INTRODUCTION

This pack provides MPs, Peers, teachers and students with a framework for preparing for a visit from an MP or Peer. It aims to support teachers in using creative and engaging approaches to teaching the political literacy strand of the Citizenship curriculum. The pack is part of the Parliament and Schools programme, designed to encourage meaningful engagement between students and Parliament in order to increase young people’s understanding of work, impact and relevance, and to give students the opportunity to express their own views on topical issues to their local MP or a Member of the House of Lords.

The main objectives of Parliament and Schools are to:

- Provide MPs and teachers with a model to ensure a well structured and focused visit by MPs to schools in their constituencies
- Provide Members of the House of Lords and teachers with a model to ensure a well structured and focused visit by a Peer to a school in the UK
- Provide a resource that is lively and includes student-led activities
- Give young people the opportunity to explore issues around parliamentary democracy and voting
- Give young people the confidence to play an integral part in organising a visit from an MP or Peer

HOW TO USE THIS PACK

The activities in this pack have been developed as a result of collaboration between the Hansard Society and the Education Service at Parliament. Lesson plans have been designed to prepare students for a visit from their MP or a Peer. They can also be used as stand-alone activities to help develop understanding about the role of MPs and Peers and what happens in Parliament.

The pack is intended primarily for use with 11-16 year olds (key stages 3 and 4), however, many of the activities are easily adapted for younger or older students. A list of websites has been included which contain further political literacy materials and resources for use with all educational age ranges.

Lesson plans are flexibly designed and can be tailored for timetable constraints and to suit students of different abilities. Each activity can be used independently or alongside others depending on suitability. A visit from an MP or Peer can be organised as either a whole year, key stage or class activity.

Each activity is ready to photocopy and has teacher notes attached which include curriculum links, instructions on how to run the activity and any background information needed.
ACKNOWLEDGEMENTS

About the Hansard Society

The Hansard Society is the UK’s leading independent, non-partisan political research and education charity. The Society aims to strengthen parliamentary democracy and encourage greater public involvement in politics.

The Hansard Society’s Citizenship Education Programme works with young people primarily through schools and colleges to educate and inform them about parliamentary democracy and develop innovative ways to involve them in participatory democratic activities.

By involving young people in the democratic process, the Citizenship Education Programme aims to communicate the importance of the political process to young people and help them develop as active citizens.

About Parliament’s Education Service

The Education Service works on behalf of the House of Commons and the House of Lords to provide support and resources for teachers, students and schools on the work and role of Parliament. It aims to:

◆ Play a full part in ensuring that all school children have a good understanding of Parliament
◆ Support teachers in their teaching of citizenship, politics and the role of Parliament through resources and teacher training
◆ Ensure that young people reaching voting age understand the importance of democracy
# CONTENTS

<table>
<thead>
<tr>
<th>INTRODUCTION</th>
<th>Curriculum grid</th>
<th>4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For teachers</td>
<td>6-7</td>
</tr>
<tr>
<td></td>
<td>For MPs</td>
<td>8-9</td>
</tr>
<tr>
<td></td>
<td>For Peers</td>
<td>10-11</td>
</tr>
<tr>
<td>ACTIVITIES</td>
<td>1) Back to Basics</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>2) Fact file</td>
<td>13-15</td>
</tr>
<tr>
<td></td>
<td>3) Building Newford</td>
<td>16-18</td>
</tr>
<tr>
<td></td>
<td>4) Work of an MP</td>
<td>19-20</td>
</tr>
<tr>
<td></td>
<td>5) Who’s in the House?</td>
<td>21-22</td>
</tr>
<tr>
<td></td>
<td>6) The House of Lords in action</td>
<td>23-24</td>
</tr>
<tr>
<td></td>
<td>7) Guide to organising a visit</td>
<td>25-26</td>
</tr>
<tr>
<td>RESOURCES</td>
<td>1) Fact file activity</td>
<td>28-29</td>
</tr>
<tr>
<td></td>
<td>- Fact file statements</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>- Fact file headings</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>2) Building Newford activity</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>- Scenario 1 (Newford)</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>- Scenario 2 (Pleasantport)</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>- Scenario 3 (Greenville)</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>- Worksheet</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>- Worksheet</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>3) Work of an MP worksheets</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>- Worksheet</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>- Bill proforma</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>4) The House of Lords in action</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>- Worksheet</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>5) Photocopiable glossary</td>
<td>39-41</td>
</tr>
<tr>
<td></td>
<td>6) Useful websites for students</td>
<td>42</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>1) Guide to contacting your MP</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>2) Useful websites (teachers)</td>
<td>45-46</td>
</tr>
<tr>
<td></td>
<td>3) Citizenship curriculum links</td>
<td>47-48</td>
</tr>
<tr>
<td></td>
<td>5) Cross-curricular links</td>
<td>49-57</td>
</tr>
<tr>
<td>Activity</td>
<td>Main learning outcomes</td>
<td>Citizenship curriculum links</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Key Stage 3</td>
</tr>
<tr>
<td>1. Back to Basics</td>
<td>◆ To establish prior knowledge of Parliament and Government</td>
<td>1.1a,d 3a,c 4b</td>
</tr>
<tr>
<td></td>
<td>◆ To monitor progress throughout the project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>◆ To provide a basis for student-led research (whether as individuals, pairs or in groups)</td>
<td>1.1a,d 3a,c,e 4b</td>
</tr>
<tr>
<td></td>
<td>◆ To promote discussion</td>
<td></td>
</tr>
<tr>
<td>2. Fact File</td>
<td>◆ To establish the three areas of Parliament</td>
<td>1.1d 3a,c 4b</td>
</tr>
<tr>
<td></td>
<td>◆ To introduce the concept that Parliament is separate from the Government</td>
<td></td>
</tr>
<tr>
<td>3. Building Newford</td>
<td>◆ To establish how MPs are elected</td>
<td>1.1a,b,c,d 1.2a,b,c 1.3d 2.1a,b,c 2.2a,b,c,d 3a,c,e,g 4c,g</td>
</tr>
<tr>
<td></td>
<td>◆ To demonstrate why we need representatives</td>
<td>1.1b,c,d 1.2a,b,c 1.3d 2.1a,b,c,d 2.2a,b,c 2.3a,b,c,d 3c,d,e,g 4a,c,g</td>
</tr>
<tr>
<td></td>
<td>◆ To role play as elected representatives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>◆ To understand how and why decisions are made by elected representatives</td>
<td></td>
</tr>
<tr>
<td>4. Work of an MP</td>
<td>◆ To introduce the range of work that an MP covers within a local and national context</td>
<td>1.1b,c,d 1.2b,c,d 1.3d 2.1a,b,c,d 2.2a,b,c,d 2.3a,c,d 3a,c,e,g 4a,c,g</td>
</tr>
<tr>
<td></td>
<td>◆ Prepare questions for an MP’s visit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>◆ Use skills such as empathy, communication and analytical skills</td>
<td></td>
</tr>
<tr>
<td>5. Who’s in the House?</td>
<td>◆ To introduce the students to some key roles Peers perform e.g., revising legislation</td>
<td>1.1a,b,d 1.3b 2.1a,b 2.2a,b,c 3a,c 4a,b,g</td>
</tr>
<tr>
<td></td>
<td>◆ Enable students to think critically about what skills are needed for the House of Lords to function effectively</td>
<td>1.1a,b,d 1.3b 2.1a,b 2.2a,b,c 2.3a,b 3c,e,l 4a,b,g,h</td>
</tr>
<tr>
<td></td>
<td>◆ Demonstrate to students the type of people who become Peers</td>
<td></td>
</tr>
</tbody>
</table>

**Curriculum Grid**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Main learning outcomes</th>
<th>Citizenship curriculum links</th>
<th>Cross-curricular links</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Key Stage 3</td>
<td>Key Stage 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Citizenship curriculum links:**
- 1.1a,d 3a,c 4b
- 1.1a,d 3a,c,e 4b
- 1.1a,c 4b
- 1.1a,d 3a,c,e 4b
- 1.1b,c,d 1.2a,b,c 1.3d 2.1a,b,c,d 2.2a,b,c 2.3a,b,c,d 3c,d,e,g 4a,c,g
- 1.1b,c,d 1.2a,b,c 1.3d 2.1a,b,c,d 2.2a,b,c 2.3a,b,c,d 3c,d,e,g 4a,c,g
- 1.1b,c,d 1.2b,c,d 1.3d 2.1a,b,c,d 2.2a,b,c 2.3a,b,c,d 3c,d,e,g 4a,c,g
- 1.1b,c,d 1.2a,b,c 1.3d 2.1a,b,c,d 2.2a,b,c 2.3a,b,c,d 3c,d,e,g 4a,c,g
- 1.1a,b,d 1.3b 2.1a,b 2.2a,b,c 3a,c 4a,b,g
<table>
<thead>
<tr>
<th>Activity</th>
<th>Main learning outcomes</th>
<th>Citizenship curriculum links</th>
<th>Cross-curricular links</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6. The House of Lords in action</strong></td>
<td>◆ To introduce students to the work Peers do, especially through committees ◆ Explore how the public can contribute to political debate through committees ◆ Examine a range of political issues and the role the House of Lords plays in addressing these issues</td>
<td>1.1a,b,d 1.2b,c 2.1a,b,c 2.2a,b,c 2.3a,b,c 3a,c,d,e,g 4a,b,g,i</td>
<td>1.1a,b,d 1.2b,c 2.1a,b,c 2.2a,b,c 2.3a,b 3c,d,e,g,h 4a,b,c,e,g</td>
</tr>
<tr>
<td><strong>7. Guide to organising a visit</strong></td>
<td>◆ To help the students prepare a structured session for an MP, including presentations and questions ◆ To help students prepare appropriate questions and props ◆ Group work which includes skills such as communication, organisation and participation</td>
<td>1.1d 1.2b 2.1a,b 2.2a,b,c 3a,c,e 4a,b,c,e,g</td>
<td>1.1d 1.2b 2.1a,b 2.2a,b,c 3a,c,d,e,g 4a,b,c,e,g</td>
</tr>
</tbody>
</table>
ORGANISING A VISIT FROM AN MP OR PEER

Below are a set of steps designed to guide you through organising a visit from an MP or Peer as part of the Parliament and Schools programme. You do not have to follow every step for a successful day, so adapt it to suit your school and students.

STEP 1: MAKING CONTACT

Contacting your MP
When Parliament is sitting (see ‘Contacting your MP’ in the Appendix section) the majority of MPs will spend Friday in their constituencies and that is usually the best day to arrange a visit. The more notice you give, the greater your chance of securing your preferred date.

