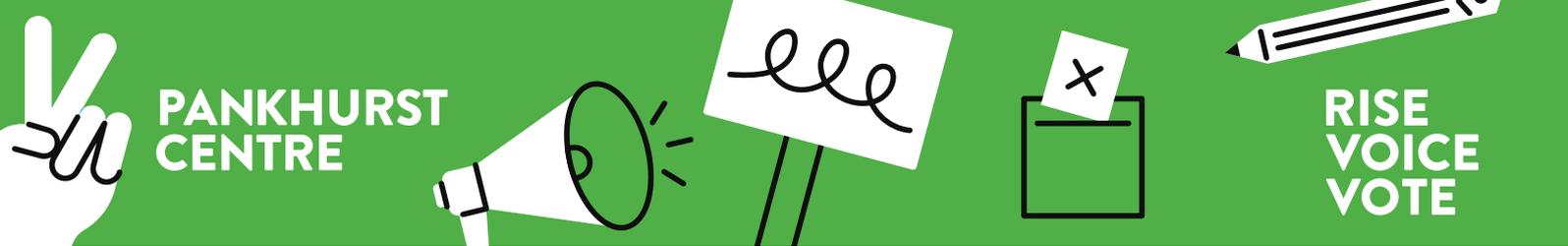
STUNTS

BOYCOTT

LETTER WRITING

HUSTINGS

HUSTINGS



CAMPAIGNING FOR WOMEN’S RIGHTS:

Votes for women & the struggle for sex equality

SESSION 5: Understanding Our Present

SESSION OUTCOME FOR STUDENTS:

Consider the issues women have campaigned about since gaining the vote, the tactics used and what the campaigns are today.

SESSION LENGTH: Designed for 45 minutes, activities can be extended

CURRICULUM & KEY STAGE: All of the sessions in the Rise Voice Vote toolkit are generic, and can be taught as part of a number of key stages. A range of resources are provided that would support making the session suitable for different key stages and abilities.

CRITICAL QUESTIONS:

- What would the women of 100 years ago think about the role and position of women in today’s society?
- What issues have women campaigned about over the last 100 years, and how?
- What are the significant issues for women’s equality, in the UK and internationally?
- What campaigns for women’s rights and sex equality in the UK resonate with you?

SESSION PLAN:

	ITEM	TIME ESTIMATED	WORKSHEETS & DOWNLOADABLE RESOURCES
1.	Introduce session	5 mins	
2.	<p>SHARE: Resources on the progress for women’s rights in the UK and internationally</p> <p>WATCH: Gender pay gap animation by Fawcett Society</p> <p>WATCH: Rise Voice Vote - period poverty</p>	10 mins	<p>Fawcett Society: 150 years of progress on women’s rights</p> <p>WLM demands photo</p> <p>SDGs Gender Equality: Why it matters?</p> <p>GM4Women2028</p> <p>Pankhurst-Fawcett Scorecard</p>
3.	Give students in pairs or small groups the match definitions game to complete.	5 mins	Match definitions sheet
4.	Create posters exploring the ongoing campaign for women’s rights and sex equality, in the UK and/or internationally	25 mins	Rise Voice Vote example posters

ADDITIONAL OPTIONS & ACTIVITIES:

- Invite in a local activist to share their experiences.
- SDG 5 for educators resources.
- Plan International: Girls Get Equal.
- **WATCH:** Fawcett Society film with Jacinda Ardern, Sadiq Khan and Justin Trudeau.

WORKSHEET 5: Poster Making

ABOUT:

- Posters and placards (a poster on a stick, carried at a march) have been used for a long time to communicate key messages about a campaign or issue.
- Good posters are impactful and memorable, and have a clear demand or call for action

EXAMPLES

- There are example posters from the Rise Voice Vote project available online

EQUIPMENT

- Large pieces of paper or card, minimum A3 in white or colours
- Coloured pens
- Optional: sticker letters, letter stencils, magazines for images, glue, scissors etc
- Optional: small dowelling rods and tape to create posters into placards

TASK

- Consider the information on historical and current campaigns for women's rights and sex equality
- Choose a specific issue related to women and girls equality and design a poster to communicate in words and/ or pictures:
 - What is the issue?
 - What is the data?
 - Why does it matter?
 - What do you want to have happen?

SESSION 5 ADDITIONAL RESOURCE: Match definitions sheet

Cut out, mix up and match the following definitions...

FEMINISM	The belief that women, men and all people should have access to equal rights and opportunities regardless of their gender.
EQUALITY	The same status, rights and responsibilities for members of a society, group or family.
SUFFRAGETTE	A woman seeking the right to vote through organised protest.
VOTE	A way of making a collective decision or expressing an opinion.
ACTIVIST	Someone who is passionate and outspoken about an issue that is important to them or a group of people.
ZINE	Short for magazine. Self published, usually informative or on a subject a person/ group is passionate about and/ or feels is underrepresented.
PROTEST	A complaint or objection against an idea, an act or a way of doing things.
DEEDS NOT WORDS	This famous campaign slogan used by the suffragettes that urged supporters to use their actions to achieve votes for women.

SESSION 5 ADDITIONAL RESOURCE: Match definitions sheet

Cut out, mix up and match the following definitions...

DEMOCRACY	A form of government where power rests with the people, either directly or through elected representatives
1928	The year all women aged 21 (same voting age as men at the time) got the vote when The Representation of the People Act was passed.
PACIFIST	A person who believes that the use of war and violence can never be justified
HUSTINGS	An opportunity for candidates in an election or campaign to speak to and answer questions from their supporters.
PROPAGANDA	Media such as posters, articles or videos created to spread a political cause or message.
CAMPAIGN	Work in an organised and active way towards a particular goal, usually political or social.
SEXISM	The belief that the members of one sex are less intelligent, able, skillful than the members of the other sex, especially that women are less able than men.
RACISM	The belief that people's qualities are influenced by their race and that members of other races are not as good as the members of your own. And the unfair treatment of members of some races by individuals, laws and institutions.

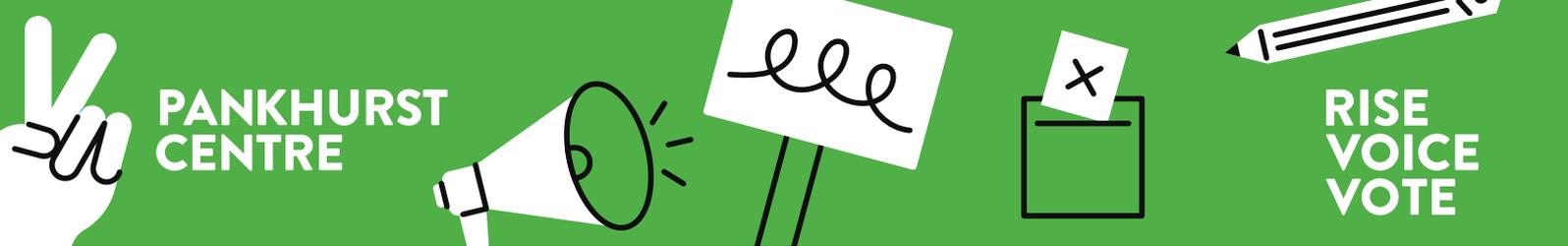
SESSION 5 ADDITIONAL RESOURCE: Match definitions sheet

Cut out, mix up and match the following definitions...

