

ARTS & CRAFTS HAMMERSMITH

# SECONDARY RESOURCES & WORKSHEETS



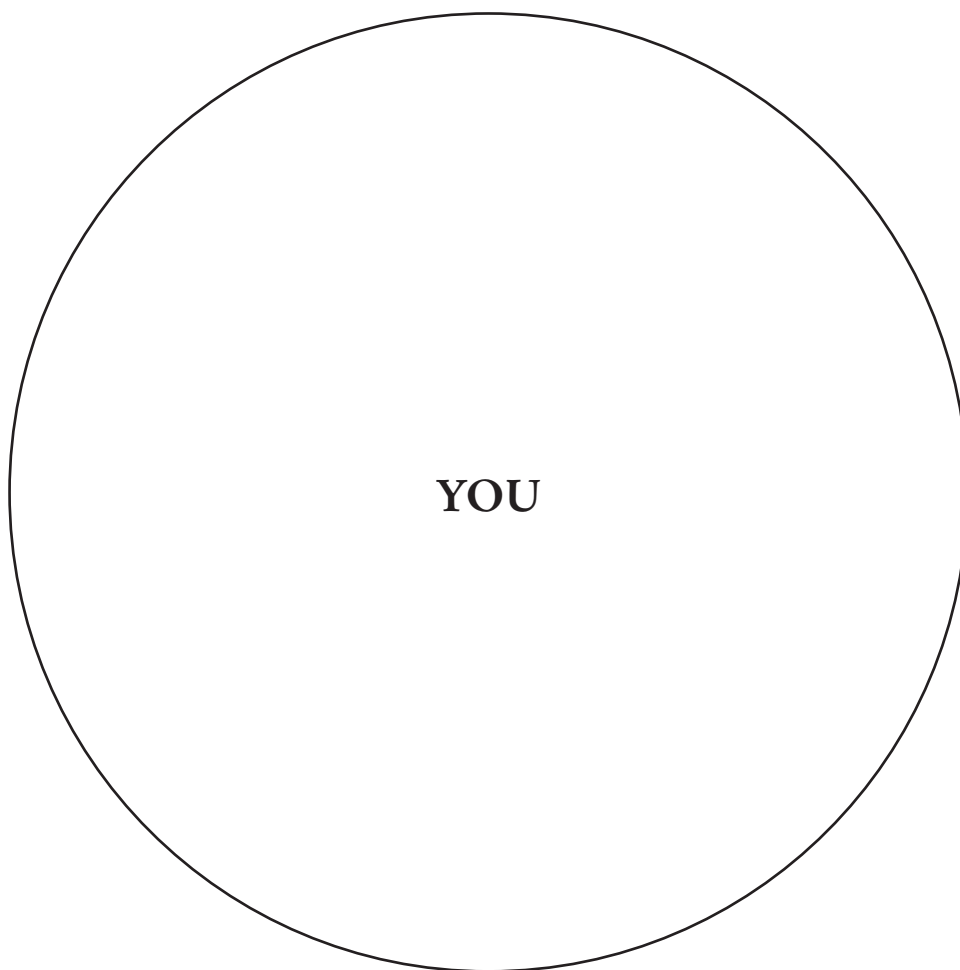
## LESSON ONE: ORGANISING FOR CHANGE

**Aim:** to understand the different forms of action citizens can take to promote particular viewpoints.

### Task One

Think about who **influences** you.

- Inside the circle, write down all of the people who have an influence on you. Draw an arrow from **them** to **you**.
- Write down all the people that you have an influence on. Draw an arrow from **you** to **them**.



### Task Two

**Discuss** these questions as a class or in groups:

- **How** could you use your influence in a positive way?
- On **what issues in society** do you have some influence to try and change?
- Can you think of a way that **groups of people** can use their influence **collectively**?