The Hansard Society and Parliament’s Education Service have contacted every MP to inform them about the Parliament and Schools project, but you may wish to ask your MP’s office if they have received a copy of this pack. Additional copies can be ordered by contacting citizenship@hansard.lse.ac.uk

To ensure the visit is a success it is crucial to stay in regular contact with your MP’s office. The more they know about the preparation you have done, the better prepared the MP will be. Make sure you communicate the format of the day (see the next page) well in advance so your MP knows what to expect.

Arranging a visit from a Peer
To organise a visit from a Member of the House of Lords, please contact the Education Service on education@parliament.uk or 0207 219 4496. They will put you in touch with the Lord Speaker’s Office in the House of Lords. Your contact in the Lord Speaker’s Office will discuss the format of the Peer’s visit and make arrangements for a mutually convenient time and date.

STEP 2: ACTIVITIES

There are seven main activities within this pack that can be delivered or ‘mixed and matched’ over a number of lessons, depending on the time you have available and who is visiting the school. It is advisable to cover the basics prior to the visit so that your students have a reasonable understanding of the work and role of MPs and Peers.

STEP 3: RESEARCH

If your students have time, they might like to prepare for the day by researching local or national issues that involve the work of Parliament. Their learning will be enhanced if they can find out what issues the visiting MP or Peer have been involved with, perhaps through committee work or debates. If your students want to focus on their own community, please be aware that MPs will usually have a much more detailed knowledge and understanding of issues affecting the constituency than peers will. While Peers don’t represent a particular area, every effort is made for a peer with local connections to undertake the visit.

We have included some basic research activities in the pack, and you will find links to useful websites within the resources section.

STEP 4: QUESTIONS AND PRESENTATIONS

In advance of the visit, it is advisable for students to have prepared some questions that they would like to ask the parliamentarian. Most MPs and Peers are very happy to answer questions from students after they have outlined their role, and will allow time for this in planning their visit. To make the most of the opportunity ensure that one or two students are willing to speak up first to get the ball rolling!

● Questions may cover a range of areas, from the work that the MP or Peer undertakes on
a day-to-day basis to local or national issues that the students are interested in. The greater the variety of questions, the more stimulating the session will be. It is always best to have more questions prepared than are likely to be discussed, and to ensure there are few duplications.

- If the students have been working on a particular topic which requires specific answers (eg, the status of a particular bill or a specialist topic), it may be advisable to make the MP or Peer aware of this prior to the visit.

- Alternatively, you may wish the session to start with presentations that the students have prepared on a particular topic. Again, it is advisable to let the MP or Peer know this prior to the visit, particularly if you are expecting them to respond to the presentations.

STEP 5: FORMAT OF THE DAY
The format of the day should be agreed well in advance of the visit. Please bear in mind that MPs and Peers tend to be very busy and probably won't be able to spend more than an hour to an hour and a half with the school, so take their availability as your starting point for planning the day. For example, if you had an hour and a half, you could arrange for a few students to take the visiting MP or Peer on a mini-tour of the school, or give a brief presentation about the preparation they have done for the visit. After that you might plan an hour’s session with a larger group of students in which the parliamentarian could talk about their work and the role of the House of Commons or the House of Lords, followed by a Q&A session.

STEP 6: FOLLOW UP ACTIVITIES
There is no reason the visit has to mark the end of your students’ experience of engaging with the work of Parliament. Here are some suggestions for how you can follow up a visit from an MP or Peer, as well as your work with the students on the activities in this pack:

- Organise a follow up visit. Having a visit from your MP or a Peer as a regular part of your school calendar helps develop a stronger link between your school and Parliament.

- Arrange a visit to Parliament. This can be done either through Parliament’s Education Service or through your MP. Please see the information section for further details.

- For particularly enthusiastic students you may want to speak to your MP about possible work experience or shadowing opportunities.

- Encourage your students to get involved in other parliamentary initiatives to engage young people.

They can find out more at:
www.parliament.uk/getinvolved
www.parliament.uk/lordspeaker
 INFORMATION FOR MPS

Many MPs are already doing a great deal of valuable work in schools, providing students with opportunities to learn more about Parliament and the Government. By providing this pack, the Hansard Society and Parliament’s Education Service hope to help schools prepare more fully and get maximum benefit from a visit by an MP.

Though Citizenship is a statutory requirement for key stages 3-4 (ages 11-16) the amount of time available in the timetable will vary from school to school. This pack provides seven activities that can be used as a scheme of work to lead up to a visit. However, it is important to bear in mind that some schools will have had very little time available to prepare so it is important to talk to the teacher in charge beforehand to establish the level of knowledge. Having followed a scheme of work incorporating role playing activities and researching local and national issues in advance of the visit, students will hopefully understand more about the role of an MP and take a much more active part in the visit.

WHAT WILL STUDENTS KNOW?

This pack provides information on:
- Role playing as an MP
- The work of MPs in their constituencies
- The work of MPs in Parliament
- How Parliament works

All material in the pack is designed to be flexible so no two schools will cover the same information in the same way. Liaise with the coordinating teacher to find out what has been covered and the students’ particular areas of interest.

WHAT WILL HAPPEN ON THE DAY?

This pack provides teachers with a range of ideas for the format of the day (see Guide to organising a visit activity). The pack is designed to help students take an active part in the day, so you may find yourself responding to presentations the students make about their work. In addition to responding to these presentations you may be asked about:
- The difference between the work of MPs and local councils
- The type of issues an MP has to deal with at both a local and national level
- What Parliament is doing about the issues of the day
- How much influence MPs can have on individual issues

HELPFUL RESOURCES

Parliament’s Education Service has a whole host of resources and information that could assist you on your visit including:

- Booklets and DVDs: These are provided
free of charge for students and teachers and cover various aspects of the work and role of Parliament for primary, secondary and sixth form level. A selection of the booklets is available on request and the Education Service can provide multiple copies for the school.

- www.parliament.uk/education: The website contains information for teachers and students on the work and role of Parliament, including lesson plans and interactive games
- Visits to Parliament: The Education Service hosts up to six visits a day to the Houses of Parliament. Visits include an education workshop, a tour of part or all of the Houses of Parliament and access to watch debates where possible. The team can also support additional visits organised through MPs’ offices by providing a member of staff to run a workshop (subject to availability).
- Education Outreach: The Education Service’s outreach team provide teacher training on the work and role of Parliament as well as activities that can be used in the classroom. Where possible they can also provide large-scale workshops for schools (as part of the teacher training programme).

To order resources, book a visit or for more information about any of these services please email education@parliament.uk or phone 0207 219 4496.

The Hansard Society also provides a ‘Big Ben and All That’ resource that contains video footage of MPs explaining how they work. This could be a valuable visual aid and can be ordered by contacting: citizenship@hansard.lse.ac.uk

**AVOIDING PARTY POLITICS**

In line with the 1973 agreement prepared by the Politics Association and signed by all three main political parties on the issue of politics in schools, MPs are reminded that their visits to schools must be non-partisan and focus on the work of MPs in Parliament and in their constituencies. Schools are also reminded that they should arrange for visits from a balance of speakers.
INFORMATION FOR MEMBERS OF THE HOUSE OF LORDS

Many Peers are already doing a great deal of valuable work in schools, either independently or through the Peers in Schools programme managed by the House of Lords. The purpose of this pack is to help schools prepare more fully for a visit from a Peer, by providing teachers with a range of activities to enhance students’ learning about Parliament.

Though Citizenship is a statutory requirement for key stages 3-4 (ages 11-16) the amount of time available in the timetable will vary from school to school. This pack provides seven different activities that can be used as a scheme of work to lead up to the visit. However, do bear in mind that some schools will have had very little time available to prepare for the visit, so it is advisable to talk to the teacher in charge on arrival to establish the level of knowledge. If they have followed a scheme of work incorporating role-playing activities and researching local and national issues in advance of the visit, students will hopefully understand more about the role of a Peer, take a more active part in the visit and ask more interesting and informed questions.

PARLIAMENT IN THE CURRICULUM

‘Democracy and Justice’ is one of the three ‘key concepts’ of the statutory Citizenship National Curriculum (2008) for key stages 3 and 4 (ages 11-16) with the key processes being ‘critical thinking and enquiry’, ‘advocacy and representation’ and ‘taking informed and responsible action’. A visit from a Peer is a great way for teachers to deliver this part of the curriculum in an engaging way that really brings Parliament to life. All the teaching resources contained within this pack are designed to help teachers fulfil curriculum requirements.

AGE RANGE OF PUPILS

This pack is targeted at secondary students at Key Stage 3 (ages 11-14) and Key Stage 4 (ages 14-16); however, the activities could also be used for sixth-form students. You will be briefed in advance about the age of the students you are meeting, and given an indication of their level of knowledge (for example, if they are all A-level politics students, or an entire GCSE year group studying a range of subjects).

WHAT WILL STUDENTS KNOW?

This pack provides information on:
- How Parliament works
- The role and function of the Lords
- The differences between the two Houses

All material in the pack is designed to be flexible so no two schools will cover the same information in the same way. You may want to liaise with the co-ordinating teacher to find out what has been covered and the students’ particular areas of interest.

WHAT WILL HAPPEN ON THE DAY?

This pack provides teachers with a range of ideas for the format of the day (see Guide to organising a visit activity). The pack is designed to help students take an active part in the day, so you may find yourself responding to presentations the students make about their research into local or national issues. In addition to responding to these presentations you may be asked about:
- The type of issues the Lords deal with and the work of the second chamber
- How you became a Peer, and your life before and since becoming a Member of the House of Lords
- How much influence the House of Lords has, for example in making laws
- The particular issues that you are currently dealing with in the House
- The differences between the two Houses
HELPFUL RESOURCES

The House of Lords Information Office has a range of printed materials that can be taken to schools to support their learning from your visit. The Information Office can also provide you with PowerPoint presentations about the work of the House, that have been specifically designed to support Peers in their visits to schools and colleges.

Parliament’s Education Service has a whole host of resources and information that could assist you on your visit including:

- Booklets and DVDs: These are provided free for students and teachers on various aspects of the work and role of Parliament for primary, secondary and sixth form level. A selection of the booklets is available on request and the Education Service can provide multiple copies for the school.

- www.parliament.uk/education: The website contains information for teachers and students on the work and role of Parliament, including lesson plans and interactive games.

- Visits to Parliament: The Education Service hosts up to six visits a day to the Houses of Parliament. Visits include an education workshop, a tour of part or all of the Houses of Parliament and access to watch debates where possible. The team can also support additional visits organised through Peers’ offices by providing a member of staff to run a workshop (subject to availability).

- Educational Outreach: The Education Service’s outreach team provides teacher training on the work and role of Parliament as well as activities that can be used in the classroom. Where possible they can also provide large-scale workshops for schools (as part of the teacher training programme).

To order resources, book a visit or for more information about any of these services please email education@parliament.uk or phone 0207 219 4496.