STEREOTYPE	A fixed idea that people have about what someone or a group of people are like, often based on assumption and myth.
DISCRIMINATION	When people treat individuals or a particular group of people differently, especially in a worse way because they hold negative views about people with certain characteristics e.g. a person's race, gender, sexual orientation, class.
VOTES AT 16	A UK campaign arguing in favour of lowering the voting age for all public elections
1918	The year when women were allowed to stand for elections as Member of Parliament in the UK.
RADICAL	Not usual or traditional. Promotes changes in existing views, habits, conditions or institutions.
WOMEN'S LIBERATION MOVEMENT	Originating in 1960's a group who campaigned for reforms on issues such as reproductive rights, domestic violence, maternity leave, equal pay, women's suffrage, sexual harassment, and sexual violence.
1914	The year that International Women's Day demonstrations are recorded to have begun the UK.
DIRECT ACTION	A political tactic of forcing change through creating disruption or sabotage. E.g Suffragettes threw stones at shop windows and went on hunger strikes.

SESSION 5 ADDITIONAL RESOURCE: WLM demands photo





CAMPAIGNING FOR WOMEN’S RIGHTS:

Votes for women & the struggle for sex equality

SESSION 6: Participating In Our Future

SESSION OUTCOME FOR STUDENTS:

Consider the vote, how we are represented and the campaign for 50:50 parliaments and councils.

SESSION LENGTH: Designed for 45 minutes, activities can be extended

CURRICULUM & KEY STAGE: All of the sessions in the Rise Voice Vote toolkit are generic, and can be taught as part of a number of key stages. A range of resources are provided that would support making the session suitable for different key stages and abilities.

CRITICAL QUESTIONS:

- Does having the vote matter?
- Why are people campaigning for 50:50 parliament and councils?
- What gets in the way of equal political representation of women and other groups of people?
- What issues might you contact your local representative about?

SESSION PLAN:

ITEM		TIME ESTIMATED	WORKSHEETS & DOWNLOADABLE RESOURCES
1.	Introduce session	5 mins	
2.	SHARE: Suggested resources on voting and women’s representation. DISCUSS: Why does 50:50 matter? Create a list of what might get in the way of equal political representation for women and other groups of people.	15 mins	100 women on 100 years of women’s vote Fawcett: Where are the women in local government infographics
3.	TASK: Find out more about your local politicians and MPs	10 mins	
4.	TASK: Write a letter to your MP or another locally elected representative	15 mins	

ADDITIONAL OPTIONS & ACTIVITIES:

- Invite in a local politician to speak to students
- Work with The Politics Project to arrange a digital surgery with a politician.
- **WATCH:** talking heads from British Council Women, Power, Politics: what change do we need in the next 10 years?

WORKSHEET 6: Contacting your local representative

ABOUT:

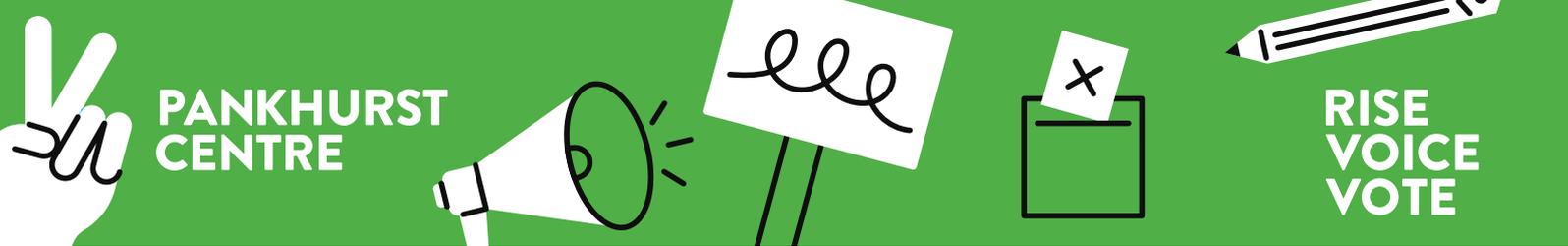
- A number of politicians are elected to represent your views at a local, regional and national level. This is based on where you live. These politicians are your local councillors, your elected Mayor for Greater Manchester and your MP. Although you may be under the legal age of voting (18 in England) you can still contact your representatives about issues that you care about. These issues could be local to your community, national or international. Your representative should respond to you.

TASK

1. Find out using the internet who the representatives for where you live are:
 - Use the www.parliament.uk/mps-lords-and-offices/mps MP finder to find your Member of Parliament
 - Find your local councillors at www.gov.uk/find-your-local-councillors
 - You can find out how to contact the Mayor of Greater Manchester at <https://www.greatermanchester-ca.gov.uk/the-mayor/>
2. Find out some more about what issues your local representatives are campaigning about - you can do this at their website, via twitter or other sources
3. Use the tips below to create a letter that you could email to one or more of your local representatives about an issue that you care about. If the issue is local you may want to contact a local councillor or your MP, if the issue is national or international you will contact your MP.
4. You could send your letter and share any response you receive

TIPS FOR WRITING A LETTER TO YOUR ELECTED REPRESENTATIVE

- Make sure you identify who the right person is for where you live
- Identify the right email (or postal) address
- ALWAYS tell them where you live, with the postcode - elected representatives need to know that they are the right person to respond to you
- Tell them how you want to be responded to - email or postal address
- Identify what the problem is - be as specific as you can be - and include what the impact is on you, your family and/or your community if you can
- Tell them clearly what you would like to have happen
- Provide them with any sources for more information, in case they are not familiar with the issue
- If you have evidence of others who support the same thing let them know - this could be a petition, a meeting or on-line campaign you want to draw their attention to
- Keep the letter short and clear
- See also the UK Feminista Guide to Lobbying for more inspiration and informatio



OUR MANCHESTER:

How the city shaped the campaign for suffrage and what matters locally

SESSION 7: Celebrating Our Past

SESSION OUTCOME FOR STUDENTS:

Learn about how the people of Manchester played a key role in women's campaign for the vote and other protest movements.

SESSION LENGTH: Designed for 45 minutes, activities can be extended

CURRICULUM & KEY STAGE: All of the sessions in the Rise Voice Vote toolkit are generic, and can be taught as part of a number of key stages. A range of resources are provided that would support making the session suitable for different key stages and abilities.

CRITICAL QUESTIONS:

- How did Manchester shape Emmeline Pankhurst?
- What other campaigns and protests is Manchester famous for?
- Are statues of historic leaders and symbols important?
- What makes you proud of Manchester?

