

Youth count! democracy challenge



Cabinet Office



A programme of creative activities
to run with young people to develop
awareness, skills and knowledge related to
democracy and voting.

Section	Page
1 About the Democracy Challenge	5
2 The programme design	6
3 The programme aims	7
4 Sessions at a glance	8
5 Preparation	10
6 Accreditation	12
7 Sessions	13 - 124
8 Appendices	125 - 146
A Frequently asked questions (FAQs) and glossary of terms	
B Some key dates in 1000 years of democracy	
C Certificate of Participation	
D Next steps	
E Social and emotional capabilities	
F Useful contacts and resources	

The Democracy Challenge is a 15 hour group learning programme for Workers to run with young people aged 16 and over. It is aimed at developing their understanding of democracy and voting, and increasing their interest through creative, imaginative and meaningful activities.

The programme has been developed by UK Youth, in partnership with Cabinet Office and also inspired by and developed with UK Youth's young people's steering group VOICE, who are passionate about engaging other young people in democracy.

The Democracy Challenge encourages young people to think for themselves, to question and challenge themselves and each other, and to develop confidence in expressing their own opinions. It introduces how things work in our democratic system, and asks young people what really matters to them, so that they can 'join their own dots'. They are encouraged to explore how they want to engage with democracy and to see themselves as active citizens who can make a contribution to democratic society, through voting and other means.

Eighteen to twenty-four year olds are the age group least likely to be registered to vote.* The programme takes this as its starting point and aims to develop young people's understanding of how important democracy is to our society, and that young people's opinions matter.

The programme is likely to be most effective when used with young people whose engagement with politics and the democratic process is relatively low, but who have some interest in social and community issues and who care about making a positive change in their communities and beyond.

The programme tries to make ideas about democracy accessible. Workers can decide how much information to share and which activities to adapt so they are relevant and appropriate for each group of young people.

Hopefully this will be a starting point for increasing engagement with democracy that you can support when the programme ends. Please see Next steps (Appendix D, page 141) for more ideas.

***Source: Electoral Commission report 'The quality of the 2014 electoral registers in Great Britain' July 2014**

The Democracy Challenge is designed to be flexible over time. Workers can deliver sessions over a short, intense period of time, or over several weeks or months. Many of the sessions can be adapted to run as stand-alone sessions where it is not possible to run the whole programme.

The Democracy Challenge is designed around the following themes:

- What is democracy?
- Political decision making (including how the voting process works)
- How local and national democracy is organised
- How to access your local MP
- How to become involved in politics and the democratic process.

The programme is designed for use with groups of young people; a suggested minimum of six and maximum of fourteen offers a potentially more fulfilling group experience in which peers can work together, support each other's learning and participate more fully in discussions. Many of the activities will also work with larger group sizes.

Whilst the Democracy Challenge is designed for use in non-formal education, content and activities make it highly applicable for delivery of the statutory National Curriculum teaching requirements for Citizenship at Key Stage 3 and 4.

In addition it is also a valuable resource for staff working on active citizenship with students in colleges and sixth forms.

The activities included are versatile and can be adapted for use at a variety of levels and in different contexts – for example within tutorial programmes, units of work on personal and social development for students of Citizenship Studies at A level.

Note: Many of the activities are relevant for use across the United Kingdom, but some information will need checking and may need changing. Where possible this has been highlighted.

By the end of the programme young people should:

- **Understand the importance of democracy**
- **Know more about how local and national democracy is organised**
- **Know how to contact their local MP**
- **Know how to vote**
- **Hopefully, apply to register to vote (those 16 and over).**

Young people will have the opportunity to develop their social and emotional capabilities*, in particular:

- **Communication**
- **Managing feelings**
- **Relationships and leadership**
- **Confidence and agency**
- **Planning and problem solving.**

***The programme refers to the 'cluster of capabilities' as described in the Young Foundation's 'A Framework of Outcomes for Young People' (2012). For more information see Appendix E, pages 142 - 143.**

SESSIONS	SESSION AIMS	DURATION	PAGE NO.
1 DEMOCRACY! WHAT DO YOU KNOW?	<ul style="list-style-type: none"> To clarify what the programme is about and what you hope the young people will gain from it To introduce the programme in a light-hearted, fun way. 	60 MINUTES	13
2 A VERY (VERY) SHORT HISTORY OF DEMOCRACY	<ul style="list-style-type: none"> To begin to explore some of the words and terms associated with democracy To gain basic knowledge of the history of democracy in the United Kingdom. 	60 MINUTES	25
3 EXPLORING DEMOCRACY	<ul style="list-style-type: none"> To develop an understanding of what democracy means To begin to understand how every aspect of life is affected by democratic processes. 	60 MINUTES	35
4 TAKE ME TO YOUR LEADER	<ul style="list-style-type: none"> To explore the qualities needed for good political leaders. 	60 MINUTES	41
5 FLASH PACK	<ul style="list-style-type: none"> To explore young people's attitudes towards politics and voting To explore the ideas young people would develop as policies. 	60 MINUTES	48
6 FLASH PACK - DISCUSSIONS	<ul style="list-style-type: none"> To explore further young people's attitudes towards politics and voting To practise a communication tool. 	60 MINUTES	53
7 USING YOUR VOTE	<ul style="list-style-type: none"> To explore further young people's attitudes towards voting To explore personal values To demonstrate how you can register to vote online. 	60 MINUTES	58

