

# Years 7–8: Campaign!

Students use digital technologies to create and communicate a campaign. The campaign might be local, regional or even broader. It should aim to inform or develop an audience's awareness about a cause and encourage them to act.

Students explore the formats and characteristics of effective campaigns. They analyse how these campaigns:

- engage audiences
- communicate messages such as problems, issues, aims, solutions or actions

Learning activities are provided for two sample campaigns:

- in Sample 1 students choose an issue for their campaign.
- in Sample 2 students campaign to protect an area of environmental significance.

The learning activities require students to combine their ICT capabilities with specific knowledge, skills, techniques and processes from Digital Technologies, Media Arts and English, to create a multimedia campaign. This cross-curriculum approach allows students to develop an understanding of a complex problem from different perspectives.

## Learning activities

Students learn about campaigns and then plan, run and evaluate a campaign. They present their work in a multimedia format. Options include:

- animation, documentary, film, mockumentary, music video, video, visual essay, including as appropriate AR, MR, VR or XR, or
- slide presentations that incorporate oral and written texts, still or moving images, sound or animation
- multimedia report on criteria for success, designs, options, project plans.

### To begin:

#### **Introduce/review the concept of a campaign.**

Classroom activities may include:

- using dictionaries to source definitions of the term 'campaign'
- discussing different types of campaigns, such as military, social, political
- evaluating the strengths and weaknesses of a recent campaign
- researching an effective campaign from a range of perspectives
- exploring what makes an effective message, slogan or catch-cry.

### Next:

#### **Plan, run and evaluate a campaign**

# Campaign 1: We need to act now!

## **Aim:**

To motivate the school community to make a change, adopt a behaviour/habit or understand an issue.

## **Task:**

Students choose a 'cause in need of a campaign' and work collaboratively in pairs, small groups or as a class to plan, design, develop, run, and then evaluate the effectiveness of a campaign to achieve its aims. Some topics for consideration and inspiration include:

- recognition of people, places or events
- environment, ecology and habitat
- transport safety
- online safety
- health promotion
- cultural and community engagement
- social justice
- values.

Students use:

- ICT to research, plan and design a campaign
- digital technologies and multimedia to develop, run and evaluate the campaign.

# Campaign 1: We need to act now!

## Learning activities

### Campaign

#### Researching a cause in need of a campaign

Sequence of student activities:

	Activities	Technologies/multimedia	Curriculum links
<p><b>Step 1</b> Brainstorm</p> <p>Research and learn about the issue</p>	<p>As a class,</p> <ul style="list-style-type: none"> <li>brainstorm causes that need a campaign</li> <li>generate criteria for selecting a cause for the campaign that their group will develop.</li> </ul> <p>In groups,</p> <ul style="list-style-type: none"> <li>use the criteria to a decide on a campaign issue</li> <li>research the issue</li> <li>share findings on a knowledge wall (static or digital)</li> <li>investigate whether a campaign already exists in the space, if a campaign exists, students decide why another one is needed:               <ul style="list-style-type: none"> <li>what will a new campaign contribute to the cause?</li> <li>would the purpose of the new campaign be to persuade? Increase awareness? Call to action?</li> </ul> </li> </ul>	<p>Polling / Q&amp;A apps Mind mapping software / apps Visual collaboration tools</p> <p>Internet Mind-mapping software / apps Visual collaboration tools Blog/vlog Word-processing Spreadsheets</p>	<p>Critical and Creative Thinking – Inquiring, Generating ideas, possibilities and actions</p> <p>Learning areas and cross-curriculum priorities: as appropriate, for example, selecting a cause related to a theme or topic connected to a learning area such as English, HASS or Science.</p> <p>Critical and Creative Thinking – analysing, synthesising and evaluating reasoning and procedures</p> <p>Learning areas and cross- curriculum priorities: Digital Technologies processes and production skills strand: ACTDIP025, ACTDIP026, ACTDIP027</p>