SESSION PLAN:

	ITEM	TIME ESTIMATED	WORKSHEETS & DOWNLOADABLE RESOURCES
1.	Introduce session	5 mins	
2.	<p>WATCH: Clip from 'Making of a Militant': How Manchester shaped Emmeline Pankhurst (BBC)</p> <p>SHARE: Other resources (as suggested)</p> <p>DISCUSS: What other campaigns and protests is Manchester famous for? Are statues of historic leaders and symbols important?</p>	15 mins	<p>Why is Abraham Lincoln (former U.S. president) standing on a plinth in Manchester?</p> <p>InVISIBLE women - Statistics on statues of women in England.</p>
3.	<p>TASK: What do you know about the history of Manchester that makes you proud?</p>	25 mins	

ADDITIONAL OPTIONS & ACTIVITIES:

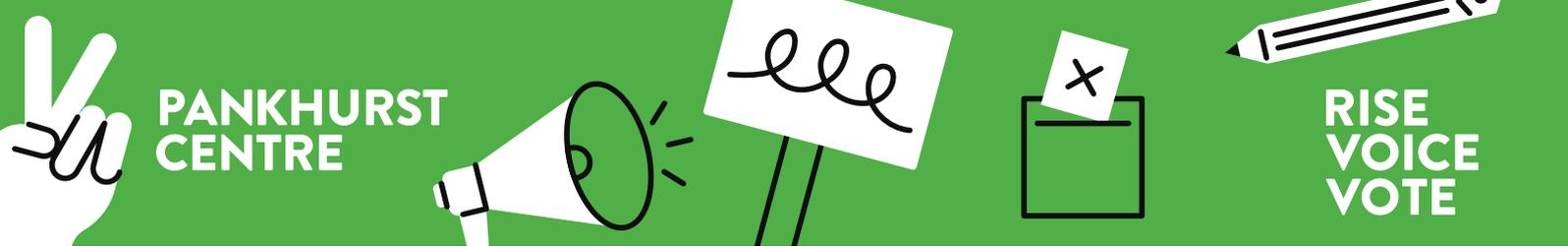
- Visit the People's History Museum.
- Visit Emmeline Pankhurst statue in St Peters Square, Manchester OR Annie Kennie statue in Oldham.
- Visit Manchester central library to explore the archives of Manchester's radical history.

WORKSHEET 7: What makes you proud of Manchester and Greater Manchester?

TASK:

- Think about the things in Manchester's past that you are proud of. Discuss these with others.
- Use the outline of Greater Manchester below to write or draw pictures of all of the things you are proud of about the past of Manchester and Greater Manchester.





OUR MANCHESTER:

How the city shaped the campaign for suffrage and what matters locally

SESSION 8: Understanding Our Present

SESSION OUTCOME FOR STUDENTS:

Consider the issues people of Manchester are campaigning about today and how they are doing that, across the city and in your local area.

SESSION LENGTH: Designed for 45 minutes, activities can be extended

CURRICULUM & KEY STAGE: All of the sessions in the Rise Voice Vote toolkit are generic, and can be taught as part of a number of key stages. A range of resources are provided that would support making the session suitable for different key stages and abilities.

CRITICAL QUESTIONS:

- What campaigns are you aware of in your local area or across Manchester?
- What are the key messages from these campaigns?
- How are they campaigning, what tactics are they using?
- Do any of these campaigns resonate with you? What other issues matter to you?

SESSION PLAN:

ITEM		TIME ESTIMATED	WORKSHEETS & DOWNLOADABLE RESOURCES
1.	Introduce session	5 mins	
2.	<p>SHARE: Resources showing some current campaigning groups in Manchester.</p> <p>DISCUSS: What other campaigns are people aware of locally or in Manchester? What are the key messages of these campaigns? What are the campaigns doing to share their messages?</p>	15 mins	<p>Greater Manchester campaign cards</p> <p>DivaManc Pledges</p>
3.	<p>TASK: Creating a zine about an issue that matters to you</p>	25 mins	<p>Rise Voice Vote zine images</p> <p>Zine template, print on A4/ A3</p>

ADDITIONAL OPTIONS & ACTIVITIES:

- Invite in a local activist to talk about their campaign.

WORKSHEET 8: Making a campaign zine

ABOUT:

ZINE: Short for magazine. Self published, usually informative or on a subject a person or group are passionate about and feels is underrepresented in mainstream media. Zines are...

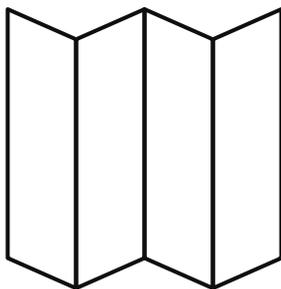
- **CHEAP TO MAKE AND FAST TO PRODUCE.** The most basic zines can be made with one sheet of paper, a pair of scissors/stapler and a pen. You could then photocopy your zine at your local library, school or college and get distributing!
- **ANYONE CAN MAKE A ZINE!** Make one on your own, with a friend or campaign group.
- **CREATIVE.** Doodling, collage with old newspaper and magazines, think about how you can use colour, text and more to make your front cover eye catching.
- **EASILY DOWNLOADABLE.** Take a photo or scan your zine and share instantly!
- **A GREAT WAY TO SHARE YOUR STORY/ NARRATIVE.** What's going on in your life or your area that never makes the headlines?

1. Use the template, pictures below to see how to construct the zine once you have designed it.
2. Think about an issue you care about - this could be local, or national or an international issue. If you can't think of an issue pick one of the campaigns you learnt about in the discussion.
3. Use a template to 'storyboard' your zine. Work out what you want people to learn about your issue, and what do you want people to do?
4. Do some research if you need to learn more about the issue, you need to get your facts right.
5. Use drawings, coloured pens, cut out words and pictures from newspapers and magazines to make your zine colourful and eye catching.

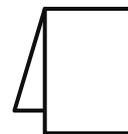
CREATE YOUR ZINE



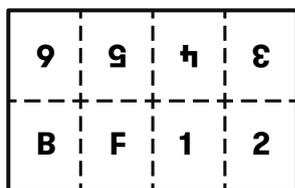
FOLD IN HALF



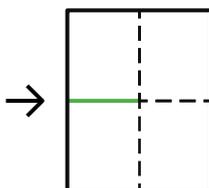
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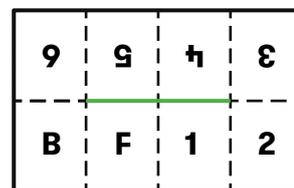
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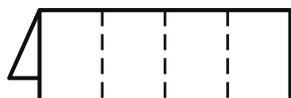
LAYOUT



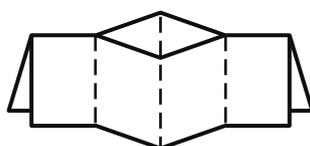
CUT AT THE ARROW...



