



# How do different countries govern themselves?

## Lesson 3

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

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**How do different countries govern themselves?**  
**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>In this lesson students will explore how countries in different parts of the world govern themselves. This will allow students to critique and contrast different forms of government using the knowledge they have developed. Students will look at case studies of the governments of the USA, Saudi Arabia and Norway in detail, and explore some differences between them.</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 and debate</li> <li>● Democracy</li> <li>● Government</li> </ul>
<p><b>Essential Teaching Guidance</b></p>	<p>It is important to have <b>political impartiality</b> when teaching political topics in your school. You should seek guidance from your schools leadership team around any policy they may have in this area and additional guidance including practical pedagogical guidance and a model policy can be found on the ACT website.</p>
<p><b>Learning Questions</b></p>	<ul style="list-style-type: none"> <li>● What different forms of government are there in the world?</li> <li>● Which type of government is the most effective or successful?</li> </ul>

<p><b>Resources</b></p>	<p>PowerPoint, knowledge check (match the correct answers) worksheet, forms of government worksheet, teacher resource worksheet</p>
<p><b>Assessment Opportunities</b></p>	<p>A range of assessment opportunities are available in this lesson both around the knowledge that students are developing and additionally their understanding of core Citizenship concepts and skills. These include:</p> <ul style="list-style-type: none"> <li>● Knowledge check (match the correct answers)</li> <li>● Worksheet</li> <li>● Q&amp;A</li> <li>● Debate</li> <li>● Discussion</li> <li>● Take away task</li> <li>● Knowledge check (forms of government activity)</li> </ul> <p>The first activity allows you to assess the students' retrieval of knowledge from previous lessons. The use of discussion following each form of government allows you to explore not only the knowledge that students have but also go beyond this and draw out their understanding of the core concepts of citizenship including democracy, rights, fairness and how these are intertwined through this topic. Knowledge checks throughout this lesson following teacher input provide an opportunity to ensure students have understood the key learning and act as a form of hinge question as the lesson progresses. The final discussion task acts as a synoptic assessment opportunity to draw out the understanding of the class based on all of the learning from the lesson, and to encourage them to make links and think critically regarding the knowledge they have gained.</p> <p>When taking the views of students in discussion there are a number of ways to encourage good contributions you may want to look at the resources on ACT's website around this including their work on the Deliberative Classroom general guidance and some of the techniques discussed in the political impartiality guidance.</p>
<p><b>Do now / Starter /Entry Task</b></p> <p><i>(10 minutes)</i></p>	<ul style="list-style-type: none"> <li>● Pupils complete the knowledge check, matching the correct answers.</li> <li>● Ensure pupils 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.</li> <li>● If necessary, refresh the students' understanding of how the UK is governed in Westminster using video:             <ul style="list-style-type: none"> <li>▶ <a href="#">What is the House of Commons: A guide for secondary s...</a></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Introduce today’s lesson on how the rest of the world governs their countries.</li> </ul>
<p><b>Task 1</b> <i>(20 minutes)</i></p>	<p>Lead on slides 7-17 with pupils annotating their <b>forms of government worksheet</b> as the lesson progresses. It would be useful here to check they know that the UK is a representative parliamentary democracy with a government (executive) that sits in parliament to help with their comparative understanding. (This is covered in more detail in other ACT schemes of work)</p> <p>You may wish to model how to underline key information, etc. to support pupils with EAL and/or SEND. The teacher resource worksheet can be used to help guide discussions on the advantages/disadvantages.</p> <p>To support pupils with EAL and/or SEND, model notes on the board during discussions so pupils can copy these onto their own worksheets if necessary.</p> <p>For the discussions, pupils can do this in pairs or small groups with whole class feedback, or discussed as a whole class. In order to stimulate the discussion if you feel you need to challenge the thoughts of students there are a range of positions you could take which include:</p> <p>Possible strategies to consider:</p> <p>Distancing – Introducing analogies and parallels can be helpful to de-emphasise personal responses, for example using geographical, historical or imaginary case studies. This is particularly useful when an issue is highly sensitive within the class, school or local community.</p> <p>Compensatory – Introducing new information, ideas or arguments is necessary when learners are expressing strongly-held views based on ignorance, the minority is being bullied by the majority or there is an unquestioning consensus.</p> <p>Empathetic – Introducing activities to help learners see an issue from someone else’s perspective is particularly useful when it involves groups which are unpopular with some or all of the learners, the issue includes prejudice or discrimination against a particular group, or the issue is remote from learners’ lives.</p> <p>Exploratory – Introducing enquiry-based or problem-solving activities is useful when an issue is not well-defined or is particularly complex.</p> <p>De-personalising – Introducing society-orientated rather than person-orientated language when presenting an issue (e.g.</p>

