



# Lesson 3: Planning and Promoting the Campaign

## MAIN MESSAGES

- Taking responsibility for food waste and healthy/sustainable eating
- What is a campaign and what is involved in planning a campaign?
- Creating and designing a campaign to promote sustainable eating

## RESOURCES

Provided as part of this pack:

1. Campaign planning template
2. Vocabulary mats (food waste theme)
3. Persuasive vocabulary mats

You will need:

- Paper A4 and A3
- Coloured pencils and pens
- Prezi link

## PREZI PRESENTATION LINK

[https://prezi.com/ihack1\\_wryil/yes-to-taste-no-to-waste/](https://prezi.com/ihack1_wryil/yes-to-taste-no-to-waste/)

**WORKSHOP LENGTH: 1.5 hours**



## CURRICULUM LINKS

- **Science:** working scientifically; measuring and recording data; reporting and presenting findings.
- **Literacy:** persuasive writing, speaking and listening; group discussion and interaction.
- **Numeracy:** measuring; statistics; tables (Carroll diagrams; bar charts); converting measures; fractions, decimals and percentages.
- **Geography:** knowledge and understanding of environmental change and sustainable development; to recognise how people can improve the environment or damage it.
- **PSHE:** learn about the wider world and the interdependence of communities within it; develop a sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues.
- **Art:** engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art and design.



| Time      | Main Learning Points   | Activity   | Resources   |
|-----------|--|--|---|
| 5 minutes | Review and recap previous learning.  | <p>If you're doing the weekly food waste audit, use this section to work with the 'food waste warriors' to share food waste weight results and update data on PowerPoint bar chart. Discuss whether food waste is reducing &amp; why.</p> <p>If you did lesson 2, you could also use the start of this lesson to review healthy eating pledges, making reference to the Eatwell plate. Discuss pledges achieved.</p>   | <p><u>In this pack:</u></p> <ul style="list-style-type: none"> <li>- Food audit record sheet</li> <li>- Food audit (PowerPoint)</li> </ul>                    |
| 5 minutes | <p>To understand what a campaign is.</p> <p>To learn how to plan a campaign: what, why, when, where, who, how?</p> | <ul style="list-style-type: none"> <li>&gt; Display campaign plan template on the board for pupils to see.</li> <li>&gt; Define what a campaign is and what message are we looking to promote.</li> <li>&gt; WHAT is a campaign? A campaign is a planned set of activities by people wanting to influence others to make a positive change. <ul style="list-style-type: none"> <li>Which campaign has the school chosen?</li> <li>Options: <ol style="list-style-type: none"> <li><b>1. Healthy Eating</b><br/>Smoothie making: supplying smoothies and fruit kebabs (optional); smoothie recipes using surplus fruit and veg.</li> <li><b>2. Reducing Food Waste Fest &amp; Recipe Book</b><br/>Love Your Leftovers – parents pledge to use one left over item, send in their recipes and create a recipe book. Parents and pupils make leftovers dishes to taste at food fair.</li> <li><b>3. Recycling Food Waste – Use a Caddy</b><br/>Food Waste Funfair – Encourage use of and offer free food waste caddies, and play exciting interactive games to learn about food waste recycling such as 'To Caddy or Not to Caddy' and "bling" a caddy.</li> </ol> </li> </ul> </li> <li>&gt; WHY? Know the rationale for the choice of school campaign.</li> <li>&gt; Pupils remind themselves of the 3 key messages they are promoting: <ul style="list-style-type: none"> <li>- Prevention of food waste (preventative behaviours)</li> <li>- Promotion of healthy and sustainable eating</li> <li>- Recycling of unavoidable food waste (e.g. composting)</li> </ul> </li> <li>&gt; Teacher writes in the WHY box in campaign plan.</li> </ul> | <ul style="list-style-type: none"> <li>- Prezi <a href="https://bit.ly/2m-8FdyT">https://bit.ly/2m-8FdyT</a></li> <li>- Campaign planning template</li> </ul> |

| Time              | Main Learning Points  | Activity   | Resources  |
|-------------------|---|--|--|
| <b>15 minutes</b> | <p>Campaign Planning: WHEN/WHERE/WHO/HOW</p> <ul style="list-style-type: none"> <li>• To listen to different points of view</li> <li>• To value the contributions of others</li> <li>• To take an active part in voting to reach a decision</li> <li>• To respect the outcome of a democratic vote</li> </ul> | <p>Discuss <b>WHEN AND WHERE</b> the campaign will take place, and add to the campaign planning template.</p> <p><b>WHO AND HOW?</b></p> <p>To ensure pupils feel ownership of the event, offer the class an opportunity to reflect on focus questions, take feedback and then vote to get an outcome.</p> <p><u>Ideas for class to vote on:</u></p> <ul style="list-style-type: none"> <li>- Name of campaign event?</li> <li>- Who should we invite to the campaign?</li> <li>- What job roles need doing?</li> <li>- How many pupils do we need for each job?</li> <li>- Who does what job? Do we invite parents to volunteer at the event?</li> <li>- Can the Parent-Teacher Association help in any way?</li> <li>- Shall we invite the local council education officer (to give out information and free food caddies)?</li> <li>- Pupils put together a schedule for the day. How will they run the day – list the activities.</li> </ul> | <p><u>In this pack:</u></p> <ul style="list-style-type: none"> <li>- Campaign planning template</li> </ul> |
| <b>5 minutes</b>  | <p>Campaign Targets Review before moving on to designing the campaign.</p>  | <p>&gt; Know the Why? What? How? Who? Where? and When? of the school campaign</p>  | <p><u>In this pack:</u></p> <ul style="list-style-type: none"> <li>- Campaign planning template</li> </ul> |