SO THERE'S A SLIT IN THE MIDDLE



FOLD



POP IT OUT



FOLD

6

5

4

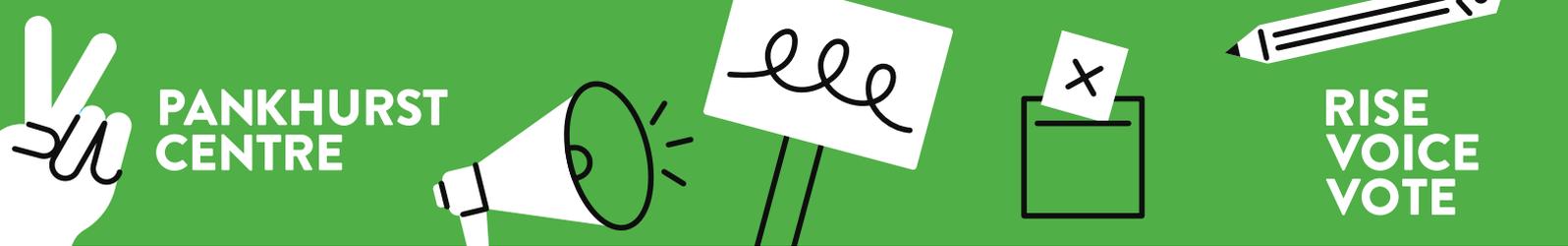
3

BACK

FRONT

1

2



OUR MANCHESTER:

How the city shaped the campaign for suffrage and what matters locally

SESSION 9: Participating In Our Future

SESSION OUTCOME FOR STUDENTS:

Learn about how your voice can be heard in Manchester and how you might want to participate.

SESSION LENGTH: Designed for 45 minutes, activities can be extended

CURRICULUM & KEY STAGE: All of the sessions in the Rise Voice Vote toolkit are generic, and can be taught as part of a number of key stages. A range of resources are provided that would support making the session suitable for different key stages and abilities.

CRITICAL QUESTIONS:

- What does it mean to identify as a Mancunian or “Greater Mancunian”?
- What opportunities are there for young people’s voices to be heard in Manchester?
- What specific issues are young people campaigning about?
- What is your vision for the Manchester of the future?

SESSION PLAN:

	ITEM	TIME ESTIMATED	WORKSHEETS & DOWNLOADABLE RESOURCES
1.	Introduce session	5 mins	
2.	WATCH OR READ: ‘This is the place’, by Tony Walsh SHARE: Complete the Greater Manchester Identity worksheet, individually, in pairs or small groups.	10 mins	Video, ‘This is the place’ by Tony Walsh or read the poem Greater Manchester Identity Map, Politics Project worksheet
3.	DISCUSS: What opportunities are there for young people to be heard in Manchester	5 mins	
4.	TASK: Write a poem or story about how Manchester has shaped you and your vision for the future	25 mins	

ADDITIONAL OPTIONS & ACTIVITIES:

- Consider identity further with the Identity tiles, Politics Project worksheet.
- Invite a speaker from the Manchester or Combined Authority Youth Parliament.

WORKSHEET 9: Poem about my manchester & vision for the future

TASK:

1. Free write - i.e. write a continuous stream of consciousness for between 3 and 5 minutes about "Me & Manchester". Tip: try not to let your pen move off the page.
2. After writing share your work with a partner, read out your free writing.
3. Haiku writing: use your free writing to produce a Haiku about how Manchester has shaped you and your vision for the future

The haiku form is Japanese and creates a 3-line poem made up of 17 syllables

The syllables should be arranged over the 3 lines as:

→ Line 1: 5 syllables

→ Line 2: 7 syllables

→ Line 3: 5 syllables

Haiku does not have to rhyme, it could be a challenge to try and rhyme lines 1 and 3.

4. Share your haiku with the rest of the class.

EXAMPLES:

(5) The sky is so blue.

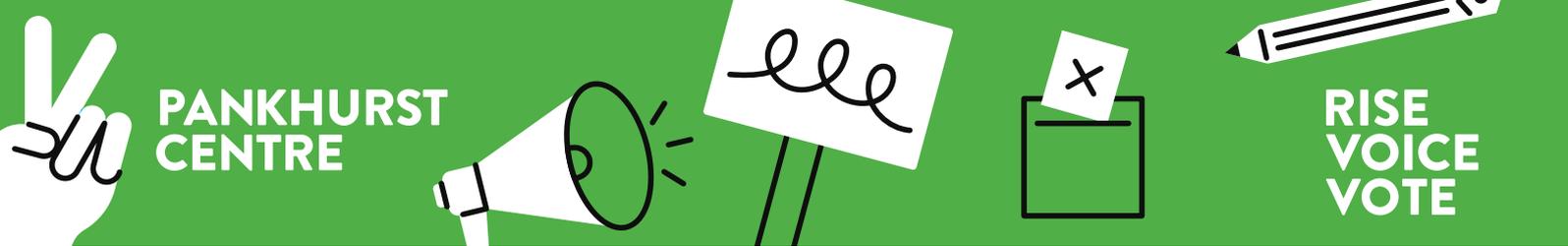
(7) The sun is so warm up high.

(5) I love the summer.

(5) I really like toast.

(7) It is yummy when it's hot.

(5) I like it best cold.



EMMELINE & OTHERS:

Key change makers in Manchester (& the UK)

SESSION 10: Celebrating Our Past

SESSION OUTCOME FOR STUDENTS:

Consider the leadership role of Emmeline Pankhurst and other historical figures who lead protests and campaigns.

SESSION LENGTH: Designed for 45 minutes, activities can be extended

CURRICULUM & KEY STAGE: All of the sessions in the Rise Voice Vote toolkit are generic, and can be taught as part of a number of key stages. A range of resources are provided that would support making the session suitable for different key stages and abilities.

CRITICAL QUESTIONS:

- What influenced Emmeline Pankhurst and what sort of a leader was she?
- Who else played an important role in achieving votes for women?
- Which other political leaders, activists and campaigners are there in Manchester’s history?
- What qualities do you like and admire in leaders?

SESSION PLAN:

ITEM		TIME ESTIMATED	WORKSHEETS & DOWNLOADABLE RESOURCES
1.	Introduce session	5 mins	
2.	<p>WATCH: Clip from BBC ‘Making of a Militant’: The life and work of Emmeline Pankhurst</p> <p>SHARE: Other sources on suffragette leaders and Greater Mancunians.</p>	15 mins	<p>Future Fawcett Fact sheets - 4 suffragettes</p> <p>BME women who fought for our vote</p> <p>Greater Mancunians</p>
3.	<p>ASK: What are the leadership skills, strengths and characteristics you like and admire in these leaders?</p> <p>DISCUSS: As a whole class what you like and admire in leaders.</p>	25 mins	

ADDITIONAL OPTIONS & ACTIVITIES:

- **WATCH:** BBC film clip: Sophia: Suffragette Princess- Princess Sophia Duleep Singh [30 mins].