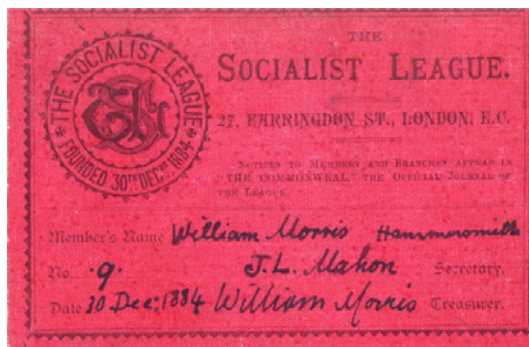
### Task Three

Using the internet, **research** and then **reflect on** the following pieces of information:

- Who are the **MPs** for your local area and which political parties do they represent?
- What are some **key issues** they want to influence and change?
- Do you **agree or disagree** with their points of view?

A **manifesto** is another word for all the changes that a political party wants to make happen.

Below is an extract from the 19th century manifesto of the **Socialist League**, a political party that **William Morris** helped found. It played an important part in Hammersmith's local history and beyond. What do you think about these ideas? Could they work today?



### Socialist League Manifesto

- “the land, the capital, the machinery, factories, workshops, stores, means of transit, mines, banking, all means of production and distribution of wealth, must be declared and treated as the common property of all.”
- “Every man will then receive the full value of his labour, without deduction for the profit of a master”
- “everyone will have abundant leisure for following intellectual or other pursuits”