The Hansard Society also provides a ‘Big Ben and All That’ resource that contains video footage of MPs and Peers explaining how they work. This could be a valuable visual aid and can be ordered by contacting: citizenship@hansard.lse.ac.uk
ACTIVITY 1: BACK TO BASICS

TIMING: 20-60 MINS

RESOURCES REQUIRED
paper (preferably A3), pens, felt tips or colouring pencils, access to the internet (optional, depending on time available)

AIM
This activity can be used to establish how much knowledge your students have about the UK Parliament and to dispel any myths or inaccuracies that they may have heard. Depending on the length of time available to you, this activity can be used to:

◆ monitor progress throughout the project
◆ provide a basis for student-led research (whether as individuals, in pairs or in groups)
◆ promote discussion

Activity notes (with approximate timings)

• Ask the students to write down all the words that they associate with Parliament or the Government on a large sheet of paper. You could use newspapers, websites or booklets (see the resources section in this pack) to prompt students as necessary. (3-5 mins)

• Then ask students to circle the words in different colours, depending on whether they:
  …definitely understand what it means (green pen/pencil)
  …think they might know but are still unsure (yellow or orange)
  …definitely don’t know (red) (5 mins)

• Now ask the students to share the words they have circled in green with an explanation of what the word stands for or means. This will give you the opportunity to correct any misconceptions or add further detail.

• During this process, ask students to update their sheets with the different colours if applicable (ie, if they now understand a word). If listening to other students reminds them of any further words, they can add these to their sheet as they go along. (10 mins)

• Depending on the time available to you, this activity can now be taken forward in different ways:

  1) You might lead a class discussion to establish the definitions of the words that students have circled in yellow or red. Or students can use printed or online resources to find out the meanings themselves (please see the resources section for suggestions). As they discuss and research different words they could add any other relevant phrases that they come across.

  2) All the words that are left in the orange or red category could be divided up so that students have one or two words each to research (for homework or in class time) and feed back to the class.

The individual sheets can be kept and referred to throughout the project with the students updating them as and when it is applicable. These then become a tool for the students to track their ongoing progress, and a useful means to flag up areas of confusion or gaps in knowledge.
ACTIVITY 2: FACT FILE

TIMING: 30-40 MINS

RESOURCES REQUIRED
photocopied fact file worksheets, cut up copies of the fact file statements in the resources section, pens, access to the internet (if the activity is extended)

AIM
The aim of this activity is to establish the three areas of Parliament and to start introducing the concept that Parliament is separate from the Government.

Activity notes (with approximate timings)

- Ask the students if they know what the three main components of the Houses of Parliament are (3 mins)
- Explain that they are going to make a fact file on each of the three different elements that make up the Houses of Parliament, matching the statement to the correct area. Split students into groups of three or four and give them each a copy of the fact file statements and the titles. You should clarify that some of the statements might apply to one, two or all three of these elements before they start the task. (15 mins)
- Ask the students to feed back their answers. They may want to select someone at the start of the group exercise who will present back to the rest of the class. (5-10 mins)
- As the students feed back their answers you may need to clarify some of the statements. This can either be done verbally by you or you could ask the students to look up further detail in appropriate booklets or on the internet (see resources section for suggested sources).

Extension Activity

1) Divide the class into three, and ask each group to work together to create a quiz about one of the areas of the Houses of Parliament. They could create questions based on the statements they have explored in this activity and, if possible, their own research. (Quiz questions might require ‘true or false’ answers or more in-depth responses, depending on the ability of the group.)
<table>
<thead>
<tr>
<th>Queen Elizabeth II</th>
<th>Lives at Buckingham Palace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only comes to Parliament once a year</td>
<td>Is involved with the State Opening of Parliament</td>
</tr>
<tr>
<td>Reads the Queen’s Speech</td>
<td>Is mainly ceremonial</td>
</tr>
<tr>
<td>When the Prime Minister wants to call a general election, they dismiss the current Parliament.</td>
<td>After a general election, he or she invites the leader of the political party with the most MPs to become Prime Minister</td>
</tr>
<tr>
<td>They have to give final permission for an Act of Parliament (a new law) to come into force. This is called Royal Assent.</td>
<td>MPs (Members of Parliament)</td>
</tr>
<tr>
<td>650 people</td>
<td>1 person</td>
</tr>
<tr>
<td>It is green in colour</td>
<td>Ideas for new laws (called bills) are discussed</td>
</tr>
<tr>
<td>Debates happen in here</td>
<td>The Prime Minister sits in here</td>
</tr>
<tr>
<td>Members can be in the Government</td>
<td>Members might belong to a political party</td>
</tr>
<tr>
<td>Members have been elected</td>
<td>Members are paid and it is their full time job</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>There are just over 730 people who sit in here</td>
<td>It is red in colour</td>
</tr>
<tr>
<td>They have not been elected</td>
<td>Members are not paid and might do other jobs</td>
</tr>
<tr>
<td>Peers sit in here</td>
<td>The Lord Speaker</td>
</tr>
<tr>
<td>The Speaker</td>
<td>Archbishops and Bishops</td>
</tr>
<tr>
<td>Crossbenchers</td>
<td>Scrutinising (checking) the work of the Government</td>
</tr>
<tr>
<td>Represent a constituency (area of the country)</td>
<td>Conservative Party</td>
</tr>
<tr>
<td>Labour Party</td>
<td>Liberal Democrat Party</td>
</tr>
<tr>
<td>Asks questions of government departments</td>
<td>Members sit on committees</td>
</tr>
</tbody>
</table>

**Notes:**

There is a duplicate copy of these statements (without the symbols) in the resources section that can be photocopied and cut up for each group.

Hand out the headings (House of Commons, House of Lords and monarch: **Resource Sheet 2**) between 3-4 students and a copy of the above statements (1 set per group).
ACTIVITY 3: BUILDING NEWFORD

Building Newford consists of two activities which should be used in conjunction with one of the three scenarios listed below.
Each activity comprises several tasks which can be used alone or together depending on time available.
Use one student resource sheet for each activity and one for each scenario. The scenario resources can be cut in two so that students only see the relevant information needed for their activity.

ACTIVITIES

1: Before the election
Timing: 20–70 mins
Aim: Students learn how we elect people to represent our views at a local level and why we need to have local representatives.

2: After the election
Timing: 15–60 mins
Aim: Students learn about the types of difficult decisions representatives need to make and how local people can get their views heard.

SCENARIOS

1: Newford
A new town of 5,000 residents. Town development is a key issue, and elected representatives need to make the tough decision of what to build on some empty land.

2: Pleasantport
A city of 300,000 where crime is always in the headlines. Crime levels are on the rise and there is a lot of tension between generations. Elected representatives need a solution.

3: Greenville
A town of 50,000 where many residents travel to nearby cities for work. The press has reported that this town has a terrible environmental record and something needs to change.
I: Before the election

RESOURCES REQUIRED
‘Before the election’ worksheet photocopies, Newford/Pleasantport/Greenville
‘Before the election’ info photocopies, pens, paper

Activity notes (with approximate timings)

Choosing your candidate
- Ask students how decisions are made in their local area. Do we all have a say? Explain elected representatives. (5 mins)
- Explain that students will pretend to be residents of Newford/Pleasantport/Greenville. They must decide carefully who should be their elected representative. Hand out the ‘Before the election’ info for your chosen area and ask students to read through it. (5 mins)
- Ask students how people decide who is the best candidate or party. Explain manifestos. Hand out ‘Before the election’ worksheets - ask students to read the manifestos and discuss the questions on their worksheet (in pairs or small groups). (15 mins)

Hustings
Explain that before an election, candidates might appear in public and have a discussion called hustings. This is a chance to show off manifestos and for the public to ask questions.
- Choose three students to role play each of the candidates on the ‘Before the election’ worksheet. Each candidate could also have a spin doctor and a speech writer. (5 mins)
- Ask candidates to prepare a short speech (with speech writer’s help) explaining why they should be elected. Spin doctors should prepare to explain why the other candidates are not suitable and students to prepare questions to ask candidates about their manifestos. (10 mins)
- Allow each candidate and spin doctor a pitch with a strict time limit, leaving time for questions at the end. This activity could easily be adapted to a formal debate format with more time. (20 mins)

Voting
- Explain that every member of the class has the right to vote. Give students ballot papers on which to mark their chosen candidate. Remind students that they are voting for the candidate and manifesto, not for a member of their class. Ask students to cast their votes anonymously. (5 mins)
- Get one student to count the votes. A teacher and another student should check the result. Announce who has been elected as the representative for your chosen area. (5 mins)
2: After the election

RESOURCES REQUIRED
After the election’ worksheet photocopies, Newford/
Pleasantport/Greenville ‘After the election’ info photocopies, pens, paper

Activity notes (with approximate timings)

Making decisions
- Ask students to imagine that an elected representative has now been chosen for your imaginary area. Hand out ‘After the election’ info for Newford/Pleasantport/Greenville and ask students to read through it.(5 mins)

- Tell students to imagine they are the elected representative and to read the questions in ‘The Dilemma!’ box for their area. Hand out ‘After the election’ worksheets and ask students to use the table to help them solve the dilemmas (alone or in groups).(15 mins)

Having your say
- Ask students what might people do if they were unhappy with a decision their elected representative has made? Tell them that they are now pretending to be local residents – ask them to pick a decision from ‘The Dilemma!’ box to disagree with.(5 mins)

- Tell students they must decide on the best way of having their say on their chosen issue. They should use the worksheet table to write down what they disagree with and rate the actions from 1 to 7 (1 being the best way to have your say and 7 being the worst).(10 mins)

Writing task (25 mins)
- Ask students to write a summary of the roles and responsibilities of an elected representative. They should think about: what they do to become elected, the difficulties in pleasing everyone, what the public can do to get their views heard, why representatives should listen to local people.

OR
- Ask students to write a letter to their representative or local paper, or draw up a petition on an issue that concerns them. Within this, they should explain why their representative should listen to them (representing all local residents) and what could happen if they do not (will not vote for them).
ACTIVITY 4: WORK OF AN MP

TIMING: 20-60 MINS

RESOURCES REQUIRED
copies of local paper (photocopied as necessary) and/or access to the internet, paper, pens

AIM
To introduce the range of work that an MP covers within a local and national context.
During this activity students will:
◆ Work within groups
◆ Prepare questions for an MP’s visit
◆ Use empathy, communication and analytical skills

Activity notes (with approximate timings)

● Divide the students into groups and ask them to look through copies of the local paper and identify 2-3 stories that affect their local area. (5 mins)
● Ask the students (using worksheet 8 in the resources section) to identify the key issues, people involved and to think about the positives and negatives to the community from the point of view of those involved. (10 mins)
● Ask the students how they can find out more about the issues and what can be done to help solve the issue or raise awareness.
● Ask other people for their opinions. Ask questions of organisations who are involved or research background information.
● Suggest ideas for solving the problem/issue, campaigning (petitioning etc) and contacting the press. (5 mins)
● Explain that this process is what MPs have to do every day. They become aware of issues (either through constituents, the press or issues raised in Parliament) and then they have to find ways of solving those issues (if possible).
● Ask each group to pick one of the issues that they have identified in the local newspaper. Using worksheet 9 (in the resources section) ask the students to create a bill that would help to solve the issue. (10-15 mins)
● Ask each group to nominate a spokesperson to stand up and read out their bill. This can then be voted on by the other students.