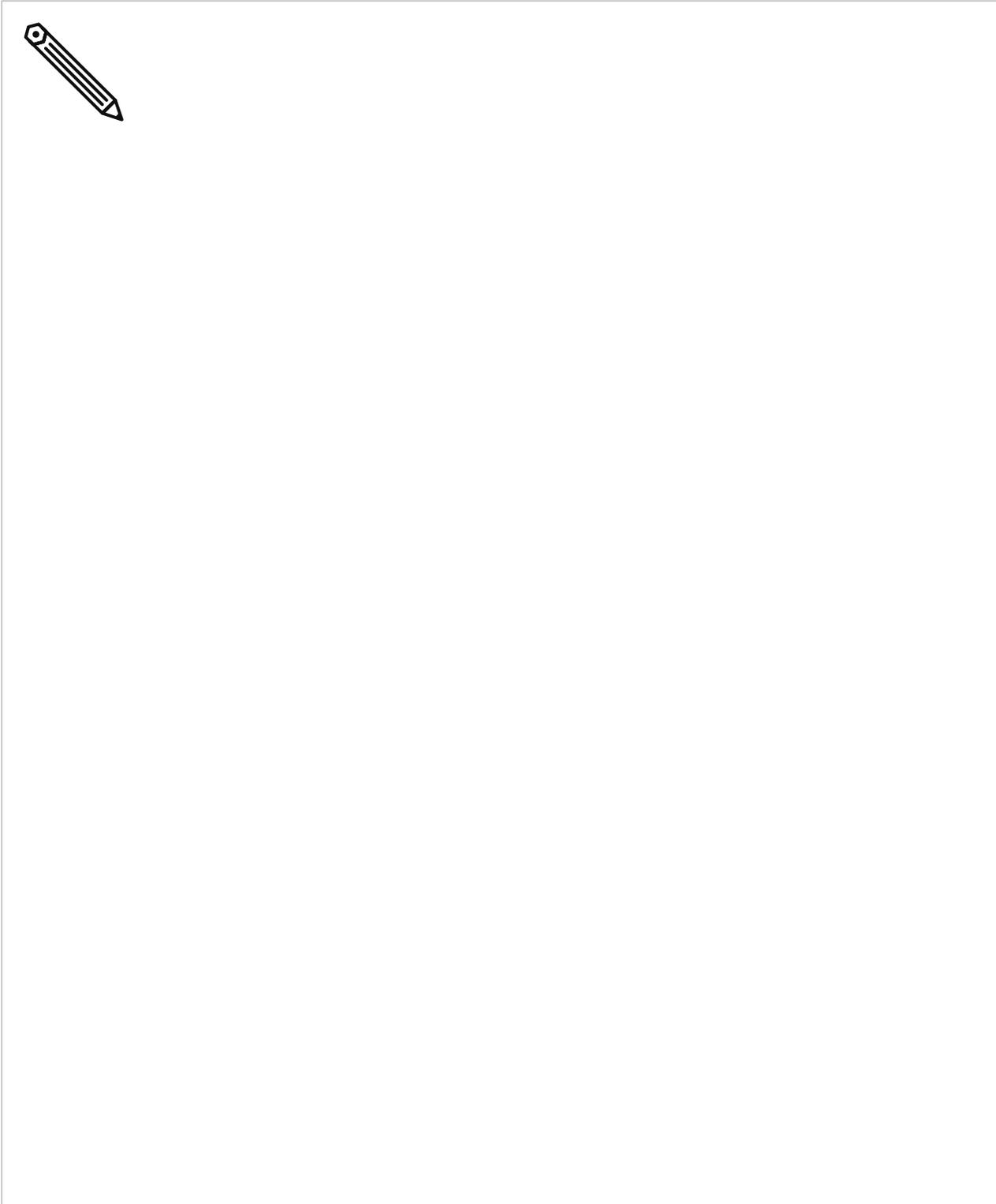
WORKSHEET 10: What I like & admire about leaders

ABOUT:

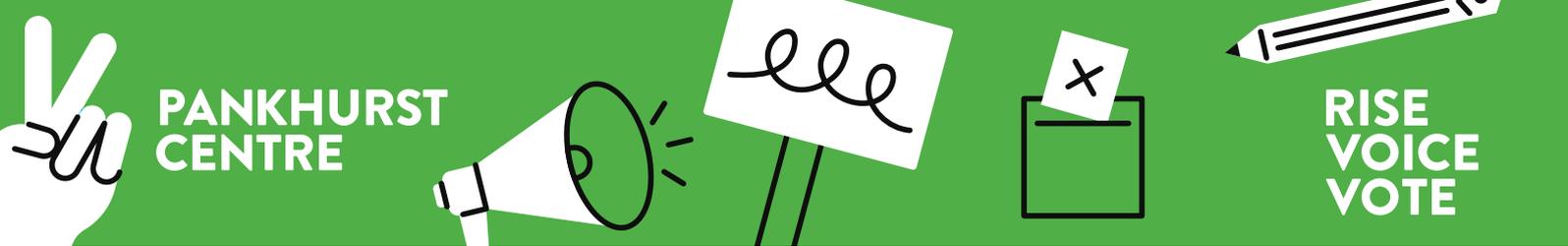
- Skills and experience: what are the things that they do or have done as a leader that you like and admire?
- Strengths and characteristics: what are the things they are good at as a leader and the things about their 'character' that you like and admire?
- What are they passionate and care about as a leader?

TASK:

- Think about examples of leaders you like and admire.
- What is it about their skills and experience and their strengths and characteristics that you like and admire? Write these in the space below.



A large empty rectangular box for writing, with a pencil icon in the top-left corner.



EMMELINE & OTHERS:

Key change makers in Manchester (& the UK)

SESSION 11: Understanding Our Present

SESSION OUTCOME FOR STUDENTS:

Learn about political leaders, campaigners and activists today, what kind of skills and experiences they have and our own leadership strengths.

SESSION LENGTH: Designed for 45 minutes, activities can be extended

CURRICULUM & KEY STAGE: All of the sessions in the Rise Voice Vote toolkit are generic, and can be taught as part of a number of key stages. A range of resources are provided that would support making the session suitable for different key stages and abilities.

CRITICAL QUESTIONS:

- Who are the people making change happen in Greater Manchester?
- What could be the impact of devolution and a Mayor for Greater Manchester?
- What skills and experiences are they bringing to their leadership?
- What are your leadership strengths?

SESSION PLAN:

	ITEM	TIME ESTIMATED	WORKSHEETS & DOWNLOADABLE RESOURCES
1.	Introduce session	5 mins	
2.	<p>SHARE: resources on leaders in Greater Manchester.</p> <p>RESEARCH: students could research the background and work of a leader(s).</p> <p>DISCUSS: who are the people making change happen in Greater Manchester? What skills and strengths are they using in their leadership?</p>	15 mins	<p>What Powers will the Mayor have? Politics Project slide deck</p> <p>Unveiling Erinma Bell sculpture</p> <p>Sharp Futures Women Change Manchester films and map</p> <p>Team Future Election Manifesto</p>
3.	<p>TASK: My leadership strengths</p> <p>WATCH: The Science of Character (8 mins).</p>	25 mins	

ADDITIONAL OPTIONS & ACTIVITIES:

- Invite local activist in to talk about their work.
- Or invite in a politician, or arrange a digital surgery with the Politics Project.

