



How can I get involved in politics?

Lesson 2

How can we become future political leaders?

Lesson 2:
How can I get involved in politics?
Key Stage 4 / Year 11

<p>Context</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>Overview</p>	<p>In this lesson students will explore different ways they can become actively involved in politics, beyond just voting in elections. Students will also briefly learn about devolution and how power is distributed across the UK. To help them engage in a topical political issue, students will debate whether the voting age should be reduced to 16, then vote in a referendum.</p>
<p>Citizenship Skills and Concepts</p>	<ul style="list-style-type: none"> ● Creating and sustaining reasoned arguments, and reaching sustained conclusions ● Understanding others' points of view ● Critical thinking ● Oracy ● Discussion and debate ● Democracy ● Participation ● Action

<p>Essential Teaching Guidance</p>	<p>What political parties do and their role in a parliamentary democracy This is quite important and relevant to the question of how young people can get involved in politics or become future political leaders. Political parties bring people with similar political ideas together. They have a number of important roles in a democracy including to create policies and shape the ideas that are used if their candidates are elected to form a government; and provide an opposition to those in government and help to hold them to account for their actions.</p> <ul style="list-style-type: none"> ● MPs and Lords - UK Parliament ● https://hansard.parliament.uk/ ● What is local government and how can you get involved? Public Leaders Network The Guardian
<p>Learning Questions</p>	<ul style="list-style-type: none"> ● What are the different ways I can become involved in politics? ● Should the voting age be reduced to 16 in the UK?
<p>Resources</p>	<p>PowerPoint, MCQ worksheet, referendum ballot papers.</p>
<p>Assessment Opportunities</p>	<p>There are a range of assessment opportunities within this lesson that provide a number of to gain an understanding of the progress your class is making, these include:</p> <ul style="list-style-type: none"> ● MCQ ● Mind map ● Q&A ● Written task ● Debate ● Discussion ● Take away task <p>The first activity acts as a retrieval activity to see the level of knowledge students have retained from the first lesson. The use of the mind map for students to record new knowledge gained during the lesson will allow you to assess progress within the lesson and provide them with a revision tool. Ask students to feedback their ideas after each section and the use of different colours to record the knowledge gives you a clear understanding of their individual learning.</p>

<p>Do now / Starter /Entry Task</p> <p><i>(10 minutes)</i></p>	<ul style="list-style-type: none"> • Students complete the MCQ, with 10 questions from the last lesson on ‘should FPTP be scrapped?’ • 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. • Introduce today’s lesson using slide 5. You may wish to give examples of young political activists e.g.: • Malala Yousufzai • Greta Thunberg • Little Miss Flint • Max Woosey: https://www.theguardian.com/uk-news/2022/mar/25/devon-boy-in-the-tent-max-woosey-heads-indoors-after-two-year-camp-out
<p>Task 1</p> <p><i>(20 minutes)</i></p>	<ul style="list-style-type: none"> • Students create a mind map throughout slides 7-22 on how they can get involved in politics. Where there is a link, open this and allow students to see first hand what information, etc. is available to them. Slides 18 and 22 are videos rather than text. Circulate the room to check students’ understanding. • Model ‘Joining political parties’ so students understand how their mind maps should look, this will especially support students with EAL and SEND. students can complete their mind maps individually, in pairs or small groups. Clearly show students the level of detail you expect on the mind map and how they select the important facts from the inspiration they are using. Learning to synthesise is an important skill in any subject. • Students can see their MP, check their voting record, etc. when you add the school’s postcode to link on slide 12. Students may be unaware voting records are available for everyone to see. If time allows, delve into your MP’s record and see if any of their votes cause conflict within the class - this is a good hook to reiterate the purpose of the lesson. If you know your school covers different constituencies ensure that you take the postcodes of students that may live in these areas to highlight to them that they could have MPs with very different views coming from different political backgrounds even though the students attend the same school and live fairly closely together. Remind students that they are represented by their MP as well as the adults in the constituency so they can speak

