

General Election 2024: Welcome (Week 1)

Lesson 1: What is a general election and how will our school be involved?

<p>Session overview</p>	<p>This knowledge-based lesson introduces students to basic facts about a general election, the process involved, and what a parallel election is.</p> <p>It allows students to explore some of the misconceptions around the idea of voter registration.</p>
<p>Lesson resources</p>	<p>Slide presentation: What is a general election and how will our school be involved?</p> <p>Worksheet: What are the stages to a general election?</p> <p>Vocabulary sheet</p>
<p>Teacher considerations</p>	<p>Slides 16 to 24 offer a range of myths and facts around voter registration, supported by video. You may choose to reduce the number you use, depending on the time you have in the lesson.</p> <p>On slide 38, when introducing which political parties will be campaigning in your school, make a decision based on your own cohort, school context and discussions with SLT.</p> <p>As an organisation, ACT has modelled what we refer to as the ‘traditional’ parties for two key reasons:</p> <ul style="list-style-type: none"> • They are well recognised and have been represented in the Houses of Parliament for many years – it is easy for teachers to explain the parties’ backgrounds and histories • From an educational perspective, when exploring manifestos and policies, giving students too much information can cause cognitive overload and they will be unable to process the information. Focusing on selected parties rather than covering all parties standing will help students to engage critically with campaign pledges and result in a better educational outcome. <p>Please refer to the section on political impartiality in the Parallel Elections Teachers’ Guide for further advice.</p>

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Lesson 2: Our Parallel Election: Let's get started

<p>Session overview</p>	<p>This session introduces pupils to the concept of a parallel election in detail and the different roles that groups of pupils can take in this. It is designed to allow pupils to develop their skills of participation and active citizenship.</p>
<p>Lesson resources</p>	<p>Slide presentation:Our Parallel Election: Let's get started</p> <p>Week 1 Media Team Toolkit</p> <p>Week 1 Campaigners Toolkit</p> <p>Week 1 Electorate Toolkit</p> <p>Week 1 Election Officials Toolit</p> <p>Vocabulary sheet</p>
<p>Teacher considerations</p>	<p>Slide 7 provides the different teams that will work on the parallel election depending on your context you may want to amend this or make clear on the slide which class or year group are providing this role.</p> <p>To help distinguish between the roles and toolkits an icon has been provided which makes this very clear.</p> <p>Slide 11 should be altered depending on your constituency and the agreement with your schools SLT.</p> <p>When introducing which political parties will be campaigning in your school, make a decision based on your own cohort, school context and discussions with SLT. As an organisation, ACT has modelled what we refer to as the 'traditional' parties for two key reasons: They are well recognised and have been represented in the Houses of Parliament for many years – it is easy for teachers to explain the parties' backgrounds and histories From an educational perspective, when exploring manifestos and policies, giving students too much information can cause cognitive overload and they will be unable to process the information. Focusing on selected parties rather than covering all parties standing will help students to engage critically with campaign pledges and result in a better educational outcome. Please refer to the section on political impartiality in the Parallel Elections Teachers' Guide for further advice.</p> <p>Slide 13 should be adapted to represent your school context</p> <p>Slide 15 should be adapted to represent you school context</p>