WORKSHEET 11: My leadership strengths & skills

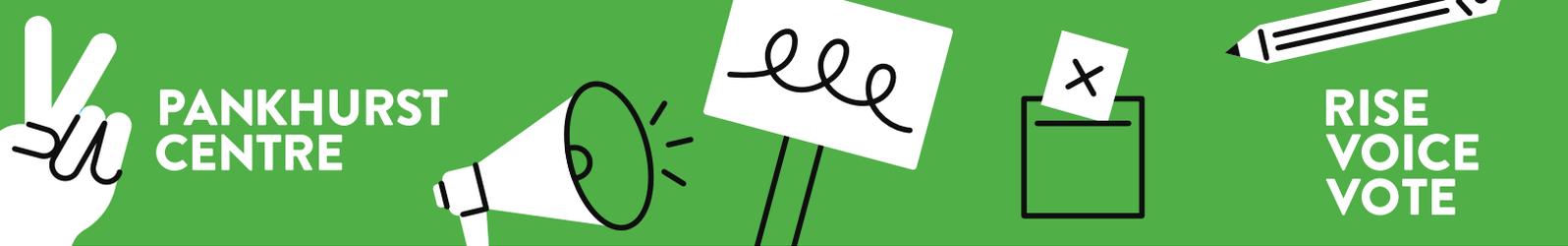
ABOUT:

- Skills and experience: the things that you can do or have done
- Strengths and characteristics: the things that you are good at and the things about your 'character' that make you a good leader.

TASK:

- Play skills and strengths detective - ask other people in the class what they think are the skills/ experience or strengths and characteristics you are good at?
- Think about times when you have been a leader - what have you done to make things happen?
- Write down the skills and the strengths that you would bring to leadership of a campaign about an issue that you care about.





EMMELINE & OTHERS:

Key change makers in Manchester (& the UK)

SESSION 12: Participating In Our Future

SESSION OUTCOME FOR STUDENTS:

Think about what you have learnt, the change you would like to see in Greater Manchester and how you can campaign to make that happen.

SESSION LENGTH: Designed for 45 minutes, activities can be extended

CRITICAL QUESTIONS:

- What are the changes you want to see in Greater Manchester?
- How could you build an effective campaign to raise awareness of these changes and make change happen?

CURRICULUM & KEY STAGE: All of the sessions in the Rise Voice Vote toolkit are generic, and can be taught as part of a number of key stages. A range of resources are provided that would support making the session suitable for different key stages and abilities.

SESSION PLAN:

ITEM		TIME ESTIMATED	WORKSHEETS & DOWNLOADABLE RESOURCES
1.	Introduce session	5 mins	
2.	WATCH: Rise Voice Vote hackday films	5 mins	
3.	TASK: Creating a campaign plan	35 mins	Campaign plan template: planning for impact Running a Campaign Hackday Social Media Takeover Guidance

ADDITIONAL OPTIONS & ACTIVITIES:

- Consider running a “Campaign Hack Day” or half day session with a year group, see our guidance here.
- Consider offering a social media takeover to students - read our advice here.
- UK feminista resources to “take action”.
- Additional social media campaigning for good session plan - 60 mins (The Politics Project).
- Run a campaign “hack day” or half-day, with a social media takeover.

WORKSHEET 12: Creating a campaign plan

Individually, in pairs or small groups plan out three strands of a campaign to help tackle an issue of your choice. There is an example below.

REMEMBER: Have clear messages about that the issue is and why you think it is important to tackle this issue?

TACTIC	WHAT WILL YOU DO? GIVE DETAILS OF WHAT AND HOW YOU WOULD GO ABOUT YOUR TACTIC.	WHO ARE YOU TARGETING? HOW DO YOU KNOW YOU CAN REACH THEM?	WHAT RESOURCES WOULD YOU NEED? (THINK ABOUT MATERIALS, TIME AND PEOPLE!)	WHY WOULD THIS MAKE AN IMPACT? HOW WOULD YOU MEASURE THE IMPACT?
<p>CAMPAIGN TACTIC 1: This should be a way to plant the 'seed' for change in people. How are you going to introduce your issue and capture other people's imagination so they support your cause?</p>	<p>Twitter Campaign - using a #hashtag to gain interest in your cause before starting main campaign.</p> <p>Run the campaign in Instagram as more young people use this - develop visuals to get interest.</p> <p>Don't give too much away now - share a tagline & key message.</p>	<p>Young people aged 14-16 who live within Manchester.</p> <p>To use hashtags and by sharing via specific Manchester/ youth channels.</p>	<p>Twitter handle and knowledge of twitter accounts around Manchester that may have an influence over young people.</p> <p>Instagram account and interesting images to gain attention.</p> <p>Try to get people to share/retweet initial campaign awareness.</p>	<p>People would gain an interest in the campaign before finding out more details - they will want to know more and can then use interest from initial seed campaign to target people for next stages.</p>
<p>CAMPAIGN TACTIC 2: This should be a way to 'water' the seed you have planted! How are you going to increase awareness and get your campaign going!</p>	<p>Video speech - write and deliver a powerful speech about campaign message in a public place around Manchester. This would then be filmed and shared on social media to help raise more in depth awareness of campaign.</p>	<p>Young people aged 14-16 who live within Manchester.</p> <p>To use hashtags and by sharing via specific Manchester/ youth channels.</p>	<p>Speech to be written. Location to perform the speech - ideally in a public place where an audience could gather. Video equipment to film speech.</p>	<p>This will ensure people find out more about our campaign and have the chance to interact with the campaign on the channels it is shared on.</p> <p>Will share date of the 'call for action day'.</p>
<p>CAMPAIGN TACTIC 3: (This final tactic should be your 'eye on the prize' technique. How will you ensure you are pushing your campaign and issue to have the biggest impact at the final stage?</p>	<p>Badges and posters to be distributed around Manchester about the campaign - these will all communicate a set date to target mayor of GM Andy Burnham about giving young people the vote.</p> <p>Encourage young people to Tweet, hold their own mini events, write letters and share their own stories on this date.</p>	<p>All young people and youth movements around GM.</p> <p>Will look to share posters within schools and local community groups</p>	<p>Badges Posters Support of schools Twitter and Instagram accounts</p>	<p>A unified day of action for young people across Manchester to make their voice heard.. Those in power are more likely to hear the message and respond and act on requests. Working collaboratively will help to gain interest of media to help raise profile further.</p>

SESSION 12 ADDITIONAL RESOURCE: Running a campaign hackday

PLANNING A 'CAMPAIGN HACK DAY' AT SCHOOL

Finding an opportunity to support students to spend some time developing their campaign ideas has a range of benefits for curriculum, learning and skills development. A half-day could be used, and there is a model agenda below.