NB:
- Lay the classroom out like the House of Commons Chamber with a student acting as Speaker.
- To vote in the style of the House of Commons: where students agree with the bill they should shout ‘aye’, if they disagree they should shout ‘no’.
Title of your bill:  

_School Litter Bill_

---

A BILL

To: Stop littering within schools and to promote recycling

Description of your bill

_This bill will provide extra funding for schools and colleges to provide appropriate litter bins and recycling bins throughout the school grounds. It will also provide extra resources for awareness raising campaigns for all students, teachers and parents to encourage everyone to use the litter bins and to recycle where possible._

Explanatory notes attached:

1. Background and summary (why is this bill needed?)
2. Financial effects (how much will it cost?)

_European Convention on Human Rights_

_In my/our view the provisions of the ___School Litter___ Bill are compatible with the Convention rights_

(Title of the Bill)

All bills and Acts of Parliament have to meet the European Convention on Human Rights
ACTIVITY 5: WHO IS IN THE HOUSE?

TIMING: 20-35 MINUTES

RESOURCES REQUIRED
paper, pens, access to the internet (either in your preparation before the activity, or during the lesson if students are going to do online research)

AIM
To develop an understanding of the expertise required from a second chamber and the different types of members of the House of Lords.

Activity notes (with approximate timings)

● Ask the students, if they needed to get an essay checked for spelling mistakes, or help with repairing their computer, who would they ask? (Someone with the knowledge or expertise to help them.)

● So if the Government wants to introduce a new law - for example, on the way hospitals are run - who could give them advice on making sure the new law would work, not break any other laws, and ultimately give permission for the new law to be created? The answer is people with the knowledge, time and remit to revise and amend legislation. Explain that this is one of the key roles of the House of Lords, which is the second chamber (or Upper House) of the UK Parliament. (5 mins)

At this point, depending on the time available, you could ask the students to research and explain the different functions of the House of Lords, which are:

To initiate and revise legislation
To scrutinise the work of the Government
To provide a forum of independent expertise

Who would you nominate to sit in the House of Lords?

Members of the House of Lords are appointed to the House rather than elected, and are usually chosen for their experience and expertise in a particular area. This exercise asks students who they would nominate to sit in the House of Lords under the current system.

● Hand out or show on the board the biographies of a range of Peers from Parliament’s website: (see www.parliament.uk/people/index.cfm). Ask students to research:

What the Peers did before entering the House of Lords
What committees they sit on
How their life before entering Parliament and their activities outside the House of Lords help to inform their work (15 mins)
Split students into groups of four or five and ask them to think about someone they think would make a valuable contribution in the House of Lords. This could be a friend, relative, local community leader or celebrity. Students should work together to produce a short biography (using the previous task as a model) of their nominee and explain what skills they would bring to the role of a Peer. (10-15 mins)

What are the different types of Member in the House of Lords?

Life Peers (around 600): These are people who are chosen to be Lords because they are experts or have achieved great things in their work. They could be scientists, professors or experts in education, finance or many other areas. They are usually chosen by the Prime Minister, and keep their place in the House of Lords for their lifetime.

Hereditary Peers (92): Prior to the Life Peerages Act in 1958, Peers inherited their place in the House of Lords from their father (women couldn’t sit in the House of Lords). In 1999, all but 92 hereditary peers lost their seats under the House of Lords Reform Act, and Peers can no longer pass their seat in the House to their heir.

Bishops (26): The most senior bishops in the Church of England have a seat in the House of Lords.

Optional extension

All second chambers require a wide breadth of expertise. Ask students to compose a fantasy second chamber of people they think would ensure the House of Lords can do its job effectively. Students should compose a list of people adding up to a total of 100. For example they might suggest 30 scientists, five farmers, 10 young people and 40 teachers! Give students around 10 minutes to complete the task in pairs or small groups. To aid students, provide suggestions for the type of people to include and list some issues the House of Lords might work on.

Suggestions for Who is in the House?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Professional background</th>
<th>Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Scientist</td>
<td>Immigration and asylum</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Teacher</td>
<td>Environment</td>
</tr>
<tr>
<td>Disability</td>
<td>Businessperson</td>
<td>Schools and education</td>
</tr>
<tr>
<td>Religion</td>
<td>Sports person</td>
<td>The NHS</td>
</tr>
<tr>
<td></td>
<td>Doctor</td>
<td>The police</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drug laws</td>
</tr>
</tbody>
</table>
ACTIVITY 6: THE HOUSE OF LORDS IN ACTION

TIMING: 30-60 MINS

RESOURCES REQUIRED
copies of national newspapers (photocopied as necessary) and/or access to the internet, paper, pens

AIM
To introduce the work that Peers undertake on a daily basis, particularly through select committees. During this activity students will:
◆ Work in groups
◆ Prepare questions for a visit from a Peer
◆ Use communication and analytical skills

Activity notes (with approximate timings)

● Introduce the topic by asking students what they would do if they were given a large group project to do together. (Answer: they would split the work up.) Explain that the House of Lords splits up its work by forming groups called committees that investigate particular subjects to help them give advice to the Government. (5 mins)

● Divide the students into groups and ask them to imagine that they are members of a committee of the House of Lords. Ask them to choose an issue to explore from the list of suggestions below, or decide on their own topic.
   o Health
   o Environment
   o Care for the elderly
   o Crime
   o Young people

Ideally, different groups within the class should choose different areas to focus on in this exercise to stimulate a range of responses and discussions. Please note that the suggestions above are not based rigidly on the existing House of Lords committees. However if you want to base this work on a real select committee for the House of Lords, visit the parliament website for information. (5-10 mins)

● Ask students to look through copies of a national newspaper or website and identify a story that would be of interest to their committee. (5-10 mins)

● Using the story in the newspaper as a reference they should decide on the specific issue they will investigate. For example, the ‘Crime Committee’ could decide to look at drug abuse.

● Ask the students to identify the key issues involved and the people most affected, and to think about the impact on the country as a whole. (10-15 mins)

● Ask the students how can they find out more about the subject and how their committee is going to examine the issue (10-20 mins):
   o What organisations would their committee need to hear from to learn more about the issue?
   o Are there any individuals that the committee should speak to?
   o How will they research the topic fairly to make sure they have a rounded view of the issues?

● Explain that this is what committees in the House of Lords do when they conduct an inquiry

● Ask each group to fill out resource sheet 10 in the resources section (see below) using the internet research where necessary (10-15 mins)
Optional extension activities

Ask students to roleplay the part of different witnesses, with a group of students acting as the committee. The committee would need to prepare questions in advance. Witnesses can then answer in character. Explain that this is known as giving evidence.

As an alternative extension activity you could ask students to write up their evidence from a particular perspective. For example, they could make a written submission to the committee from the perspective of an ex-drug addict, or a charity that deals with homelessness (to continue with the example given above). Encourage students to think about the sorts of things that would be important to that individual or organisation, and the way in which they might present their information.

Using this exercise to prepare students for a visit from a Peer:

This lesson could take place with or without a planned visit from a Member of the House of Lords. However, if you do have a visit scheduled encourage students to think about questions they could ask about the Peer’s involvement in the committees of the House, or how committees support the role of the House of Lords in scrutinising the Government.

Sheet A

Name of committee:

Description of issue: …………………………………………………………………

Which organisations will the committee ask to provide evidence:

Name of organisation…………………
Why their evidence would be valuable……………………..

Name of organisation…………………
Why their evidence would be valuable……………………..

Name of organisation…………………
Why their evidence would be valuable……………………..

Which people will the committee ask to provide evidence:

Name of person…………………..
Why their evidence would be valuable……………………..

Name of person…………………..
Why their evidence would be valuable……………………..

Name of person…………………..
Why their evidence would be valuable……………………..
ACTIVITY 7: GUIDE TO ORGANISING A VISIT FROM AN MP OR PEER

TIMING: 20–60 MINS

RESOURCES REQUIRED
access to PC/projectors (if required), paper, pens, access to the internet

AIM
To give a brief overview of the different activities that can be used for an MP or Peer’s visit to your school.

Activity notes

The activities that can be done within a Parliamentarian’s visit to your school are dependent on a number of factors including the time the students have had to prepare for the visit and the amount of time the MP or Peer has available to be in your school. It is also important to take into account the number of students that the MP or Peer might be meeting during the session.

The majority of MPs and Peers will be happy to start a session with a brief introduction of their role and how they came to be in Parliament. They may also give an overview of the work and responsibilities of their House (Commons or Lords), and particular issues that they have been involved with.

NB: Please ensure that prior to the visit, you make MPs or Peers aware of how long the session is, what activities they are taking part in and the level and knowledge of the students.

1) Question and answer session – The first and simplest activity is to allow the students an opportunity to ask questions. Please bear in mind the following points:
   • Allow the students time to write questions down beforehand – you never know when stage fright might strike
   • You may wish to vet the questions beforehand to ensure there is no duplication
   • If you have a large group, divide the students into smaller groups and ask them to think of one or two questions per group. Similarly, if the MP or Peer is addressing a whole year group you could ask for one or two questions per form group
   • Always have more questions prepared than needed to ensure the time is used to its maximum
   • If you run out of time, any questions not answered could be sent in a letter to the MP or Peer

2) Question Time – This activity may take a little more time to prepare but works well with large groups.

The visiting MP or Peer and the students form a panel chaired by the coordinating teacher or one of the students. Students in the audience can pose questions for the panel to answer and discuss.

You may wish to select certain topics for the students to ask questions on. If this is the case, it is advisable to let the MP or Peer know the topics in advance. However, please bear in mind that he or she will usually have limited time to prepare for a school visit.

Additional panel members such as local councillors could also be invited (please see the Appendix for further resources available on this topic).
3) **Student presentations** – This activity gives students an opportunity to show what they have learned and pose their own questions:

- Short presentations by students could explore the themes you covered in your preparation work, and/or any specific local or national issues that they are interested in. A discussion about local issues would be most relevant during a visit from your constituency MP as a Peer may not know about the particular area or the issues your school may be facing.
- Introducing a visual element through displays, a PowerPoint presentation or even a video is a great way to grab attention and produce talking points.
- The MP or Peer can respond to the students’ presentations and answer any questions arising.

4) **MP’s surgery** (if you are being visited by your MP) – If there are particular local issues that the students have raised, in their presentations or research, you could ask the MP to role play a constituency surgery with 5-6 students asking questions on their particular local issue. Students are given an opportunity to have one-to-one discussions with their MP about the issues that matter to them.