<p><b>Step 2</b> Access and analyse data for the campaign</p>	<p>And, evaluate the existing campaign, for example, considering how clearly the campaign communicates its messages, language use, appeal for the target audience, design features, for example, placement of images and text, use of sound to create special effects.</p> <p>As a class,</p> <ul style="list-style-type: none"> <li>• discuss types of data that might be available for different issues: <ul style="list-style-type: none"> <li>• What are the key issues?</li> <li>• What are the most reliable sources of data?</li> <li>• How can data be sourced, analysed, documented and stored for future use?</li> </ul> </li> </ul> <p>In groups,</p> <ul style="list-style-type: none"> <li>• locate, access, and validate data from a range of sources to inform the messaging of their campaign, for example, analyse a set of statistics or a chart about the campaign topic</li> <li>• document findings</li> <li>• summarise findings and outline the key message for the campaign</li> </ul>	<p>Internet PMI tools/apps Blog/vlog Spreadsheet</p> <p>Internet PMI tools/apps Blog/vlog Spreadsheet</p>	<p>Digital Technologies processes and production skills strand: ACTDIP025, ACTDIP026, ACTDIP027</p> <p>Critical and creative thinking – Inquiring, Analysing, synthesising and evaluating reasoning and procedures</p> <p>Digital Technologies processes and production skills strand: ACTDIP025, ACTDIP026, ACTDIP027</p>
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## Create and collaborate

	<b>Activities</b>	<b>Digital technologies/multimedia</b>	<b>Curriculum links</b>
<p><b>Step 1</b> Determine the campaign platform</p>	<p>As a class,</p> <ul style="list-style-type: none"> <li>research the strengths and weaknesses of different multimedia platforms for the campaign</li> <li>identify features of effective campaigns that used different media platforms</li> <li>investigate an intended audience’s response and level of awareness about the campaign issue to help determine the media platform/s that will best convey the campaign message.</li> </ul>	<p>Polling / Q&amp;A app Mind mapping software / apps Collaboration tools</p>	<p>Digital Technologies: ACTDIP028 Media Arts: ACAMAR069, ACAMAR071, ACAMAR072</p> <p>Content from other learning areas and cross-curriculum priorities: as appropriate</p>
<p><b>Step 2</b> Devise the campaign strategy</p>	<p>As a class</p> <ul style="list-style-type: none"> <li>devise a campaign strategy that formalises the results of the investigations:               <ul style="list-style-type: none"> <li>purpose of the campaign</li> <li>key messages</li> <li>intended audience</li> <li>key dates</li> <li>duration</li> <li>preferred media platform</li> <li>launching the campaign</li> <li>communication strategies such as social media campaign strategies</li> <li>recording/documenting the campaign strategy using, for example an action plan, a project management plan, a design brief or another learning-area appropriate format.</li> </ul> </li> </ul>	<p>Storyboarding app Graphic organiser Video Sound recording Blog/vlog</p>	<p>Digital Technologies: ACTDIP028 Media Arts: ACAMAR069</p>

## Designing the campaign materials

Sequence of student activities:

	Activities	Technologies/multimedia	Curriculum links
<p><b>Step 1</b> Generate design ideas</p>	<p>Individually,</p> <ul style="list-style-type: none"> <li>• generate alternative design ideas for campaign materials, noting that the campaign will be presented in a multimedia format</li> <li>• be prepared to justify the preferred design idea.</li> <li>• In groups,</li> <li>• share individual design ideas</li> <li>• seek feedback from the intended audience</li> <li>• choose one idea for the group to develop.</li> </ul>	<p>Video AR/ MR/ VR/XR tools Web design software Audio recording Photography Photomedia Animation tools Presentation software</p>	<p>Digital Technologies: ACTDIP028, ACTDIP031, ACTDIP032</p> <p>Media Arts: ACAMAR066, ACAMAR069</p> <p>ICT: Creating with ICT, Managing and operating ICT</p>
<p><b>Step 2</b> Choose the campaign format</p>	<p>In groups,</p> <ul style="list-style-type: none"> <li>• identify available multimedia platforms</li> <li>• select the option that will best convey the campaign message – consider functionality and aesthetics.</li> </ul>		
<p><b>Step 3</b> Plan the process for creating the campaign</p>	<p>In groups,</p> <ul style="list-style-type: none"> <li>• use a spreadsheet to record the tasks that need to be completed to create and run the campaign</li> <li>• list the tasks and show: <ul style="list-style-type: none"> <li>• the expected time required to complete each task</li> <li>• who will be responsible for each task?</li> <li>• the order in which tasks need to be completed</li> <li>• tasks that will overlap</li> </ul> </li> <li>• research social protocols to use when collaborating online.</li> </ul> <p>As a class,</p> <ul style="list-style-type: none"> <li>• agree and document the social protocols to be used.</li> <li>• decide how progress will be monitored, for example, a production schedule or flow-chart</li> </ul>	<p>Spreadsheet Calendar app</p>	<p>Digital Technologies: ACTDIP032</p> <p>ICT: Applying social and ethical protocols and practices when using ICT, Communicating with ICT</p>