TOP TIPS

1. Invite local campaigners or activists to share their experiences with students. You can access some ideas on local Manchester campaigns at the Rise Voice Vote website.
2. Consider working with local creatives or organisations with expertise in campaigning and lobbying to provide workshops for young people on campaigning tactics and tools
3. You can use our Social Media Takeover guide to support students to take over school social media channels for the day in a supportive and managed way!
4. Invite a local politician to speak to students [hint: Friday is the easiest day for your MP to attend]; or contact The Politics Project to arrange a digital surgery with a politician; or invite a member of the Manchester or Combined Authority Youth Council.
5. Consider inviting parents, carers and other community members to hear young people's speeches or witness their protest activity and engage in debate.

MODEL AGENDA

APPROX TIME REQUIRED	ACTIVITY	RESOURCES
10 minutes	GROUND RULES: Work out with students how they will hold a respectful and compassionate space for debate and campaigning.	See our suggested Hack Day ground rules
20 minutes	CAMPAIGN TEAM ALIGNMENT: Ask students to work in teams where they are interested in campaigning on the same issues. Students use the template to think about their key messages, target audience(s) and campaign title.	Hack Day Campaign Team template
40-60 mins (for a whole day session could be repeated, with different or same activities offered)	CAMPAIGN PLANNING ACTIVITIES: Arrange a number of activities for students on various campaigning tactics. Campaign teams decide between them who goes to which activities for their team. There are a number of worksheets to support these within other sessions: <ul style="list-style-type: none"> • Get Creative: Badge making, t-shirt printing, banner, placard and poster making; • Work with words: Petition writing, soapbox speeches, campaign poems, zine making, contacting your elected representative • Do it Digitally: Social media takeover, making and using GIFs, voxpops 	See Rise Voice Vote session plans for worksheets: <ul style="list-style-type: none"> • Session 1: Petition writing • Session 2: Voxpops • Session 3: Soapbox speeches • Session 5: Poster making • Session 6: Contacting your elected representative • Session 8: Zinemaking • Session 9: Campaign poems Social media takeover guide
30 mins	CAMPAIGNING: Arrange an opportunity for students to make soapbox speeches and/or arrange a 'mini-march' around school grounds. You could invite in an audience of politicians, local campaigners, parents/ carers and/ or the local community to listen to the views of students and ask questions. Students could be divided into common Themes of their campaigns.	Speakers Corner Tips (RVV session 3)
30 mins	SPEAKING TO REPRESENTATIVES: if you can get a local politician or MP to attend make sure students have a chance to do the questioning. If you can't get a local representative to attend in person, contact The Politics Project to organise a digital surgery.	
20 mins	EVIDENCE AND IMPACT: ask students to record the materials and campaigning items they have produced and reflect on the impact they have and could have, in the Campaign Team template. You could consider the last session in the Rise Voice Vote toolkit for ideas on how to share the work of the day more widely with the school and community.	

CURIOSITY
KIND
RESPECTFUL
HONEST
CARING
COURAGE
COMPASSION

SESSION 12 ADDITIONAL RESOURCE: Hackday campaign team plan template

**CAMPAIGN HACKDAY
CAMPAIGN TEAM PLAN**

YEAR GROUP / CLASS: _____
OUR TEAM MEMBERS:

OUT CAMPAIGN TITLE:

OUR KEY MESSAGES:

1. _____

2. _____

3. _____

CAMPAIGN TACTICS & RESOURCES DEVELOPED TODAY

WORKSHOP / ACTIVITY	WE PRODUCED	WHAT IMPACT DID THIS HAVE OR COULD HAVE? WHAT NEXT?

SESSION 12 ADDITIONAL RESOURCE:

Social media takeover, guidance for a campaign hackday

Below is suggested guidance, based on practice with the Pankhurst Trust; this guidance should be aligned with the social media policy of the individual school or setting. See also list of Social Media Do's and Don'ts.

SCHOOL SOCIAL MEDIA #TAKEOVER

There will be a #takeover of the school Twitter, Instagram and other social media accounts for the Campaign hack day. We are keen to support as many students as possible to get their voices heard on the day and to use this as an opportunity to promote their campaign issues.

There will be lots of opportunity and help on hand to support them to develop their messages and to create multi-media digital content to accompany messages including videos, photos, gifs, vox pops and artwork. To ensure that all external messages are appropriate and that students are kept safe, the following process will need to be followed for any messages to go out via any of the agreed school social media platforms.

PREPARATION

Prior to the event the following steps will be taken:

- Review school social media policy and guidance, including addressing the use of visual images and photography of students and teachers
- Make sure all staff are informed
- Pre-event key messages posted and pinned on all platforms communicating the nature, purpose and timing of the takeover.
- Agreed roles for approving posts, moderating and period required (could be a number of hours or days following the event dependant on the relative levels of traffic on the social media channels).
- Display the Social Media takeover Do's and Don'ts prominently

STEP BY STEP PROCESS FOR AGREEING THE TWEETS / INSTAGRAM OTHER CHANNEL POSTS:

Staffing:

- Posting team: an allocated member of staff(s) responsible for approving and posting.
- Consider having additional social media advisors available to offer tips on content design and messaging.
- Moderator: staff or volunteer available to moderate any resulting conversation or discussion on social media channels.

STEP 1 PROPOSERS: Campaign Teams will apply what they've learnt in the workshops about messaging and campaigns to the design of their media posts, using slips provided to draft their message. They will then take their draft post to social media advisors or directly to the posting team.

STEP 2 ADVISORS - IF AVAILABLE: Social media advisors will be available throughout the day to help campaign teams to maximise the impact of their media. They will share any tips to help improve the messaging, the visual presentation or offer advice on who to tag in.

STEP 3 POSTING TEAM: Complete a final read through, check hashtags in place and post on school social media accounts as agreed.

STEP 4 MODERATORS: will be checking the traffic on the accounts throughout the day for responses, responding or removing as appropriate.

STEP 5 SHARED ACCOUNTABILITY: If anyone spots any messages going out or any responses which raise concern please alert the Posting Team immediately. This applies to everyone present on the day or engaging with the #takeover, be you a teacher, student, facilitator, contributor, follower. We all share a responsibility to keep each other safe and to keep social media a safe and please space for all.

SESSION 12 ADDITIONAL RESOURCE: Social media DOs & DON'Ts

DO

BE NICE

It really helps

PREPARE YOUR POST

Make it a positive experience

BE GENEROUS

Give credit and think before tagging

MAKE IT CLEAR

that you are speaking on behalf of your campaign group

BE RESPECTFUL

to others when making any statement

BE AWARE

that you are personally responsible for all communications which will be published on the internet for anyone to see

GET PERMISSION

If you are using photographic images or film ask people who feature in these if they are happy for them to be shared

DON'T

EXPRESS OPINIONS ON BEHALF OF THE SCHOOL OR ANYONE ELSE

stick to your campaign message

LINK YOUR POST TO ANY POLITICAL PARTIES OR PARTY POLITICAL CAMPAIGNS

your message will be heard if it is well crafted

SHARE ANY PERSONAL INFORMATION

school social media is open to the public

HARASS, BULLY OR USE ANY FOUL OR DEROGATORY LANGUAGE

just don't!