**The day of the visit**

In order to give students ownership of the visit it is a good idea to give them key roles in running the day:

- If you are inviting an MP to visit then the students could contact the MP by letter, telephone or email to ask them to come to the school (even though you may have made initial contact with the MP’s office).
- Students could create an information pack about the school (including a map of how to get there and a timetable of the visit) to send to the MP or Peer prior to the visit.
- A group of students can greet the MP or Peer on arrival and take them on a tour of the school premises and facilities. Your local MP may know the school quite well but a Peer is unlikely to have visited you before.
- One or two students could introduce the MP or Peer to the group, possibly with a short biography that they have researched beforehand.
- One or two students could chair the Q&A session.
- Students should also be involved in selecting any particular issues that they want to focus on in their discussion with a visiting MP or Peer.
Resources

This section contains the photocopiable worksheets for use alongside the lesson plans
<table>
<thead>
<tr>
<th>FACT FILE STATEMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Queen Elizabeth II</td>
<td>Lives at Buckingham Palace</td>
</tr>
<tr>
<td>Only comes to Parliament once a year</td>
<td>Is involved with the State Opening of Parliament</td>
</tr>
<tr>
<td>Reads the Queen's Speech</td>
<td>Is mainly ceremonial</td>
</tr>
<tr>
<td>When the Prime Minister wants to call a general election, they dismiss the current Parliament.</td>
<td>After a general election, he or she invites the party leader of the political party with the most MPs to become Prime Minister</td>
</tr>
<tr>
<td>They have to give final permission for an Act of Parliament (a new law) to come into force.</td>
<td>MPs (Members of Parliament)</td>
</tr>
<tr>
<td>It is green in colour</td>
<td>Ideas for new laws (called bills) are discussed</td>
</tr>
<tr>
<td>Debates happen in here</td>
<td>The Prime Minister sits in here</td>
</tr>
<tr>
<td>Members can be in the Government</td>
<td>Members might belong to a political party</td>
</tr>
<tr>
<td>Members have been elected</td>
<td>Members are paid and it is their full time job</td>
</tr>
<tr>
<td>There are just over 730 people who sit in here</td>
<td>It is red in colour</td>
</tr>
<tr>
<td>They have not been elected</td>
<td>Members are not paid and might do other jobs</td>
</tr>
<tr>
<td>Peers or Lords sit in here</td>
<td>The Lord Speaker</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>The Speaker</td>
<td>Archbishops and Bishops</td>
</tr>
<tr>
<td>Crossbenchers</td>
<td>Scrutinising (checking) the work of the Government</td>
</tr>
<tr>
<td>Represent a constituency (area of the country)</td>
<td>Conservative Party</td>
</tr>
<tr>
<td>Labour Party</td>
<td>Liberal Democrat Party</td>
</tr>
<tr>
<td>Asks questions of government departments</td>
<td>Members sit on committees</td>
</tr>
<tr>
<td>Headings</td>
<td>Images</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>House of Lords</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td>House of Commons</td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>The Monarch</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
</tbody>
</table>
NEWFORD

Before the election
Imagine the UK in 2020. More and more people have moved to the big cities, looking for work and leisure. The only way to deal with overcrowding is to build new towns for people to live in. Newford is one of these new towns and will have 5,000 residents.

A census has shown that Newford will consist of families, couples without children and single people. The age range will be 0-95, the population will consist of men and women of various religions or no religion and a variety of cultural and ethnic backgrounds. There will be a variety of workers including factory and office workers, teachers and doctors.

Newford’s main industry will be a food factory. The town will have an extensive transport network, scenic areas and a green belt. Elected representatives of neighbouring towns have decided that the following things should be built in Newford before the residents move in: a court of law, emergency services, a town hall, a hospital, housing, places of worship, a recreational area, schools, shopping centre and sports centre.

The challenge for residents of Newport will be deciding what other amenities would be best for the community. They must do this by electing someone to represent them in making these decisions.

NEWFORD

After the election
Imagine that the people of Newford have now chosen their elected representative. The winner would have received the majority of votes. If you held a class election, imagine that the candidate who won the vote in your class is now the elected representative.

The votes were divided like this:

Winner: 60%
2nd place: 25%
3rd place: 15%

Changes since the election
- Good level of employment
- Factory successfully exporting food products
- More housing for new residents
- New motorway and increased traffic
- Young people going to university outside Newford
- Increased noise and pollution
- More young families are moving here
- Low crime levels
- Town centre pedestrianised

The elected party and representative are responsible for serving all Newford’s residents, whether they voted for them or not.

Spending Newford’s money
Newford’s representative and party have a large sum of money to spend on developing a new piece of land. They can use this land to build:
- More houses
- A multi storey car park
- A health centre
- A leisure centre
- A school or
- Sell the land to a supermarket chain
- Sell the land to a manufacturing company or
- Leave the land to develop naturally

The Dilemma!
1. If we build a school, what do we say to people who want a cinema?
2. If we sell the land to a factory, what do we say to people worried about the environment?
3. If we build a community centre, what do we say to people who wanted a factory?
Before the election

Imagine the UK in 2020. More and more people have moved to the big cities looking for work and leisure. Around 300,000 people live in Pleasantport and many people from the surrounding towns and villages travel in for work or entertainment. The economy is strong, but crime and antisocial behaviour have become a serious problem. Residents are also concerned about rising levels of drug use across the city.

A census has shown that Pleasantport consists of families, couples without children and single people. The age range is 0-95, but the majority of the population are under 50 years of age. People from a variety of religious, cultural and ethnic backgrounds live in Pleasantport. The working population will include a broad variety of workers and there is also a large university in the city.

Pleasantport has an excellent transport network of trams, buses and frequent trains to nearby towns. There is a large indoor shopping mall, plenty of local and international business, two hospitals and a thriving service sector. There are good leisure facilities, but little outdoor recreational space in the city.

The challenge for residents of Pleasantport will be finding a way to lower crime and antisocial behaviour which works best for the community. They must do this by electing someone to represent them in making these decisions.

The votes were divided as follows:

- Winner: 60%
- 2nd place: 25%
- 3rd place: 15%

Changes since the election

- New wing built at one of the hospitals
- Free transport for under 18s
- Late licences granted to pubs and bars in the town centre
- Business is slow for shops outside the mall
- University named third best in country
- Overcrowded housing in some areas
- Two local council leisure centres replaced with private gyms
- Increase in crimes on public transport
- House prices rising in town centre

Spending Pleasantport’s money

Pleasantport’s representative and party have a large sum of money to spend on developing a new piece of land. They can use this land to build:

- More houses
- A public park and community centre
- A drug and alcohol rehabilitation centre or
- Sell the land to be developed into a leisure complex or
- Stop free travel for under 18s and use all the saved money for youth clubs
- Sell the land to pay for extra police officers

The Dilemma!

1. If we build a drug and alcohol rehabilitation centre, what do we say to people who think this would attract crime?
2. If we use the money to build more housing, what do we tell the parents who want somewhere for young people to go?
3. If we sell the land to be developed as a leisure park, what can we tell local restaurants worried about losing business?
**GREENVILLE**

**Before the election**

Imagine the UK in 2020. The environment is a bigger concern than ever before and newspapers are starting to name the towns that cause the most pollution. Greenville is a market town of 50,000 where many residents travel to nearby cities for work. The town has excellent schools and low crime levels, but a report has shown that Greenville has a terrible environmental record, and residents’ carbon footprints are much higher than the national average.

A census has shown that Greenville consists mainly of families, but also some single people and couples without children. The age range is 0–95, and consists of men and women of various religious, cultural and ethnic backgrounds. The working population includes a large number of professionals who commute to work in nearby cities.

There are a number of successful small and medium businesses in Greenville, a retail area in the town centre and three supermarkets on the outskirts. Residents often travel to nearby cities for shopping and leisure such as the cinema. Public transport in Greenville is limited to a few local buses, but there is a train station with frequent services to nearby cities.

The challenge for residents of Greenville will be finding a way to cut pollution which works best for the community. They must do this by electing someone to represent them in making these decisions.

**GREENVILLE**

**After the election**

Imagine that the people of Greenville have now chosen their elected representative who would have received the majority of votes. If you held a class election, imagine that the candidate who won the vote in your class is now the elected representative.

**The votes were divided as follows:**

- Winner: 60%
- 2nd place: 25%
- 3rd place: 15%

**Changes since the election**

- Small high street shops struggling
- New motorway and increased traffic
- Attracting more young families
- New school on outskirts of town
- Levels of crime very low
- The town centre has been pedestrianised
- Demand for family homes rising
- Local swimming pool underused

**Spending Greenville’s money**

Greenville’s representative and party have a large sum of money to spend on developing the town. They can use the money for one of the following:

- Build houses on town outskirts
- Build multi-storey car park in town centre or
- Re develop swimming pool into leisure centre with full sports facilities
- Improve local buses and reduce fares for all
- Provide free school buses for children
- Re develop the local high street or
- Set up state of the art recycling scheme

**The Dilemma!**

1. If we give free transport to school children, how do we explain it to families worried about housing?
2. If we build a multi-storey car park in the town centre, what do we tell those worried about air pollution?
3. If we set up a new recycling scheme, what do we tell young people who want somewhere to go with their friends?
BEFORE THE ELECTION

Choosing an elected representative

Constituents are now ready to vote for their representative. Three different parties have put forward candidates and all three parties have their own views on what would be best for residents in your area.

Candidates for each of the parties have presented constituents with a detailed manifesto on what their party believes in and what they would do for your area:

<table>
<thead>
<tr>
<th>Issue or Policy Area</th>
<th>Party One manifesto</th>
<th>Party Two manifesto</th>
<th>Party Three manifesto</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“We will bring more money in and help new industry come to the area, starting with a car making company.”</td>
<td>“We will spend more money on education and health because this is important for the well being of the population.”</td>
<td>“We will cut down air pollution and bring more environmentally friendly industry to the area.”</td>
</tr>
<tr>
<td>Employment</td>
<td>Increase production and employment at the food factory. Build more factories.</td>
<td>Create more jobs for the hospital, schools and emergency services.</td>
<td>Create industry jobs, which will benefit the community such as recycling schemes.</td>
</tr>
<tr>
<td>Education</td>
<td>Prepare school leavers to work in local industry.</td>
<td>Better for 5-18 year-olds so that more young people leave to go to university.</td>
<td>Promotion of environmental issues in schools.</td>
</tr>
<tr>
<td>Health</td>
<td>Improve ambulance service and ensure health and care for the sick and elderly.</td>
<td>Free medicine and health care for all under 16s, pregnant women and over 65s. Cut late licences to stop binge drinking.</td>
<td>Reduce sickness by offering health education to everyone, and building a health centre.</td>
</tr>
<tr>
<td>Environment</td>
<td>Build a motorway to connect the community’s industry to other towns.</td>
<td>Increase the bus and train service, pedestrianise the town centre.</td>
<td>Build cycle routes, provide a free school bus service, pedestrianise the town centre.</td>
</tr>
</tbody>
</table>

Who to choose?
Deciding which party and candidate are best for your area is a tough choice. Think about your area and think about the manifestos. Discuss these questions to help you decide:

1. If Candidate One builds a motorway, how will this affect the area?

2. If Candidate Two encourages more young people to go to university, will there be enough people to work in local businesses or industry?