<p><b>Step 4</b> Develop the campaign materials</p>	<ul style="list-style-type: none"> <li>• devise a system to store, access and back-up files</li> <li>• design a file naming protocol that will be used by each team member.</li> </ul> <p>In groups, use design tools relevant to the selected multimedia format to, for example:</p> <ul style="list-style-type: none"> <li>• write/script write text such as web text, dialogue or a slogan for the campaign message</li> <li>• create required visual, AR, MR, VR, XR material such as such as icons, logos, symbols, thumbnails and illustrations</li> <li>• select/create required audio material, for example music, sound files, SFX</li> <li>• create required animations, for example stop motion, clay animation, digital cartoons</li> <li>• experiment with different production skills to achieve intended functionality and aesthetics in the work</li> <li>• use media technologies to insert/edit different types of data</li> <li>• follow detailed designs to create the campaign materials</li> <li>• test the campaign materials with classmates or stakeholders</li> <li>• refine the campaign materials in response to feedback</li> <li>• adjust technical and symbolic elements to improve the appearance or functionality of the materials or enhance the way they communicate the campaign message</li> <li>• develop a press release and/or invitation for the launch of the campaign, (consider a virtual launch)</li> <li>• consider organisational details for the whole campaign such as permission forms or entries on the school calendar</li> <li>• monitor the progress of the development of the campaign materials against the documented timeline/ list of responsibilities ensuring that the campaign materials provide opportunities for the audience to register their interest in the campaign, for example feedback/comment boxes, clicks, likes, audience evaluations</li> </ul>	<p>As appropriate to the multimedia platform selected.</p>	<p>Digital Technologies: ACTDIP032</p> <p>Media Arts: ACAMAR067, ACAMAR068, ACAMAR069</p>
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<p><b>Step 5</b> Decide how the impact of the campaign will be evaluated</p>	<p>As a class,</p> <ul style="list-style-type: none"> <li>• discuss criteria for evaluating the success of the campaign</li> <li>• discuss and document a generic set of questions that could be used to determine the impact of the campaign.</li> </ul> <p>In groups,</p> <ul style="list-style-type: none"> <li>• reword questions devised by the class to align with the group's campaign.</li> </ul>	<p>PMI tools Voting/polling apps Word-processing</p>	<p>Digital Technologies: ACTDIP028, ACTDIP032</p> <p>Media Arts: ACAMAR072,</p>
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## Communicate

### Connecting with targeted audience

	<p><b>Activities</b></p> <p>As a class or in groups</p> <ul style="list-style-type: none"> <li>• inform the intended audience about the campaign launch</li> <li>• rehearse the schedule for the launch</li> <li>• launch the campaign with an audience</li> <li>• organise launch highlights to be captured and shared</li> <li>• evaluate the success of the campaign, using the criteria/questions established in the design process.</li> </ul>	<p><b>Technologies/multimedia</b></p> <p>See above</p>	<p><b>Curriculum links</b></p> <p>Digital Technologies: ACTDIP031, ACTDIP032</p> <p>Media Arts: ACAMAR070, ACAMAR071, ACAMAR072</p>
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# Links to the Australian Curriculum

Table 1: Links from the task to the Australian Curriculum: Digital Technologies

<b>Digital Technologies Achievement standard</b>	<p>By the end of Year 8, students distinguish between different types of networks and defined purposes. They explain how text, image and audio data can be represented, secured and presented in digital systems.</p> <p>Students plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints. Students design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions. They evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. They analyse and evaluate data from a range of sources to model and create solutions. They use appropriate protocols when communicating and collaborating online.</p>		
<b>Strand</b>	Digital Technologies processes and production skills		
<b>Content descriptions</b>	<ul style="list-style-type: none"> <li>• acquire data from a range of sources and evaluate authenticity, accuracy and timeliness (ACTDIP025)</li> <li>• analyse and visualise data using a range of software to create information, and use structured data to model objects or events (ACTDIP026)</li> <li>• define and decompose real-world problems taking into account functional requirements and economic, environmental, social, technical and usability constraints (ACTDIP027)</li> <li>• design the user experience of a digital system, generating, evaluating and communicating alternative designs (ACTDIP028)</li> <li>• plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account (ACTDIP032)</li> </ul>		
<b>Key concept/s</b>	<ul style="list-style-type: none"> <li>• data collection</li> <li>• data interpretation</li> <li>• interactions</li> </ul>	<b>Key ideas</b>	<ul style="list-style-type: none"> <li>• computational thinking</li> <li>• design thinking</li> </ul>
<b>Cross-curriculum priorities</b>	<ul style="list-style-type: none"> <li>• campaign specific</li> </ul>	<b>General capabilities</b>	<ul style="list-style-type: none"> <li>• Information and Communication Technology (ICT) Capability</li> <li>• Literacy</li> <li>• Numeracy</li> </ul>