	<p>substituting ‘us’, ‘our’, ‘someone’, or ‘society’ for ‘you’ or ‘your’ when addressing learners) can be useful when some or all learners have a personal connection with an issue and feel particularly sensitive about it.</p> <p>Engaging – Introducing personally relevant or otherwise highly engaging material or activities is useful when learners are apathetic and express no opinions or feelings about an issue.</p> <p><b>Suggested practitioner roles</b></p> <ul style="list-style-type: none"> <li>● Participant where the practitioner joins in the discussion as a member of the class, which allows the teacher to be open about their own views.</li> <li>● Neutral chair where the practitioner never reveals their own positions.</li> <li>● Stated commitment where the practitioner makes known their view during the discussion.</li> <li>● Balanced approach where the practitioner presents learners with a wide range of alternative viewpoints, even if this includes providing a personal judgement to balance other views expressed.</li> <li>● Devil’s advocate involves the practitioner consciously taking up an opposite position to the one expressed by learners and advocating views they do not hold.</li> <li>● Ally where the practitioner takes the side of a learner or group of learners.</li> <li>● Official line where the practitioner promotes the side dictated by the public authorities.</li> <li>● Instructor informing learners of additional facts or testing the strength of their arguments as the discussion proceeds.</li> <li>● Interviewer asking learners questions to elicit a range of responses.</li> <li>● Observer allowing learners to debate with one another, with limited interventions.</li> </ul>
<p><b>Task 2</b> <i>(5 minutes)</i></p>	<p>Pupils complete the <b>knowledge check</b> on slide 18. You may wish to print this out to support pupils with EAL and/or SEND so they can focus on the answers.</p>

<p><b>Task 3</b> <i>(15 minutes)</i></p>	<p>Now pupils have developed their knowledge of forms of government, focus on the case studies on slides 20-29; USA, Saudi Arabia and Norway.</p> <p>This activity is designed to give pupils insight into specific countries' governments. Pupils have an opportunity to <b>critique the forms of government</b> through discussion. This can be in pairs or small groups with whole class feedback, or discussed as a whole class. Key areas of difference to focus on could include:</p> <p>The rights of the citizens in each country</p> <p>How effective the country would be at passing laws, controlling its population</p> <p>To what extent the country can claim to be a democratic country - here if students have completed the unit on "Should the UK be called a democracy" may draw on their previous knowledge of flawed democracy and the democratic indices of these counties.</p>
<p><b>Plenary / Reflection</b> <i>(10 minutes)</i></p>	<p>Pupils use their knowledge to <b>debate which form of government</b> is the most effective.</p> <p>Pupils can use their notes from their worksheets to support their arguments.</p> <p>If time allows some students can be selected to share their work with the class and others can discuss the points raised and offer alternative viewpoints or support the student.</p>
<p><b>Takeaway Task</b></p>	<p><b>Research one political party.</b> Pupils make notes on: who the party's leader is, how many seats the party has, a brief summary of what the party stands for and what the party's logo is.</p>
<p><b>Additional Teacher Links &amp; Resources</b></p>	<p><a href="https://hwb.gov.wales/api/storage/6f64adb3-c89f-4c6e-b4b1-7bf53f004139/Impartiality%20guidance%20-%20FAQs%20-%20FINAL%20(E)%2011.04.22.pdf">https://hwb.gov.wales/api/storage/6f64adb3-c89f-4c6e-b4b1-7bf53f004139/Impartiality%20guidance%20-%20FAQs%20-%20FINAL%20(E)%2011.04.22.pdf</a></p> <p><a href="https://hwb.gov.wales/api/storage/ccd60f24-edc0-4202-a43c-8bfdfc5bb6d0/Impartiality%20guidance%20-%20checklist%20for%20practitioners%20-%20FINAL%20(E)%2011.04.22.pdf">https://hwb.gov.wales/api/storage/ccd60f24-edc0-4202-a43c-8bfdfc5bb6d0/Impartiality%20guidance%20-%20checklist%20for%20practitioners%20-%20FINAL%20(E)%2011.04.22.pdf</a></p> <p><a href="#">Teaching citizenship and politics education: guidance for practitioners on remaining impartial</a></p>

## Teacher resource: Forms of Government

Use the basic advantages/disadvantages of the forms of government to help guide discussions.