	<p>to them about issues that matter to them. Making the link here to our enquiry about how people could become a leader in politics. Being exposed to MP's can be an experience that inspires some students.</p> <ul style="list-style-type: none"> ● Q&A students after every new addition to the mind map, add students' relevant/correct contributions on the board. Any information students missed should be added in a different colour pen to show AfL.
<p>Task 2 <i>(5 minutes)</i></p>	<p>Briefly refresh the concept of 'devolution' to students, on slides 24 and 25. students need a basic understanding that not all power is held in Westminster, and therefore being involved in politics does not always mean being an MP. This is important as often the politics they will come into contact with on a daily level will be that at local level and this is where decisions are made that often affects their lives directly more than national politics. For example street lighting, funding for sports and leisure, housing etc</p>
<p>Task 3 <i>(10 minutes)</i></p>	<ul style="list-style-type: none"> ● Before exploring votes at 16, introduce what suffrage means and how voting rights have developed in the UK. If time allows, a more detailed overview can be shown https://www.bbc.co.uk/teach/class-clips-video/history-ks3-suffrage/zkxthbk#:~:text=In%201918%2C%20the%20right%20to%20vote%20was%20granted,And%20in%201969%2C%20it%20was%20lowered%20to%2018. ● Using notes from students' take away task last lesson, students write a brief response to whether or not the voting age should be reduced to 16 in the UK. ● If students were not assigned the takeaway task / it is necessary to provide more information <u>Should more 16 year olds get the vote? - BBC My World - YouTube</u> can be shown. ● Sentence starters can be used to support students e.g. The voting age, in the UK, should / should not be lowered to 16...because... ● Circulate the room to check students' understanding. ● Randomly select students to read out their answers, in full sentences.

<p>Plenary / Reflection</p> <p><i>(15 minutes)</i></p>	<p>Debate to discuss whether the voting age should be reduced to 16 in the UK.</p> <ul style="list-style-type: none"> • You can do this by allowing students to choose a side i.e. yes or no, or divide students into sides, or allow points from students as they are. • Make a table on the board for yes and no, when a valid point is given, add a point to the relevant side. • You may wish to add a timer so students can see how long is left. • Allow for counterarguments to ensure the debate flows. You may need to direct students if they find rebutting points difficult/keep deviating from the point. • Provide quick verbal feedback when students have given particularly well structured and relevant points, and when points may need more substance. • At the end of the allotted time, tally up the points - the team with the most points, wins! • Explain what a referendum is. • Referendum vote: using the referendum ballot papers, students vote on whether to reduce the voting age to 16. If possible use a make-shift ballot box for students to put their papers in. Count the votes and announce the outcome.
<p>Takeaway Task</p>	<p>Students are to watch a video on <u>Forms of Government</u>, research unfamiliar words and make brief notes.</p>
<p>Additional teaching materials</p>	<ul style="list-style-type: none"> • Glossary - UK Parliament • Prime Minister's Questions - UK Parliament • Parliamentlive.tv - Commons

Knowledge check: voting systems

Read the questions carefully, circle the correct answer

- 1) Which voting system does the UK use for general elections?
 - a) First-past-the-post
 - b) Supplementary vote
 - c) Single transferable vote
 - d) Proportional representation (closed party list)

- 2) Which voting system is used to elect mayors in the UK?
 - a) Proportional representation (closed party list)
 - b) Supplementary vote
 - c) First-past-the-post
 - d) Single transferable vote

- 3) Which voting system requires voters to rank candidates in order?
 - a) Single transferable vote
 - b) Proportional representation (closed party list)
 - c) First-past-the-post
 - d) Supplementary vote

- 4) Which voting system would result in proportionate seats in the House of Commons to the vote share?
 - a) First-past-the-post
 - b) Single transferable vote
 - c) Supplementary vote
 - d) Proportional representation (closed party list)

- 5) Which voting system are MPs elected by winning the most votes?
 - a) Proportional representation (closed party list)
 - b) Single transferable vote
 - c) First-past-the-post
 - d) Supplementary vote

- 6) How many MPs are there in the House of Commons?
- a) 500
 - b) 550
 - c) 600
 - d) 650
- 7) What is a referendum?
- a) Another term for a general election
 - b) A vote to elect a mayor
 - c) A vote to elect councillors
 - d) A vote on a single issue
- 8) What does the term democracy mean?
- a) Rule by the few
 - b) Rule by the people
 - c) Rule by one
 - d) Rule by the government
- 9) The UK is a.....
- a) Dictatorship
 - b) Democracy
 - c) One-party state
 - d) Absolute monarchy
- 10) The Prime Minister is...
- a) The leader of the opposition party
 - b) The leader of the party with the most seats
 - c) The Head of State
 - d) Another term for President

Should the voting age be lowered to 16?

Vote only once putting a **X** in the box of your choice.

Yes

No

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Vote only once putting a **X** in the box of your choice.

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Yes

No