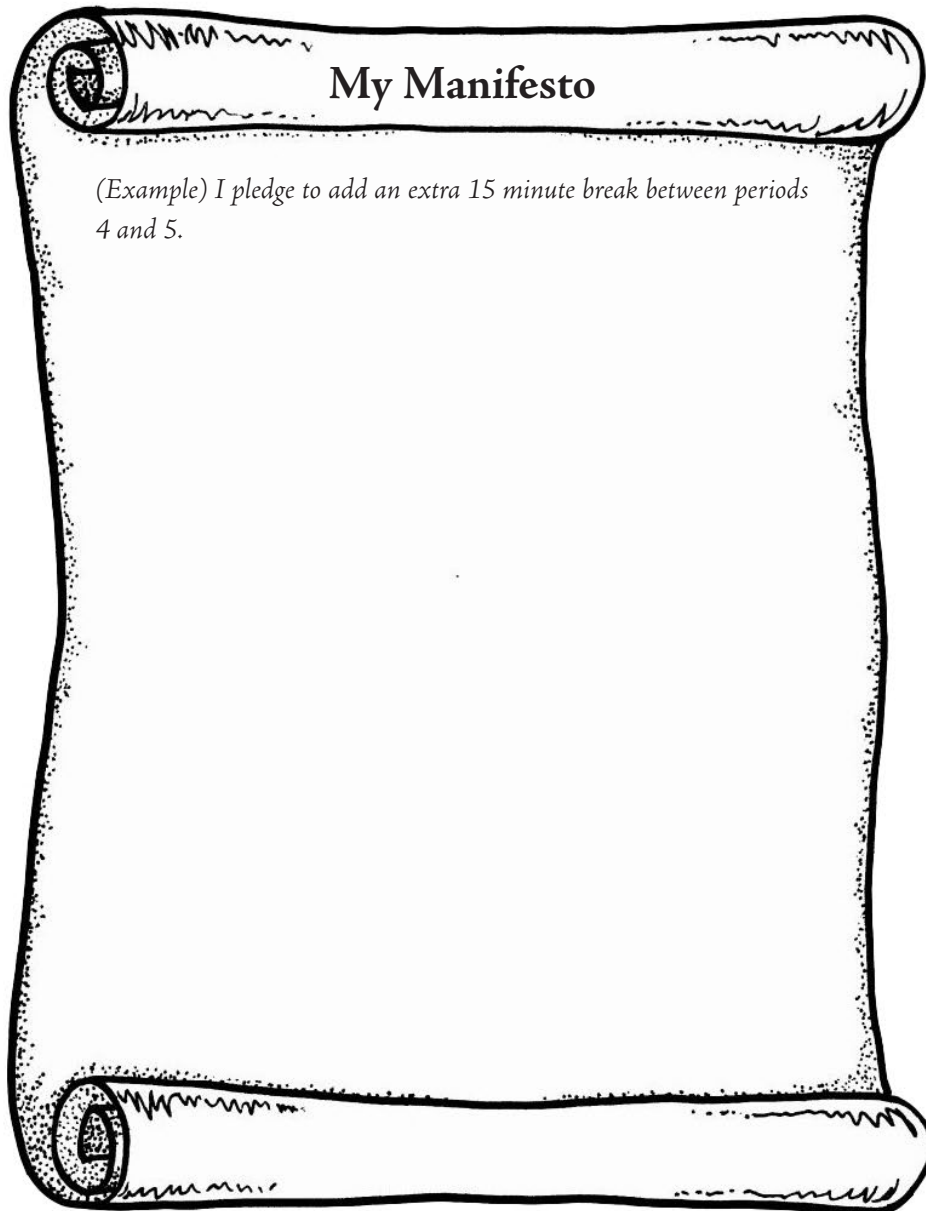
- William Morris, *Commonweal*, 1885

### Task Four

#### Writing a manifesto

Imagine you are in charge of creating a **programme of change** for your school. What do you think is wrong with your school at the moment? If given the chance, what would you change about it?

**Create a manifesto** listing the changes that you would like to see in your school -remember that they need to be realistic! Be ready to **present** your ideas to your classmates.



#### Extension task:

Present your manifesto to the class and take any questions that people might have. You should be ready to defend your manifesto pledges and say how you might deliver them. As a class you can vote on whose manifesto offers the best programme of change for your school.



## LESSON TWO: MAKING YOUR VOICE HEARD

**Aim:** to understand how the media can be used by groups to influence public opinion.

### Task One

Look at the pictures below. Make a list of some of the **differences** that you can see between the two factories. How might the **products** they produce differ?



The William Morris factory at Merton Abbey C.1890



A modern textile factory

### Task Two

*“those articles of folly and luxury ... [that] I will forever refuse to call wealth; they are not wealth but waste. Wealth is .. what a reasonable man can make out of the gifts of Nature for his reasonable use.”*

William Morris, Useful Work Versus Useless Toil, 1884

**William Morris**, a designer, writer and activist, was one of Hammersmith’s most important residents. He strongly believed that we should not surround ourselves with **mass-produced, cheap and disposable** products that we are likely to throw away. Instead, he thought, the best way was to manufacture durable and **sustainable** products that are built to last.

Because of these beliefs, William Morris set up factories within which skilled craftspeople manufactured beautiful handmade objects, such as books, prints, and stained glass. He was strongly against **wastefulness** and **campaigned** against the over-production of goods in society.

Discuss these questions as a class or in groups:





1. In modern society, what do we do that is **wasteful**? What do we consume or throw away **too much of**?
2. **What steps** could we collectively take to change this situation?
3. How could you **encourage others** to take these steps?

**Task Three**

**Planning a campaign: War on Waste**

In a group, you will create a **media campaign** aimed at **persuading people** to decrease the amount of waste they produce. Brainstorm a list of things that you think people **consume too much of** and therefore waste. Choose **one thing** (e.g coffee cups, paper, plastic bags, plastic bottles) to base your campaign on. Assign one of the tasks below to each group member.



<p><b>PAMPHLET</b></p>  <p>On an A4 piece of paper create a pamphlet that you could hand to people on the street.</p> <ul style="list-style-type: none"> <li>• Use bold and impactful text to grab the reader’s attention.</li> <li>• Choose an image which highlights the extent of the problem.</li> <li>• Find statistics to support your argument.</li> </ul>	<p><b>SPEECH</b></p>  <p>Write a persuasive 250 word speech which will win support for your cause.</p> <ul style="list-style-type: none"> <li>• Tell people how bad the problem is and make proposals for what can be done to change the situation.</li> <li>• Tell the audience what they can do to make a difference.</li> <li>• Find statistics to support your argument.</li> </ul>
<p><b>PETITION</b></p>  <p>Create a proposal which you would like people to support and collect as many signatures as possible.</p> <ul style="list-style-type: none"> <li>• For example: “The government should ban straws made out of plastic.”</li> <li>• Make your petition on <a href="http://www.change.org">www.change.org</a>.</li> <li>• Recruit as many people as you can to sign your petition.</li> </ul>	<p><b>CAMPAIGN VIDEO</b></p>  <p>Using your phone, record a 1 minute clip that communicates the message of your campaign.</p> <ul style="list-style-type: none"> <li>• Create a short script and storyboard to plan the structure of your video.</li> <li>• Shoot the video on a mobile phone.</li> <li>• Upload your video to <a href="http://www.youtube.com">www.youtube.com</a> and share it with your friends.</li> </ul>