<b>Dictatorship</b>	
<p>A dictatorship is when there is only one person or group in charge of a country. Dictatorships usually occur after a military takeover of a state. A historical example is Nazi Germany.</p> <p>Dictatorships are often violent and oppressive. Citizens are very controlled and have very limited rights. Totalitarianism is often used to describe dictatorships as opposition individuals and groups are outlawed.</p>	<p><b>Advantages:</b></p> <ul style="list-style-type: none"><li>- Decisions and laws can be made quickly</li><li>- Lower crime rate</li><li>- In emergencies, governments can react and implement strategies efficiently</li></ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"><li>- Poor human rights/freedoms</li><li>- Violent/oppressive</li><li>- No accountability</li></ul>
<b>Theocracy</b>	
<p>"Theocracy" is a Greek word that means "the rule of God." It is one of the oldest forms of government. The leadership of theocracies is drawn from the clergy of a particular religious group, who are believed to have the authority to act (rule) in the name of God.</p> <p>The Roman Empire and Ancient Egypt are historical examples of theocracies, Iran is a modern example.</p>	<p><b>Advantages:</b></p> <ul style="list-style-type: none"><li>- Decisions and laws can be made quickly</li><li>- Lower crime rate</li><li>- Religious unity</li></ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"><li>- No religious freedom</li><li>- Oppressive</li><li>- Promotes intolerance/discrimination</li></ul>

## Democracy

As we have learnt, a democracy is when people have the right to vote. When democracy first evolved, in ancient Greece, all free men gathered to debate and make decisions. This form of democracy is called direct democracy.

Today, most democracies are representative democracies, which means citizens elect representatives to make decisions for them.

### Advantages:

- Promotes freedoms/human rights
- Citizens have a voice
- Government accountability

### Disadvantages:

- Decisions take a long time to make
- Minority votes (those whose choice didn't win) are worthless
- Susceptible to corruption

## One-party state

A one-party state is a form of government where only one political party exists and runs the country. One party-states are often often associated with a communist form of government.

North Korea is an example of a one-party state.

### Advantages:

- Decisions are made quickly
- Efficient response to emergencies
- Promotes equality; everyone should be able to build a life for themselves

### Disadvantages:

- Citizens do not have a voice
- Restricted freedoms
- State owns everything e.g. houses, businesses



## Monarchy

Monarchies are governed by a king or queen; they are the head of state. In the UK, the monarchy is the oldest form of government. However, the way the monarch has governed has changed overtime. The UK has a constitutional monarch, which means power is limited by the constitution; it is transferred to the elected government.

Absolute monarchs have total power and control to govern, Saudi Arabia is an example of this form of government.

### **Constitutional advantages:**

- Unity
- Elections still take place
- Neutrality

### **Constitutional disadvantages:**

- Decisions take a long time to make
- Expensive to maintain

### **Absolute advantages:**

- Decisions are made quickly
- Stability

### **Absolute**

### **disadvantages:**

- Citizens do not have a voice
- Limits of freedoms/human rights

## Anarchy

Anarchy exists when there is no government in place in a country. Anarchy occurs when there has been a breakdown in society e.g. a civil war.

Rojava, in northern Syria, is a modern example of an anarchy.

## Forms of Government

Highlight / underline the key information. Add your own notes in the right hand column e.g. keywords, advantages/disadvantages.

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## Knowledge check

Match the correct answers by drawing a line.

1. The UK's voting system for general elections.
2. The transfer of power.
3. The elected representative for a constituency.
4. A method of campaigning where signatures are required.
5. MPs hold these meetings so constituents can meet them to discuss issues.
6. Official Parliamentary reports.
7. A way young people can be involved with politics.
8. Video and audio footage of debates and proceedings.
9. The number of elected representatives is proportionate to the vote share.
10. The right to vote.

A. Petition
B. Surgeries
C. Suffrage
D. Devolution
E. UK Youth Parliament
F. Parliament TV
G. Member of Parliament
H. Proportionate Representation (closed party list)
I. Hansard
J. First-past-the-post