| Time              | Main Learning Points   | Activity  | Resources  |
|-------------------|--|---|--|
| <b>40 minutes</b> | Advertising the campaign <ul style="list-style-type: none"> <li>• Gather key facts</li> <li>• Letter using persuasive writing techniques</li> <li>• Design posters</li> <li>• Design flyers</li> </ul> | > Distribute the vocab mats and emphasise use of persuasive language and techniques.<br>Who is the audience? What shall we draw? What information needs to be on the poster/flyer?<br>> Organise pupils into groups to complete some of the following tasks: <ol style="list-style-type: none"> <li>1. Design posters/ banners/ placards</li> <li>2. Two pupils to write a persuasive letter of invitation to parents/carers</li> <li>3. Plan a presentation for an assembly</li> <li>4. Write a page for the school website</li> <li>5. Design information flyers to use at campaign</li> <li>6. Write a song / rap</li> </ol> Some of the above may change depending on choice of campaign. | <u>In this pack:</u> <ul style="list-style-type: none"> <li>- Vocab mats x 10</li> <li>- Persuasive writing vocab mats x 6</li> </ul> <u>You will need:</u> <ul style="list-style-type: none"> <li>- A3/A4 paper for design work</li> <li>- A4 for writing letters</li> <li>- Coloured pens</li> </ul> |
| <b>5 minutes</b>  | Summary of main learning points, overview of lesson 3, campaign reminder.  | > <u>Discuss:</u> <ul style="list-style-type: none"> <li>• Do we understand what a campaign is?</li> <li>• Do we understand our main campaign messages?</li> <li>• How is the advertising created by pupils distributed?</li> <li>• Who is responsible for getting it out to audience?</li> <li>• How will they contact parents?</li> <li>• Where do we display the pupils' posters?</li> </ul>   |  |

#### TEACHER TIPS FOR PREPARING FOR CAMPAIGN

- Caddy campaign (or all): contact local council in advance to obtain free food waste caddies and see if they can attend.
- Recipe book: give out the recipe template to pupils as homework this week.
- Recipe book: inform Parent-Teacher Association so they can make dishes, give recipes or help.
- Smoothies: order compostable taster cups
- Smoothies: contact local council to see if they can offer a smoothie bike.

**SMALL CHANGE  
BIG DIFFERENCE**  
presents...

**YES TO TASTE  
NO TO WASTE**



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# CAMPAIGN PLANNING

**WHAT?**

# WHY?

## WHEN & WHERE?

## WHO?

# HOW?



# PERSUASIVE LETTER TO PARENTS

> Example

Dear Parents/Carers,

You are invited to our SMOOTHIE campaign event where our aim is to prevent food waste, encourage food recycling and promote healthy and sustainable eating.

WHEN:

WHERE:

Did you know that in London, each household with children throws away an average of £16 of unused food every week! That's a shocking £800 a year! Would you throw money in the bin?

Do you care about your environment? Binned food ends up in landfill where it produces methane gas which contributes to global warming and climate change.

We have made pledges to fight food waste and eat more healthy and sustainable food. This is YOUR opportunity to join us in our fight and make your own personal pledge to prevent food waste and save our environment.

With a small change, together we can make a BIG DIFFERENCE!

We look forward to welcoming you at our smoothie event.

With regards,

Year [5]



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Using words like 'we', 'you', 'our' and 'us' to make your audience think you are talking only to them.

- Clear introduction (reason for writing and state opinion in introduction)
- Paragraphs with reasons and evidence to support
- Clear conclusion

## PERSUASIVE WRITING TECHNIQUES

Rhetorical questions:  
using questions that don't need an answer to get the audience to think, e.g. '**Would you...?**  
**Could you...?**'

Facts & Statistics:  
When truthful information is given to back up a point, e.g. 95% of pupils feel...

Exaggeration & emotive language: e.g. using **three** adjectives or phrases

Repetition:  
'Do you remember, do you...?'  
'If..., if..., then...!'

Complex sentences linked with connectives like:

- so
- consequently
- as a result of
- accordingly
- moreover
- as a consequence of
- then
- so as
- an outcome of
- because
- therefore



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## **VOCABULARY**

**food waste  
prevent  
prevention  
fight  
sustainable  
environment  
landfill  
methane**

**climate change  
global warming  
small change  
big difference**

**compost  
pledge  
recycle  
re-use  
reduce  
caddy  
fridge shelfie  
FIFO (first in, first out)  
campaign  
event**

**healthy eating  
fruit  
vegetables  
bruised  
soft  
frozen  
freeze  
wonky  
taste  
half-eaten**