



# Working in politics - what can you do?

## Lesson 6

**How can we become future political leaders?**

**Lesson 6:  
Working in politics - what can you do?  
Key Stage 4 / Year 11**

<p><b>Context</b></p>	<p>This lesson is part of a scheme of work that comprises 6 lessons for teaching Key Stage 4 Citizenship in line with the requirements of the Citizenship National Curriculum. The lesson is part of the ACT model Key Stage 4 curriculum which can be used and adapted to fit with your school’s provision.</p> <p>Each scheme of work has an enquiry question as the focus which is then organised into smaller questions that provide the learning focus for each lesson.</p>
<p><b>Overview</b></p>	<p>The purpose of this lesson is to give students a taster of the many careers in politics/sectors related to politics. Students will find out about different careers/sectors such as becoming a politician on a local, national or international level, to working for a NGO (non-government organisation). This is the last lesson in the unit ‘How can we become the future political leaders?’, there is a real opportunity to motivate and inspire your class as this unit comes to an end.</p>
<p><b>Citizenship Skills and Concepts</b></p>	<ul style="list-style-type: none"> <li>● Creating and sustaining reasoned arguments, and reaching sustained conclusions</li> <li>● Understanding others’ points of view</li> <li>● Critical thinking</li> <li>● Oracy</li> <li>● Discussion</li> <li>● Participation</li> <li>● Community</li> </ul>
<p><b>Essential Teaching Guidance</b></p>	<ul style="list-style-type: none"> <li>● <a href="#">Good Career Guidance   Education   Gatsby</a></li> <li>● <a href="#">Who can stand as an MP? - UK Parliament</a></li> <li>● <a href="#">Young Voices Heard - Youth Voice amplified and Young people participating in Public Life - Campaigning, Consultancy and Mentoring</a></li> <li>● <a href="#">Home - YouthPolitics UK</a></li> <li>● <a href="#">British Youth Council   UK Youth Parliament (byc.org.uk)</a></li> </ul>

<p><b>Learning Questions</b></p>	<ul style="list-style-type: none"> <li>• What careers are available in politics and related workplaces?</li> <li>• How are we responsible for making change happen?</li> </ul>
<p><b>Resources</b></p>	<p>PowerPoint, Multiple choice questions (MCQ).</p>
<p><b>Assessment Opportunities</b></p>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Bullet point list</li> <li>• Q&amp;A</li> <li>• Discussion</li> <li>• Complete the table</li> </ul>
<p><b>Do now / Starter / Entry Task</b></p> <p><i>(15 minutes)</i></p>	<p>Students complete the MCQ, with 10 questions from this unit of work.</p> <p>Ensure students tick and fix their answers and reteach any misconceptions, these can be identified by using mini whiteboards, a show of hands for each question, etc.</p> <p>Introduce today's lesson on slide 6; this is the last lesson in this unit of work - students should leave feeling inspired and motivated.</p> <p>In pairs, students make a bullet point list of careers in politics/sectors related to politics as they can think of.</p> <p>Randomly select pairs to feedback an example, add this to the board. Any new examples should be added in a different colour pen to show AfL. Modelling will support students with EAL and/or SEND. Students will return to this list at near the end of the lesson.</p>
<p><b>Task 1</b></p> <p><i>(25 minutes)</i></p>	<ul style="list-style-type: none"> <li>• Lead on slides 8-19 (different careers/sectors): students can take notes if you wish. To support students with EAL an/or SEND underline/highlight the key information they should note down.</li> <li>• Slides 9, 10, 12, 15, 16 and 19: have web links which can be opened to show students additional information.</li> <li>• Slides 8 and 9: <a href="#">What's it like being a new MP? - BBC News - YouTube</a> and <a href="#">Working for an MP - UK Parliament</a> can be shown to students in addition to the information on the PowerPoint.</li> </ul>

	<ul style="list-style-type: none"> <li>• The <u>second link</u> on slide 10, has a civil service career matcher. It may be useful to go through this as a class so they can see how many opportunities are available.</li> <li>• Slide 13: students discuss the similarities and differences of special advisors (spads) and civil servants. students should consider that both sectors have professionals with experience, the impartiality of the civil service vs. spads working directly for ministers, spads are not recruited through the ‘normal’ channels, etc.</li> </ul>
<p><b>Task 2</b> <i>(5 minutes)</i></p>	<p>Students complete the knowledge check by filling in the blank keywords/descriptions on slide 20. This can be printed to save time - it is especially beneficial for students with EAL and/or SEND. Ensure students tick and fix their answers and reteach any misconceptions, these can be identified by using mini whiteboards, etc.</p>
<p><b>Task 3</b> <i>(5 minutes)</i></p>	<p>In pairs, students discuss what career/sector has interested them the most. If students are reluctant/apathetic to choose, reassure them that this doesn’t have to be a chosen career, just something that has interested them. Remind students that change can only happen if people are willing to work for it/support it, etc. Randomly select pairs to feed back to the whole class.</p>
<p><b>Plenary / Reflection</b> <i>(10 minutes)</i></p>	<p>Students return to their lists from the start of the lesson. In a different colour pen, students add new careers/sectors they have learnt about today (only if they did not have these originally). Randomly select students to feed back. Lead on slides 24 and 25: remind students of how much political knowledge they gained over the last six lessons. And that this knowledge can be used to make a difference. Students do not have to be the Prime Minister to make change happen!</p>
<p><b>Takeaway Task</b> <i>(20 minutes)</i></p>	<p>Students are shown homepages of UK Youth Parliament, Youth Politics UK and Young Voices Heard and encouraged to look at these websites.</p>

## Knowledge check: how can we become the future political leaders?

Read the questions carefully, circle the correct answer

- 1) The set amount of time before an election where communications are restricted is known as the...
  - a) Pre-election period
  - b) Electoral communication restrictions
  - c) Communication period
  - d) Pre-election restrictions
  
- 2) What is the spending cap per constituency contested in a general election?
  - a) £20,000
  - b) £30,000
  - c) £40,000
  - d) £50,000
  
- 3) Democracy means *rule by the people*. Which country is a democracy?
  - a) Saudi Arabia
  - b) North Korea
  - c) Iran
  - d) UK
  
- 4) What is a manifesto?
  - a) A form of government
  - b) A voting system
  - c) A published document outlining a political party's policies and aims
  - d) A published document containing election rules
  
- 5) When was the first election debate televised?
  - a) 2005
  - b) 2010
  - c) 2015
  - d) 2019

- 6) What is a referendum?
- a) Another term for a general election
  - b) A vote on a single issue
  - c) A vote to elect councillors
  - d) A vote to elect a mayor
- 7) The UKYP is one way you can get involved in politics. What does it stand for?
- a) UK Youth Party
  - b) UK Young Politics
  - c) UK Youth Parliament
  - d) UK Young Professionals
- 8) What does devolution mean?
- a) A geographical area represented by an MP
  - b) A vote on a single issue
  - c) Election rules
  - d) Transfer of power
- 9) The UK has a...
- a) Dictator
  - b) Constitutional monarch
  - c) President
  - d) Absolute monarch
- 10) Which voting system does the UK use for general elections?
- a) Single transferable vote
  - b) Supplementary vote
  - c) First-past-the-post
  - d) Proportional representation (closed party list)