SESSION 12 ADDITIONAL RESOURCE: Instagram takeover template

CAMPAIGN NAME: _____ #: _____

OUR CAPTION:

#RISEVOICEVOTE #TAKEOVER

TOP TIPS: Keep caption short, relevant, interesting & on message! People like bright, colourful photos and videos. Tag in relevant influencers for a shot out. Don't forget to follow the DOs & DON'Ts

CAMPAIGN NAME: _____ #: _____

OUR CAPTION:

#RISEVOICEVOTE #TAKEOVER

TOP TIPS: Keep caption short, relevant, interesting & on message! People like bright, colourful photos and videos. Tag in relevant influencers for a shot out. Don't forget to follow the DOs & DON'Ts

CAMPAIGN NAME: _____ #: _____

OUR CAPTION:

#RISEVOICEVOTE #TAKEOVER

TOP TIPS: Keep caption short, relevant, interesting & on message! People like bright, colourful photos and videos. Tag in relevant influencers for a shot out. Don't forget to follow the DOs & DON'Ts

SESSION 12 ADDITIONAL RESOURCE: Twitter takeover template

CAMPAIGN NAME: _____ #: _____

OUR TWEET:

#RISEVOICEVOTE #TAKEOVER

TOP TIPS: No more that 280 characters. Add photo/image/video/gif. Use your hastag #RiseVoiceVote #takeover. Tag in relevant influencers. Don't forget to follow the DOs & DON'Ts

CAMPAIGN NAME: _____ #: _____

OUR TWEET:

#RISEVOICEVOTE #TAKEOVER

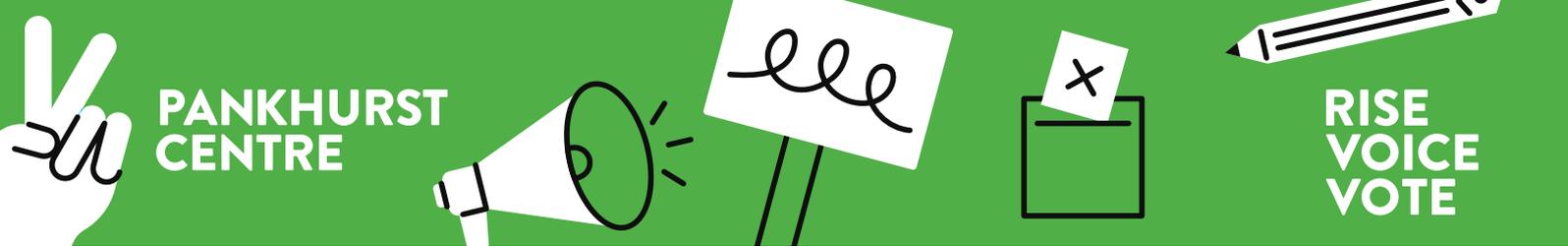
TOP TIPS: No more that 280 characters. Add photo/image/video/gif. Use your hastag #RiseVoiceVote #takeover. Tag in relevant influencers. Don't forget to follow the DOs & DON'Ts

CAMPAIGN NAME: _____ #: _____

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TOP TIPS: No more that 280 characters. Add photo/image/video/gif. Use your hastag #RiseVoiceVote #takeover. Tag in relevant influencers. Don't forget to follow the DOs & DON'Ts



CELEBRATING & MAKING OUR OWN HISTORY

SESSION 13:

SESSION OUTCOME FOR STUDENTS:

Consider how to present and showcase your work on Rise Voice Vote to others and capture it for sharing with others as part of our history.

SESSION LENGTH: Designed for 45 minutes, activities can be extended

CURRICULUM & KEY STAGE: All of the sessions in the Rise Voice Vote toolkit are generic, and can be taught as part of a number of key stages. A range of resources are provided that would support making the session suitable for different key stages and abilities.

CRITICAL QUESTIONS:

- What have we learnt from the Rise Voice Vote programme about activism, campaigning and making our voices heard?
- Why does it matter to collect, showcase and preserve the campaigning and activism of the past and now for the future?

SESSION PLAN:

	ITEM	TIME ESTIMATED	WORKSHEETS & DOWNLOADABLE RESOURCES
1.	Introduce session	5 mins	
2.	REFLECTION: Individually or in small groups use the worksheet to reflect on learning, key messages and results they would like to showcase.	15 mins	
3.	DISCUSS: Why is it important to showcase this work? Why is it important to preserve it through some form of archive? Agree how the class or group would like to share their work with a wider community.	10 mins	
4.	PLANNING: Make a plan and agree tasks to make the event, online presentation or archiving of work happen.	15mins	Calendar of useful historical dates for planning exhibitions

ADDITIONAL OPTIONS & ACTIVITIES:

- Learn more about creating archives from the Manchester Histories, Hidden Histories project.
- Visit an archive of protest and activism at People's History Museum, Central Library, Working Class Movement Library or online such as Remembering Resistance: a century of women's protest in the north of England.

WORKSHEET 13: Reflecting on our learning & how we share with others

ABOUT:

- This is an opportunity to reflect on what you have learnt through the Rise Voice Vote programme and think about how you could showcase this to others. It is also an opportunity to think about why you might want to preserve your campaign work for the future and how you might do that.
- Some possible ideas for showcasing your campaign work:
 - Organise a year group or school assembly
 - An exhibition of work within the school
 - Use a school newsletter
 - Using or creating an online space to share - this could also become an effective digital archive.
 - A lunchtime or after school 'open session' for students, teachers, parents/ carers to see the work and talk to students
- Archiving is one way we preserve things to look at again in the future. Archives can be of physical objects, or they can be digital - online, audio recordings or films.

TASK:

My learning

What knowledge, skills and strengths has the Rise Voice Vote programme helped you to develop?



Can you make a list of all the items you have produced for your campaign?



What are the key messages you want to showcase about activism, making your voice heard, voting and your particular campaign?



How could you showcase these with the wider school community? How could you preserve them for the future?



SESSION 13 ADDITIONAL RESOURCE: Showcase your voice calendar of dates

When you are having a showcase of your campaigns developed with the Rose Voice Vote programme it can be useful to do this on a date that remembers a particular historical event in the campaign for women's suffrage, women's participation in politics or women's rights.

DATE	EVENT
6 Feb (1918)	Anniversary of the 1918 passing of the Representation of the People Act, giving (some) women the vote for the first time.
8 March (annual, since 1910)	International Women's Day https://www.internationalwomensday.com/
2 July (1928)	Anniversary of Royal Assent given to the Representation of the People Act (Equal Franchise) in 1928 widening the franchise to include all women over 21, regardless of property ownership.
July (usually 1st week)	National Democracy Week, UK https://democracyweek.campaign.gov.uk/
October	Local Democracy Week (European) http://www.congress-eldw.eu/
11 October	International Day of the Girl Child http://www.un.org/en/events/girlchild/
November	UK Parliament Week https://www.ukparliamentweek.org/
12 December	In 1907 Reina Lawrence was the first woman elected to a council in England
ADD YOUR OWN DATES	Find out when the when the first woman was elected to the local council; or the first woman served as Council Leader or Lady Mayoress.

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