3. If Candidate Three stops people driving in the town centre, which groups of people would be happy and which groups would be unhappy?
AFTER THE ELECTION

Elected representatives making decisions

1. Making decisions
Elected representatives have a tough job trying to do the best thing for everyone they represent. Look at the ‘After the election’ info for your area and you will see a box called The Dilemma! Imagine that you are the elected representative for your area and use this table to help you answer The Dilemma! questions.

<table>
<thead>
<tr>
<th>Dilemma</th>
<th>Who is affected?</th>
<th>What will you tell them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Having your say
Pick one of The Dilemma! questions from the ‘After the Election’ info for your area and imagine that you disagree with the decision. Which of the actions listed below would you use to have your say?

Now look at the list of actions below and put them in order from 1 to 7. Put the number 1 next to the best way to have your say on the issue, and the number 7 next to the worst way to have your say.

<table>
<thead>
<tr>
<th>“I disagree with…”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw up a petition: a list of signatures, all stating one point of view</td>
</tr>
<tr>
<td>Start or join a pressure group: a group which tries to influence the representative’s point of view on one issue</td>
</tr>
<tr>
<td>Write a letter to your area’s representative</td>
</tr>
<tr>
<td>Write a letter to the local newspaper</td>
</tr>
<tr>
<td>Organise a demonstration: a public march or meeting</td>
</tr>
<tr>
<td>Visit the representative in person</td>
</tr>
<tr>
<td>Say nothing, but vote against the representative at the next election</td>
</tr>
</tbody>
</table>
WORK OF AN MP

Newspaper:                  Page number:

Name of the issue/story:

What are the main facts of the issue?

Who does this issue/story affect?

Why does it affect them?

What are the positives about this issue?

What are the negatives about this issue?

Newspaper:                  Page number:

Name of the issue/story:

What are the main facts of the issue?

Who does this issue/story affect?

Why does it affect them?

What are the positives about this issue?

What are the negatives about this issue?
Title of your bill:

A BILL

To

Sponsors:

Description of your bill

Explanatory notes attached:

1. Background and summary (why is this bill needed?)

2. Financial effects (How much will it cost?)

European Convention on Human Rights

In my/our view the provisions of the ____________ Bill are compatible with the Convention rights

(Title of the bill)
## THE HOUSE OF LORDS IN ACTION

<table>
<thead>
<tr>
<th>Newspaper:</th>
<th>Page number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of committee:</td>
<td></td>
</tr>
<tr>
<td>Description of issue:</td>
<td></td>
</tr>
<tr>
<td>Organisations the committee will ask to provide evidence:</td>
<td></td>
</tr>
<tr>
<td>Name of organisation:</td>
<td></td>
</tr>
<tr>
<td>Why their evidence would be valuable:</td>
<td></td>
</tr>
<tr>
<td>Name of organisation:</td>
<td></td>
</tr>
<tr>
<td>Why their evidence would be valuable:</td>
<td></td>
</tr>
<tr>
<td>Name of organisation:</td>
<td></td>
</tr>
<tr>
<td>Why their evidence would be valuable:</td>
<td></td>
</tr>
<tr>
<td>Name of person:</td>
<td></td>
</tr>
<tr>
<td>Why their evidence would be valuable:</td>
<td></td>
</tr>
<tr>
<td>Name of person</td>
<td></td>
</tr>
<tr>
<td>Why their evidence would be valuable:</td>
<td></td>
</tr>
</tbody>
</table>
**GLOSSARY**

**An Act of Parliament:** A law passed by Parliament.

**Backbenchers:** MPs or Peers who are not members of the Cabinet or Shadow Cabinet are called backbenchers. They sit on the seats behind the frontbench (where the Cabinet or Shadow Cabinet usually sit).

**Bill:** A bill is a proposal for a new law or to change an existing law that is presented for debate in both Houses of Parliament (the Lords and the Commons). When both Houses agree on the content of a bill it is then presented to the reigning monarch for approval (known as Royal Assent). Once Royal Assent has been given the bill becomes an Act of Parliament and is law.

**Cabinet:** The Cabinet is made up of about 20 senior ministers (MPs who are part of the Government) chosen by the Prime Minister. It decides on the work of the government departments.

**Chamber:** The rooms in which members of the House of Lords and the House of Commons sit to debate.

**Committees:** Groups of MPs and Peers meet to discuss, research and conduct inquiries into key issues in committees.

**Constituent, constituency:** The UK is divided into 650 different areas, containing approximately 70,000 people in each area. These areas are known as constituencies and the people who live in those areas are known as constituents.

**Debates:** A debate is a formal discussion on a topic in the House of Commons or House of Lords. Members take it in turns to speak on a subject and the debate is strictly controlled by a set of rules.

**Democracy:** A system of government in which the people vote to decide who runs the country.

**Division:** A division is another name for voting in either of the Houses of Parliament. Members of each House ‘divide’ into those who agree and those who disagree with a proposal. In the House of Commons the MPs will vote either ‘aye’ or ‘no’. In the House of Lords, Peers vote ‘content’ or ‘not-content’.

**General election:** A general election is held at least every five years and gives UK citizens (aged 18 yrs+) an opportunity to vote for the person they wish to become the MP and representative for their area in the House of Commons.

**Government:** When there is a general election, the party with the most MPs elected becomes the governing party and its party leader becomes the Prime Minister. He or she then chooses another 30 to 40 MPs (and some Peers) to become members of the Government. These MPs are also known as ministers.
House of Commons: The House of Commons has several responsibilities. It plays a major part in the process that makes new laws by debating and looking in detail at bills. The Commons also has a responsibility to check the work of the Government through questioning ministers. The House of Commons is also where the MPs sit who each represent a constituency and its constituents (the people who live in that area).

House of Lords: The House of Lords is very similar to the House of Commons in the work that it does in making and amending laws and holding the Government to account. It spends longer looking at bills, with roughly two thirds of its time revising the bills which either come from the House of Commons or are initiated in the House of Lords. Indeed it is often referred to as a 'revising chamber'. It is where the Lords or Peers sit.

Lords/Peers: The House of Lords has no maximum number of Peers. Currently there are just over 730 members. These members are usually appointed rather than elected and do not represent a constituency. The majority of Members are Life Peers, which means they have been nominated to sit in the House of Lords because they have certain expertise, but cannot pass their title on to their children. There are also 92 Hereditary Peers, who inherited their titles through their families. They are elected to sit in the House of Lords by their fellow Hereditary Peers, but cannot pass their place in the House of Lords to their heirs.

Lord Speaker: The Lord Speaker is a Member of the House of Lords who has been elected by the other Peers to preside over their proceedings. As the House is self-regulating the Lord Speaker has no power to call members to order, to decide who speaks next or to select amendments. The Lord Speaker has to give up any party membership prior to accepting the position.

Manifesto: Manifestos are documents produced by political parties during a general election. Each manifesto describes what a party would do if it won the election and formed the government.

Members of Parliament (MPs): There are currently 650 Members of Parliament, each representing one constituency. They become the MP by receiving the most votes in their area at the general election.

Ministers: Some MPs or Peers are given extra jobs leading or assisting in one of the government departments, (eg, health, education and foreign affairs) – MPs with these extra tasks are called ministers. Most government departments have several ministers.

The monarch: sovereign: a nation’s ruler or head of state usually by hereditary right. Queen Elizabeth II is the current monarch. The Palace of Westminster is a royal palace and everything that is done there is done in the Crown’s name. It is a long time since a king or queen actually had a direct say in law making, but the monarch is the Head of State and gives the Royal Assent to all new legislation. The monarch appoints Life Peers (on the Prime Minister’s advice), opens and dissolves Parliament, and appoints the Prime Minister - though by convention the monarch always appoints the leader of the party that won the most seats in a general election.
**The Opposition:** The political party that gets the second largest number of MPs elected at the general election becomes the official Opposition. They sit opposite the Government in the House of Commons or House of Lords chambers. They check the work of the Government by asking questions and suggesting alternative ways of doing things.

**Parliament:** The UK Parliament is made up of three parts - the monarch, the House of Lords and the House of Commons. Parliament is where new laws are debated and agreed. The Houses of Parliament are also known as the Palace of Westminster.

**Polling stations:** A place where people go to vote in elections. Schools, church halls and community centres often serve as polling stations during a general election.

**Prime Minister:** The Prime Minister is the leader of the Government. He or she is the leader of the party that wins the most seats at a general election. After a general election, the Queen calls upon the leader of the largest party to form the Government.

**Prime Minister’s Questions:** Every Wednesday at 12.00pm the Prime Minister answers questions from Members of Parliament about the work of the Government.

**Royal Assent:** Royal Assent is the monarch’s agreement to make a bill into an Act of Parliament. The monarch actually has the right to refuse Royal Assent but nowadays this does not happen. Royal Assent is a formality.

**Secretary of State:** Secretary of State was originally the title given to the two officials who carried out the Royal Correspondence under Queen Elizabeth I. Now it is the title held by some of the more important government ministers, (eg, the Secretary of State for Foreign Affairs).

**Shadow ministers:** The Shadow Cabinet is made up of frontbench MPs and Members of the House of Lords who belong to the second largest party, or official Opposition party. In the Lords these Members are called ‘spokespersons’ instead of shadow minister.

**Speaker of the House of Commons:** The Speaker is an MP who has been elected to act as a chairman during debates in the House of Commons. He or she is responsible for ensuring that all the rules and procedures are followed. It is the Speaker who calls MPs to speak, and maintains order in the House. He or she has to be completely impartial.

**Vote:** During an election citizens aged 18 and above can choose, or vote for, a candidate to represent them and their constituency in the Houses of Parliament.

