

## **Group 3 Lesson Module: Social Media Campaign**

### **Description**

Students will learn how to build a social media campaign based on an issue of their choice in. Students will choose an issue and decide whether they want to spread awareness, fundraise, or communicate their points of view with candidates, political parties, elected representatives, lawmakers, etc. The social media campaign will be presented using a montage of pictures and videos on Instagram. Students will link their campaigns via hashtags and vote for the campaign they found most effective. This lesson is best for classrooms of 20-30 students from the ages of 14-17.

### **Objectives**

Students will:

- Learn how to create a successful social media campaign to communicate their ideas within the electoral/legislative process. The process includes identifying an issue, researching it, understanding points of view and presenting a coherent social media communication piece;
- Explore a concrete action to be part of the democratic process for the 2015 election and for future electoral participation; and
- Develop an increased awareness of, and interest in, Canada's democracy, electoral and legislative process.

### **Materials**

- White Poster Boards
- Markers (Black Sharpies, etc.)
- A Variety of Dress Up Props for Instagram photos
- Laptops / computers in the classrooms
- LCD Projector already in the classrooms
- Ballots (see templates below)
- Elections Canada Voting Box
- Dots for sticking on social media logos

### **Accommodations**

This module accommodates a variety of learning styles as well as multiple intelligences. The use of an agenda will help establish a routine for this module. Furthermore, the use of pictures and videos as a form of communication will help avoid any language barriers that may exist. There will also be auditory accommodations when displaying examples of social media campaigns as well as the use of PowerPoint. Finally, group work will promote collaboration amongst students.

## **Process** (110 minutes total)

### **Introduction and Hook** (10 minutes)

1. Have various social media logos posted up around the room (Twitter, Facebook, Instagram, Pinterest, LinkedIn, Google+). Ask students if there are any other social media outlets that we didn't mention, and put those up as well. Using "dotmocracy", have the students put dots by their top three.
  - a. The point of these questions is to open a discussion about how connected we are to social media and how there are so many social media forums that exist.
  - b. If there are students who do not belong to any of these media, ask if they are comfortable sharing why they are not online. Is it their choice? Is it their parents' choice? – NOTE: Rationale for using Instagram in activity
2. Ask students if they have ever participated in a social media campaign. If so, ask them to share their stories, and share some of these examples (videos, pages, etc.).
  - a. What impact did they feel they had by participating in the campaign?
  - b. If students have not yet participated in a campaign, ask what social media campaigns would they like to actively participate in.
  - c. If students don't have any examples, show some possible social media campaigns that students would be familiar with.
    - **Medicine and Health**
      - <https://www.sudep.org/purple-day-2014>
        - Awareness campaign for epilepsy. Wear purple, take photos and share them on Facebook and Twitter with the hashtag #PurpleDay(year).
      - <https://www.youtube.com/watch?v=AqTxhoN507c>
        - Ellen Degeneres doing the Ice Bucket Challenge for ALS. Participating with a young man who has the disease and made a compelling youtube video that went viral. #ALSicebucketchallenge
      - <http://letstalk.bell.ca/en/our-initiatives/>
        - Bell's annual Let's Talk Campaign is to raise awareness for mental health in Canada. Bell donates 5cents for every call, text, Facebook like, or tweet that customers make on the day which last year was January 28. #bellletstalk
    - **International Affairs**
      - <http://www.amnesty.ca/our-work/campaigns/stop-torture-act>
        - People can show their support in ending violence and torture in a variety of ways such as: liking them on Facebook and twitter, using cover photos to Stop Torture, and shopping in their online store for Stop Torture merchandise.
      - <http://www.nohatespeechmovement.org/>

- A youth campaign that speaks out against forms of hate speech, specifically hate speech that occurs online where people are able to hide behind their screens while provoking racial prejudices. It encourages youth participation and citizenship through posting videos and pictures that promote the anti-hate speech movement.
- Ecology and Environment
  - <http://www.earthhour.org>
    - Earth Hour, hosted by the WWF, is a world wide initiative to conserve energy and help save the planet. The link leads to a video that demonstrates all the positive impact this initiative has had. One of their challenges was even an Instagram hero contest <http://www.earthhour.org/are-you-superhero-the-planet>.
  - <http://ontarioecoschools.org/index.html>.
    - A guide for how students/teachers can get involved and have their school certified as an ecoschool. Resources are available as well as a certification guide.
  - <https://www.youtube.com/watch?v=hpFvi975ATQ>
    - A video promoting the launch of greenect a new social media site where youth can connect with each other over environmental issues/ concerns. The site is not yet launched but is coming soon.