Table 2: Links from the task to the Australian Curriculum: Media Arts

<p><b>Media Arts Achievement standard</b></p>	<p>By the end of Year 8, students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They identify and analyse the social and ethical responsibility of the makers and users of media artworks.</p> <p>Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.</p>		
<p><b>Strands</b></p>	<p>Making and responding by</p> <ul style="list-style-type: none"> <li>• exploring ideas and improvising with ways to represent ideas</li> <li>• manipulating and applying the elements/concepts with intent</li> <li>• developing and refining understanding of skills and techniques</li> <li>• structuring and organising ideas into form</li> <li>• sharing artworks through performance, presentation or display</li> <li>• analysing and reflecting upon intentions</li> <li>• responding to and interpreting artworks</li> </ul>		
<p><b>Content descriptions</b></p>	<ul style="list-style-type: none"> <li>• experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text (ACAMAM066)</li> <li>• develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM067)</li> <li>• develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning (ACAMAM068)</li> <li>• plan, structure and design media artworks that engage audiences (ACAMAM069)</li> <li>• present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues (ACAMAM070)</li> <li>• analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences (ACAMAR071)</li> <li>• identify specific features and purposes of media artworks from contemporary and past times to explore viewpoints and enrich their media arts making, starting with Australian media artworks including of Aboriginal and Torres Strait Islander media artworks (ACAMAR072)</li> </ul>		
<p><b>Cross-curriculum priorities</b></p>	<ul style="list-style-type: none"> <li>• campaign specific</li> </ul>	<p><b>General capabilities</b></p>	<ul style="list-style-type: none"> <li>• Information and Communication Technology (ICT) Capability</li> <li>• Literacy</li> <li>• Numeracy</li> </ul>

<p><b>English Achievement standard</b></p>	<p>Productive modes (speaking, writing and creating)  Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.</p> <p>Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.</p>
<p><b>Strands/ substrands</b></p>	<p>Language</p> <ul style="list-style-type: none"> <li>• text structure and organisation</li> <li>• expressing and developing ideas</li> </ul> <p>Literacy</p> <ul style="list-style-type: none"> <li>• texts in context</li> <li>• interacting with others</li> <li>• interpreting, analysing, evaluating</li> <li>• creating texts</li> </ul>
<p><b>Content descriptions</b></p>	<p>Year 7</p> <ul style="list-style-type: none"> <li>• understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)</li> <li>• understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)</li> <li>• plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)</li> <li>• plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)</li> </ul> <p>Year 8</p> <ul style="list-style-type: none"> <li>• analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)</li> <li>• investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)</li> <li>• analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729)</li> <li>• plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)</li> <li>• explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)</li> </ul>

	<ul style="list-style-type: none"> <li>• create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)</li> <li>• experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)</li> <li>• use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738)</li> </ul>		
<b>Key Ideas</b>	Texts Communication processes The English language Literacy is language in use Language features, visual features and text structures		
<b>Cross-curriculum priorities</b>	<ul style="list-style-type: none"> <li>• campaign specific</li> </ul>	<b>General capabilities</b>	<ul style="list-style-type: none"> <li>• Information and Communication Technology (ICT) Capability</li> <li>• Literacy</li> <li>• Numeracy</li> </ul>

## Advice

### INCLUDING ALL STUDENTS

Access and participation can be enhanced by:

- using the three dimensions of the Australian curriculum
- assistive technologies such as captions, enhanced audio, enlarged text and images, screen readers, subtitles, tactile materials
- analogue/traditional, physical/kinaesthetic activities
- learning activities that check students' understanding of:
  - what a campaign is
  - different types of campaigns
- discussion about how campaigns can use stimulus material in different formats and combinations of formats such as audio, visual, tactile or other multimedia formats
- learning environments that support students to develop their campaign materials
- classroom organisation strategies such as:
  - small groups to encourage students to take roles that suit their strengths,
  - using of different multimedia formats,
  - supporting students to present their learning in formats that facilitate the expression of their ideas
  - pre-recorded presentations.

For further information, see the [Student Diversity](#) pages on the Australian Curriculum website.