**Whips:** Whips are MPs or Members of the Lords appointed by each party to maintain party discipline. Part of their role is to encourage members of their party to vote in the way that their party would like in important divisions.
WEBSITES FOR STUDENTS

Parliament’s Education Service

Parliament’s online education channel offers free resources for teachers and students, including games, videos, articles, lesson plans and downloads. All resources are aimed at helping young people develop their understanding of Parliament and democracy.  

www.parliament.uk/education

HeadsUp

HeadsUp is a place where young people can debate political issues and current affairs. It’s not just about talking, however; it’s also about getting something done. The debates involve the UK’s top decision-makers from Parliament and government who want to understand the views and experiences of young Britain. Every debate is supported by background information, quizzes and online polls and can be used inside or outside school.

www.headsup.org.uk

UK Youth Parliament

The UK Youth Parliament is designed to provide a nationwide forum for young people to communicate key issues of concern to political leaders, including members of the UK government, the Scottish Parliament and the Welsh Assembly.

www.ukyouthparliament.org.uk

Do Politics

Set up for young people by the Electoral Commission, this website provides information on voting, democracy and politics with an opportunity to share views. You can also order a free copy of the Democracy Cookbook from this site which is an excellent resource for teachers and youth workers.

www.dopolitics.org.uk
Appendix

This section includes additional information and resources that you may find useful to help prepare for a visit to your school from an MP or Peer.
CONTACTING YOUR MP

Who is your MP?
If you are unsure of the MP that represents your school you can find out by visiting www.parliament.uk/people/index.cfm and entering the postcode of the school. Alternatively you can ring the House of Commons Information Office on 0207 219 4272 to find out which MP represents your area.

Telephone
Calling with a simple question might get a faster response than writing. Phone the House of Commons switchboard on 020 7219 3000 and ask for your MP by name. You will talk to a relevant office or have to leave a message.

You may also contact your MP through his or her local constituency office. Addresses and contact numbers will be listed in local libraries, town halls, an MP's personal website or through the House of Commons Information Office.

By letter
When writing to any MP the address is: House of Commons London SW1A 0AA.

For further details about contacting your MP or the role of the MP please visit: www.parliament.uk/about/contacting/mp.cfm

Parliamentary timetable
Parliamentary sessions vary from year to year, but follow roughly the same dates as the academic year.

The parliamentary session usually starts in November after the State Opening of Parliament (with the exception of election years) and breaks for recesses at Christmas, February, Easter, May and the summer period (from the end of July to the end of September), returning at the beginning of October. These dates normally correspond approximately with the school holidays.

While the Houses of Parliament are sitting, MPs will divide their time between London and their constituency. Normally this breaks down as Monday–Thursday in London and Friday–Sunday in the constituency. This will vary among MPs and it is always best to check any date with the Member’s office (either in Westminster or the constituency) before planning your day.

The House of Lords, like the Commons, usually sits from Monday to Thursday and on some Fridays. The unpaid, specialist nature of the second chamber means that Members often have other interests and positions outside of their role within the House of Lords. Therefore you will need to plan a visit from a Peer well in advance and be prepared to have to wait some time before a visit can be arranged.

For further information on sitting times and parliamentary sessions please visit http://www.parliament.uk/about/how/occasions/calendar.cfm or ring the House of Commons Information Office on 0207 219 4272.
USEFUL WEBSITES FOR TEACHERS

The United Kingdom Parliament

The official Parliament website provides information on both the House of Commons and the House of Lords. This site details all aspects of Parliament including how it works, current and past business, how to find and contact your MP and how and when you can visit. There are fact sheets on all aspects of Parliament, including its history, which can be downloaded. It also has contact details for the House of Commons Information Office and the House of Lords Information Office which can be contacted for additional information.

www.parliament.uk

Parliament’s Education Service

Parliament’s online education channel offers free resources for teachers and students, including games, videos, articles, lesson plans and downloads. All resources are aimed at helping young people develop their understanding of Parliament and democracy.

www.parliament.uk/education

HeadsUp

HeadsUp is a place where young people can debate political issues and current affairs. It’s not just about talking, however, it’s also about getting something done. The debates involve the UK’s top decision-makers from Parliament and government who want to understand the views and experiences of young Britain.

www.headsup.org.uk

UK Youth Parliament

The UK Youth Parliament is designed to provide a nationwide forum for young people to communicate key issues of concern to political leaders, including members of the UK government, the Scottish Parliament and the Welsh Assembly.

www.ukyouthparliament.org.uk

Operation Black Vote

Operation Black Vote focuses exclusively on the democratic deficit among black communities in the UK. It believes that without a strong political voice for African, Asian, Caribbean and other ethnic minorities, the ideal of equality of opportunity - regardless of race and colour - will remain an ideal. The website also has information about the organisation, histories, profiles and current news about black politics in the UK.

www.obv.org.uk
Do Politics

Set up for young people by the Electoral Commission, this website provides information on voting, democracy and politics with an opportunity to share views. You can also order a free copy of the Democracy Cookbook from this site which is an excellent resource for teachers and youth workers.

www.dopolitics.org.uk

Electoral Reform Society

The Electoral Reform Society is a membership organisation which campaigns for the strengthening of our democracy through changes to the voting system and electoral arrangements. Its website includes explanations of the various voting systems, (eg, ‘First Past the Post’ and ‘Single Transferable Vote’).

www.electoral-reform.org.uk

Make Votes Count

A website containing details of the campaign to win the referendum on changing the way we elect our Members of Parliament.

www.makevotescount.org.uk

Y Vote Mock Elections

The Y Vote Mock Elections site contains all the resources required to enable your school to create all the high drama, intense decision-making and mass participation of a real UK Election. Y Vote Mock Elections aims to actively engage students with the political, social and moral issues of the world around them by giving them the opportunity to stand as party candidates, speech writers and canvassers in a mock election.

www.mockelections.co.uk

British Institute of Human Rights and Impetus Awards

Both these sites have information about the European Convention on Human Rights. They may prove useful for the Work of an MP activity.

www.impetusawards.org.uk
www.bihr.org
CURRICULUM LINKS CITIZENSHIP
KS3 AND KS4

KEY CONCEPTS

1.1 Democracy and Justice
1.1.a: Participating actively in different kinds of decision making and voting in order to influence public life.
1.1.c: Considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.
1.1.d: Understanding and exploring the role of citizens and Parliament in holding government and those in power to account.

1.2 Rights and responsibilities
1.2.b: Understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected.

1.3 Identities and diversity: living together in the UK
1.3.c: Considering the interconnections between the UK and the rest of Europe and the wider world.

Key Stage 3: Key processes
2.1 Critical thinking and enquiry
2.1.a: Engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems.
2.1.b: Research, plan and undertake enquiries into issues and problems, using a range of information and sources.
2.1.c: Analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias.

2.2 Advocacy and representation
2.2.a: Express and explain their own opinions to others through discussions, formal debates and voting.
2.2.b: Communicate an argument, taking account of different viewpoints and drawing on what they have learned through research, action and debate.
2.2.c: Justify their argument, giving reasons to try to persuade others to think again, change or support them.
2.2.d: Represent the views of others, with which they may or may not agree.

2.3 Taking informed and responsible action
2.3.a: Explore creative approaches to taking action on problems and issues to achieve intended purposes.
2.3.b: Work individually and with others to negotiate, plan and take action on citizenship issues to try to influence others, bring about change or resist unwanted change, using time and resources appropriately.
2.3.c: Analyse the impact of their actions on communities and the wider world, now and in the future.

3. Range and content
3a: Political, legal and human rights, and responsibilities of citizens.
3c: Key features of parliamentary democracy and government in the constituent parts of the UK and at local level including voting and elections.
3d: Freedom of speech and diversity of views, and the role of the media in informing and influencing public opinion and holding those in power in account.
3e: Actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment.
3f: Strategies for handling local and national disagreements and conflicts.
3h: How economic decisions are made, including where public money comes from and who decides how it is spent.
**Key Stage 4: Key processes**

2.1. **Critical thinking and enquiry**

2.1.a: Question and reflect on different ideas, opinions, assumptions, beliefs and values when exploring topical and controversial issues and problems.

2.1.b: Research, plan and undertake enquiries into issues and problems, using a range of information, sources and methods (debating).

2.1.c: Interpret and analyse critically sources used, identifying different values, ideas and viewpoints and recognising bias (debating).

2.1.d: Evaluate different viewpoints, exploring connections and relationships between viewpoints and actions in different contexts (from local to global).

2.2. **Advocacy and representation**

2.2.a: Evaluate critically different ideas and viewpoints including those with which they do not necessarily agree.

2.2.b: Explain their viewpoint, drawing conclusions from what they have learned through research, discussion and actions, including formal debates and votes.

2.2.c: Present a convincing argument that takes account of, and represents, different viewpoints, to try and persuade others to think again, change or support them.

2.3. **Taking informed and responsible action**

2.3.a: Explore creative approaches to taking action on problems and issues to achieve intended purposes.

2.3.b: Research, initiate and plan action to address citizenship issues, working individually and with others.

2.3.c: Negotiate, decide on and take action to try and influence others, bring about change or resist unwanted change, managing time and resources appropriately.

2.3.d: Assess critically the impact of their actions on communities and the wider world, now and in the future, and make recommendations to others for further action.

2.3.e: Reflect on the progress they have made, evaluating what they have learned from the intended and unintended consequences of action, and the contribution of others as well as themselves.

3. **Range and content**

3a: Political, legal and human rights and freedoms in a range of contexts from local to global.

3c: How laws are made and shaped by people and processes, including the work of Parliament, government and the courts.

3d: Actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.

3e: The operation of parliamentary democracy within the UK and of other forms of government, both democratic and non-democratic, beyond the UK.

3g: How information is used in public debate and policy formations, including information from the media and from pressure and interest groups.

**Key Stage 3 & 4**

4. **Curriculum opportunities**

4a: Debate, in groups and whole class discussions, topical and controversial issues, including those of concern to young people and their communities.

4b: Develop citizenship knowledge and understanding while using and applying citizenship skills.

4c: Work individually and in groups, taking on different roles and responsibilities.

4d: Participate in both school based and community based citizenship activities and reflect on their participation.

4e: Participate in different forms of individual and collective action, including decision-making and campaigning.

4g: Take into account legal, moral, economic, environmental, historical and social dimensions of different political problems and issues.

4i: Use and interpret different media and ICT both as sources of information and as a means of communicating ideas.

4j: Make links between citizenship and work in other subjects and other areas of the curriculum.
1.1 Competence
1.1.a: Being clear, coherent and accurate in spoken and written communication.
1.1.e: Making informed choices about effective ways to communicate formally and informally.

1.2 Creativity
1.2.d: Using creative approaches to answering questions, solving problems and developing ideas.

1.4 Critical understanding
1.4.b: Assessing the validity and significance of information and ideas from different sources.
1.4.c: Exploring others' ideas and developing their own.

2: Key processes
(activities allow the following)

2.1 Speaking and listening
2.1.a: Present information and points of view clearly and appropriately in different contexts, adapting talk for a range of purposes and audiences, including the more formal.
2.1.b: Use a range of ways to structure and organise their speech to support their purposes and guide the listener.
2.1.c: Vary vocabulary, structures and grammar to convey meaning, including speaking standard English fluently.
2.1.e: Listen and respond constructively to others, taking different views into account and modifying their own views in the light of what others say.
2.1.g: Make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas and asking questions.
2.1.i: Sift, summarise and use the most important points.