### **Main Activity** (85 minutes)

1. (10 minutes) Using the board to create a mind map, brainstorm as a group: What makes a good campaign?
  - a. A specific and closely targeted audience
  - b. Credibility of evidence
  - c. A good or positive message
  - d. Engaging, attractive and interesting
2. (5 minutes) Explain that students will create their own social media campaign through the communication medium of Instagram. They will create a campaign that consists of 5-10 pictures. They also have the option to produce a 15 second video.
3. Students choose their own groups of 4. If they are not comfortable choosing their own groups, teachers can divide the students.
4. Guide students to pick an issue that is important to them, and formulate a stance on that issue.
5. (5 minutes) Project 'Action Planning Star' (<http://goo.gl/qhOldm>) onto the board. Explain the components of this template and how it can help in the planning process. Remind students that they must listen to the ideas of all their group members and come to a final

decision together. This could be done through a compromise by blending ideas or possibly a 'majority rules' vote.

- a. What is the point of making your campaign?
- b. What do you intend to do with the campaign (raise funds, spread awareness, promote a policy position)?
- c. How do people participate in your campaign (donate money, "like" your page, sign a petition)?
- d. Who is your campaign geared towards?
- e. Are there potential organizations that could support your campaign?
- f. Ask students if they have any questions.

Students can use their own devices or classroom computers to connect to the internet and research. Teachers should ensure that each group has at least one mobile device, laptop or video camera. Encourage students to research if there are other similar campaigns. Is there any way to enhance or branch off of a pre-established campaign?

6. (40 minutes) Students have the remaining time to create their campaigns.

- Each group will receive an Instagram username and login, created by the teacher.
- These accounts will be set to private; only students and the teacher will be able to view these photos and videos.
- Campaigns will consist of 5-10 pictures and/or a 15 second video.
- Students must create a hashtag for their campaign.
- There should be a variety of props displayed around the room that they are welcome to use.
- Encourage creativity and originality!

7. (15 minutes) Once all campaigns are complete and/or time is up, students present their campaigns to the class. Using ballots and ballot boxes, students will vote for the campaign they felt would gain the most support. The campaign that wins the vote could present their campaign to the school, a club or other venue.

8. (10 minutes) Small group discussion; ask students the following questions:

- a. What are the pros and cons of a social media campaign?
- b. How could we have improved some of these campaigns? (constructive criticism)
- c. What do you think worked best for these campaigns?
- d. What challenges do you foresee and what supports might you need to implement a campaign?
- e. How will you apply what you have learned today in your own community or school?
- f. How are these campaigns connected to other democratic processes?

## **Wrap-Up (15 minutes)**

9. (10 minutes) Explain what a Think, Pair, Share is. (Take a minute to reflect on how you would answer the question, take three minutes to discuss your answer with your elbow partner, and take 5 minutes to share with the whole group.)
10. (5 minutes) Teacher wrap-up (to answer the “so what” or “so why did we do this today” question). Ask the students what they did/achieved today. Using their answers – give a wrap up: Students
  - Practiced creating a social media campaign
  - Can now go back to their community and get together with friends and repeat the process for the federal election – think of an area that falls under the federal government
  - Participated in an election – very similar to what your parents will do in October 2015.
  - Launch a challenge – Help you parents or family members make a plan to vote by knowing when, where and ways to vote. Then go to the polling station with your parents!

## **Resources**

Project website resources:

- <http://www.freethechildren.com>
- <http://www.earthday.ca/campaigns>

Medicine and Health

- <https://www.sudep.org/purple-day-2014>
- <https://www.youtube.com/watch?v=AqTxhoN507c>
- <http://letstalk.bell.ca/en/our-initiatives/>

International Affairs

- <http://gofossilfree.org/creative-action-ideas/#photos>
- <http://www.amnesty.ca/our-work/campaigns/stop-torture-act>
- [http://www.nohatespeechmovement.org/.](http://www.nohatespeechmovement.org/)

Ecology and Environment

- <http://www.earthhour.org>
- <http://ontarioecoschools.org/index.html>
- <https://www.youtube.com/watch?v=hpFvi975ATQ>