**Extension Task**

*“Have nothing in your house that you do not know to be useful, or believe to be beautiful”*

- William Morris, The Beauty of Life, 1880

Look around your classroom or your home. Are there any items that you could **reduce** your consumption of or use more **sustainably**?



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## TEACHER'S NOTES

### Lesson One: Organising for change

- Task One** Tell the class that they will be thinking about how they can influence change in society. The first task should prompt the students into writing down who influences them and who they influence themselves. This may include family members, friends, classmates, teachers, local group leaders, politicians, etc. Ask some students for their responses and feedback as a class. (10 Minutes)
- Task Two** The discussion task can take place as a whole class activity or in small groups. The discussion can begin from everyday examples of 'using influence' such as giving a friend advice or telling a sibling what they should do in a certain situation. Steer the discussion towards broader societal issues such as the environment, education and representation. On the final question, try to elicit 'political parties,' 'activist groups' or a similar response. (10 Minutes)
- Task Three** Students use the internet to research the identity of their local representatives, their party affiliation, and their positions on local issues (e.g education, law & order, tax rates, immigration). At the end of the exercise, allow time for individual students to feedback on what they have found and discuss to what extent they agree with their local representatives.
- Ask students to read the Socialist League Manifesto extract. This can be discussed in relation to the previous research task and students should be asked on their thoughts on the positions stated. (20 Minutes)
- Task Four** Students create a 'manifesto' of changes they would like to see in their school. Emphasize that these changes should be realistic and deliverable in their school. An example is provided, but something more applicable to their particular school environment may work better.
- Extension** At the end of the lesson, students present their manifesto to the class and students question the speaker on their manifesto pledges. A vote can be conducted on whose manifesto pledges the best programme of changes. (30 minutes)

## TEACHER'S NOTES

### Lesson Two: Making your voice heard

**Task One** Students look at the images of the William Morris factory in Merton Abbey and the mass-production arrangement in a modern clothing factory. Elicit answers along the lines of 'handmade vs mass-produced', 'sustainable vs unsustainable', 'disposable' or 'cheap', etc. Explain that William Morris' factories produced artisanal goods which were designed to be beautiful as well as well-constructed - in contrast to the culture of disposability which exists today. (10 minutes)

**Task Two** Students discuss the three questions in a group or as a class. Examples of sustainability campaigns may be useful here. See for example:

[www.onelessbottle.org](http://www.onelessbottle.org) (Against single use plastic bottles)

[www.fashionrevolution.org/](http://www.fashionrevolution.org/) (Sustainable fashion)

[sustainablefoodtrust.org/](http://sustainablefoodtrust.org/) (Sustainable food)

Ask students if they have tried to reduce their consumption of certain disposable goods recently. (15 minutes)

**Task Three** Tell students they will be creating a media campaign ('War on Waste') that will encourage people to live more sustainably and reduce the amount of waste they produce. In groups or as a class, students brain-storm possible items that their campaign can be focused on (for example: a campaign based on persuading people to stop using disposable coffee cups).

After choosing a target for their sustainability campaign, in groups of up to four, students choose a role of either producing a pamphlet, speech, petition or video. The boxes on the student sheet provide basic requirements, but modeling of existing campaign materials may be useful. The aim of this activity is to produce something that can be engaged with by the wider community and online audiences. Allow time to showcase each campaign. (40 minutes+)

**Extension** Students reflect on the William Morris quote and consider how their own environments contain potentially wasteful and unsustainable products.