2.2 Reading
2.2.a: Extract and interpret information, events, main points and ideas from texts.
2.2.e: Assess the usefulness of texts, sift the relevant from the irrelevant and distinguish between fact and opinion.
2.2.f: Recognise and discuss different interpretations of texts, justifying their own views on what they read and see, and supporting them with evidence.

3. Range and content
3.1 Speaking and listening
3.1.a: Prepared, formal presentations and debates.
3.1.b: Informal group or pair discussions.

3.2 Reading
3.2.h: Forms such as journalism, travel writing, essays, reportage, literary non-fiction and multimodal texts including film.

4. Curriculum opportunities
4.1 Speaking and listening
4.1.b: Engage in specific activities that develop speaking and listening skills.
4.1.e: Make extended contributions, individually and in groups.
4.1.f: Develop speaking and listening skills through work that makes cross-curricular links with other subjects.

4.2 Reading
4.2.c: Develop reading skills through work that makes cross-curricular links with other subjects.
English: Key Stage 4

1. Key concepts

1.1 Competence
1.1.a: Expressing complex ideas and information clearly, precisely and accurately in spoken and written communication.
1.1.e: Making independent judgements about how to communicate effectively and sustain formal interaction, particularly in unfamiliar contexts.

1.4 Critical understanding
1.4.c: Forming independent views and challenging what is heard or read on the grounds of logic, evidence or argument.

2. Key processes

2.1 Speaking and listening
2.1.a: Speak fluently, adapting talk to a wide range of familiar and unfamiliar contexts and purposes, including those requiring confident and fluent use of standard English.
2.1.b: Present information clearly and persuasively to others, selecting the most appropriate way to structure and organise their speech for clarity and effect.
2.1.e: Listen to complex information and respond critically, constructively and cogently in order to clarify points and challenge ideas.
2.1.g: Judge the intentions and standpoint of a speaker.
2.1.h: Listen with sensitivity, judging when interventions are appropriate.
2.1.i: Take different roles in organising, planning and sustaining discussion in a range of formal and informal contexts.
2.1.j: Work purposefully in groups, negotiating and building on the contributions of others to complete tasks and to reach consensus.

2.2 Reading
2.2.a: Analyse and evaluate information, events and ideas from texts

3. Range and content

3.1. Speaking and listening
3.1.a: Prepared formal presentations and debates in contexts where the audience and topic are unfamiliar.
3.1.b: Informal and formal group or pair discussions requiring students to take on a range of roles.

3.2 Reading
3.2.j: Forms such as journalism, travel writing, essays, reportage, literary non-fiction, print media and multimodal texts including film and television.

4. Curriculum opportunities

4.1 Speaking and listening
4.1.a: Build their confidence in speaking and listening in unfamiliar situations and to audiences beyond their classroom.
4.1.b: Use their speaking and listening skills to solve problems creatively and cooperatively in groups.
4.1.c: Engage in specific activities that develop speaking and listening skills as well as activities that integrate speaking and listening with reading and writing.
4.1.e: Make purposeful presentations that allow them to speak with authority on significant subjects.
4.1.f: Develop speaking and listening skills through work that makes cross-curricular links with other subjects.
4.1.i: Participate in debate, discussion, live talks and presentations, engaging in dialogue with experts, members of the community and unfamiliar adults.
4.1.j: Discuss issues of local, national and
global concern.

4.2 Reading
4.2.f: Develop reading skills through work that makes cross-curricular links with other subjects.
4.2.i: Engage with texts that challenge preconceptions and develop understanding beyond the personal and immediate.

KS3: History

1. Key concepts

1.3 Change and continuity
1.3.a: Identifying and explaining change and continuity within and across periods of history.

1.5: Significance
1.5.a: Considering the significance of events, people and developments in their historical context and in the present day.

4: Curriculum opportunities
4e: Make links, between history and other subjects and areas of the curriculum, including Citizenship.

KS3: ICT

1: Key concepts

1.1 Capability
1.1.a: Using a range of ICT tools in a purposeful way to tackle questions, solve problems and create ideas and solutions of value.
1.1.c: Applying ICT learning in a range of contexts and in other areas of learning.

1.2. Communication and collaboration
1.2.a: Exploring the ways that ICT can be used to communicate, collaborate and share ideas on a global scale, allowing people to work together in new ways and changing the way in which knowledge is created.

2: Communicating information
2.3.a: Use a range of ICT tools to present information in forms that are fit for purpose, meet audience needs and suit content.
2.3.b: Communicate and exchange information (including digital information) effectively, safely and responsibly.
KS3 Curriculum opportunities
4b: Meet and work with people from the wider community both in school and through external visits.
4d: Take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them.
4e: Work as members of groups and teams, taking on different roles and responsibilities.

KS4 Curriculum opportunities
4b: Form opinions and express viewpoints confidently to a range of audiences.
4c: Meet and work with people from the wider community both in school and through.
4e: Take part in individual and group discussions to consider personal, social and moral dilemmas and the choices and decisions relating to them.
4f: Work as members of groups and teams for specific purposes, taking on different roles and responsibilities and identifying the range of skills and attributes needed for teamwork.
4i: Make links between personal wellbeing and work in other subjects and areas of the curriculum and out-of-school activities.
CURRICULUM LINKS- NORTHERN IRELAND
Learning for Life and Work:
Local and Global Citizenship

KS3
Key Concept: Democracy and Active Participation
◆ Investigate the basic characteristics of democracy
◆ Investigate various ways to participate in school and society
◆ Investigate why rules and laws are needed, how they are enforced and how breaches of the law affect the community
◆ Investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation.

Learning Outcomes
◆ Research and manage information effectively to investigate Citizenship issues, including…and using ICT where appropriate
◆ Show deeper understanding by thinking critically and flexibly, exploring problems and making informed decisions, demonstrating …using ICT where appropriate
◆ Demonstrate creativity and initiative when developing ideas and following them through
◆ Work effectively with others
◆ Communicate effectively in oral, visual, written…and ICT formats, showing clear awareness of audience and purpose.

KS4
Pupils should be enabled to:
◆ Respond to the specific challenges and opportunities which diversity and inclusion present in Northern Ireland and the wider world;
◆ Identify and exercise their rights and social responsibilities in relation to local, national and global issues;
◆ Develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly;
◆ Develop their understanding of how to participate in a range of democratic processes;
◆ Develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy;
◆ Develop awareness of the role of non-governmental organisations.

Political Studies KS4:
◆ Develop knowledge and understanding of key political vocabulary and language
◆ Explore key ideas that govern political processes and political behaviour, to develop an appreciation of differing viewpoints
◆ Develop knowledge and understanding of the main political institutions and the extent to which they interact with key ideas and political behaviour
◆ Develop the skills necessary to explore a range of source materials
◆ Explore and reflect on the content and issues associated with the educational (cross-curricular) themes
POLITICAL ISSUES IN THE UNITED KINGDOM

Guidance on Learning and Teaching Approaches for this Unit

Learning and teaching activities should include the range of evaluating skills covered in the Course assessment.

The knowledge and skills of this Unit, Political Issues in the United Kingdom, can be enriched through exposure to a wide range of resources including newspapers, both on paper and on CD ROM, current affairs and educational programmes on television and radio. Use of information technology should be encouraged. The language level should be considered before using such media resources. The local community/environment resources can be utilised especially when considering the case studies in each of the Study Themes. Visits can be arranged or speakers can be invited into the classroom.

Study Theme 1B: Government and Decision Making in Central Government

Descriptor

Decision making for the UK: the UK Parliament: the House of Lords and the House of Commons; the powers of the Prime Minister; the Cabinet; the work of a backbencher.

Participation in the voting system; forms of participation. Reasons for variations in voter turnout at elections. Influence of the media on the political system and level of participation.

Coverage

Background: relationship of UK political system to Scotland. (This area will not be examined specifically.)

UK Parliament:

◆ House of Commons:
  - functions: law making, control and criticism of executive
  - representative functions and role of MPs
  - electoral system
  - working practices

◆ House of Lords:
  - role
  - powers
  - membership
  - calls for reform

◆ Executive:
  - role and powers of Prime Minister, Cabinet and other Government Ministers

Forms of participation in the political system:

◆ voting
◆ party support
◆ party membership
◆ running for elected office
◆ pressure group membership/support

Factors affecting turnout; reasons for non-participation.
Attitudes and Values

◆ Value their own achievements and success and be committed to lifelong learning in a changing world.
◆ Be disciplined and take responsibility for actions and decisions.
◆ Be committed to practical involvement in the community.

Skills

◆ Listen attentively in different situations and respond appropriately.
◆ Communicate confidently one’s feelings and views and maintain with conviction a personal standpoint.
◆ Critically evaluate others’ viewpoints and messages from the media.
◆ Make decisions and choices effectively.
◆ Ask for help, support and advice.
◆ Action plan and set targets.
◆ Review and reflect on learning and analyse strengths and weaknesses.
◆ Work both independently and cooperatively.
◆ Manage time and meet deadlines.
◆ Make reasoned judgements.
◆ Take part in debates and vote on issues.

Knowledge and Understanding for Key Stage 3

Community Aspect

◆ Understand the nature of local, national and international communities with reference to cultural diversity, justice, law and order and interdependence.
◆ Understand the issues relating to democracy in Wales and know the rights and responsibilities of a young citizen.
◆ Know how representatives (MEPs, MPs, Members of the National Assembly, Councillors etc) are elected and what their roles are.

Knowledge and Understanding for Key Stage 4

Community Aspect

◆ Know how democratic systems work and understand how individual citizens, public opinion, lobby groups, and the media can contribute and have an influence and impact.
◆ Understand how Government evolves and affects individuals.
◆ Have a developing global awareness of contemporary issues and events including human rights and sustainable development.
CROSS CURRICULAR LINKS - WALES ENGLISH

Key Stage 3

Oracy: Skills
◆ Make different types of contributions in discussion
◆ Adapting their speech to their listeners and to the activity
◆ Take different views into account in discussions
◆ Listen attentively, both in situations where they remain mostly silent and where they have the opportunities to respond immediately
◆ Identify the major elements of what is being said

Reading: Skills
◆ Make effective use of information in their own work
◆ Evaluate how information is presented
◆ Distinguish between fact and opinion, bias and objectivity.

Key Stage 4

Oracy: Skills
◆ Take different roles in group discussions, e.g. chair
◆ Create opportunities for others to contribute appropriately
◆ Understand that there are ways of negotiating consensus and agreeing to differ
◆ Make contributions that clarify and synthesise others’ ideas, taking them forward and reaching conclusions
◆ Notice and take account of strengths and weaknesses in discussion and argument, e.g. use or abuse of evidence, substantiated or unsubstantiated statements, attention to detail or deliberate vagueness.

Reading: Skills
◆ Evaluate persuasive techniques
◆ Follow the development of an argument
◆ Summarise information