8 HOW GOVERNMENT WORKS - AN INTRODUCTION	<ul style="list-style-type: none"> To introduce a simple guide to the United Kingdom Government. 	60 MINUTES	65
9 THEY WORK FOR US	<ul style="list-style-type: none"> To find out about the local MP(s) To introduce some of the political parties. 	60 MINUTES	74
10 HOW ORDINARY PEOPLE MAKE A DIFFERENCE	<ul style="list-style-type: none"> To find out about inspirational young people and their achievements To explore how ordinary individuals can get involved in social change. 	90 MINUTES	84
11 THINK LOCAL!	<ul style="list-style-type: none"> To introduce how local government is organised To find out more about the ward you live in and your local councillors. 	60 MINUTES	94
12 HOT UNDER THE COLLAR	<ul style="list-style-type: none"> To discuss difficult and challenging issues in society To choose a particular issue for debate. 	60 MINUTES	99
13 POWER TO THE (YOUNG) PEOPLE	<ul style="list-style-type: none"> To consider the importance of having a voice To think about the importance of registering to vote To revisit how to apply to register to vote. 	90 MINUTES	105
14 AT THE BALLOT BOX	<ul style="list-style-type: none"> To look at the process of voting in elections To feed back on the experience of taking part in the programme. 	70 MINUTES	112

Workers need to allow plenty of time to read through the whole programme. Identify any materials you need to adapt, develop any alternative activities, and contact other people who can help with the planning and delivery of the sessions.

What is needed:

- Experience of working with groups of young people
- Experience of delivering a range of non-formal educational activities in group work settings
- To be comfortable facilitating (sometimes) difficult discussions
- A non-judgemental, empowering and enabling approach
- To be careful not to influence young people with your own political views
- To promote equality and diversity, and challenge stereotypes
- To create a relaxed, informal, flexible learning environment that takes account of young people's different learning needs and abilities
- Access to some resources and equipment (detailed in the programme)
- Some advance preparation for sessions (detailed in the programme).

What is not needed:

- Expert knowledge of democracy and politics. Information is provided for the definitions used in the programme, as well as the Useful contacts and resources section for further exploration and research.

Please bear in mind:

- One of the aims of this programme is to encourage young people to think for themselves and to explore their own ideas. Workers with their own strong views may find this challenging. This doesn't mean you can't challenge and question young people, but make sure that the group space provides room for debate and for alternative viewpoints to be discussed.
- Some young people (and Workers), because of their own backgrounds and experiences may find some of the opinions expressed in debates to be hurtful or divisive. One of the main aims of a youth work approach is that young people are in a safe space. Always ensure the rights of individual young people to feel safe are not compromised when discussing difficult issues.

The Democracy Challenge Toolkit is designed to work flexibly as a 15 hour programme, as individual sessions or a linked series of sessions. The time spent taking part in the programme can go towards one or more Challenges of a Bronze Youth Achievement Award (YAA) or count towards the Award in Personal Achievement (AinPA).

YAA can also be achieved at a higher level (Silver, Gold or Platinum Award) where young people take increasing responsibility for helping to plan, run and deliver sessions, or take on a peer education role.

Organisations will need to be registered to deliver YAA or AinPA, and delivery Workers must attend an introductory training day.

For further information on accrediting the programme through these Awards please go to:

Youth Achievement Awards

<http://www.ukyouth.org/accredited-learning/youth-achievement-awards#.U760zfldVqU>

Award in Personal Achievement

http://www.ukyouth.org/accredited-learning/award-in-personal-achievement#.U761E_ldVqU



DEMOCRACY! WHAT DO WE KNOW?

Aims:

- To clarify what the programme is about and what you hope the young people will gain from it
- To introduce the programme in a light-hearted, fun way.

Activity 1

- Pre-prepared flipchart written up with the aims of the programme
- Pre-prepared flipchart written up with a group agreement (if using)
- If wanted, copies of session content (pages 7 - 8), one for each young person
- If wanted, copies of Appendix E (pages 142 - 143), one for each young person
- Any other course information as relevant to your project and how you want to run the programme.

Activity 2

- Two pieces of flipchart paper joined to make a long, wide piece of paper, pre-drawn with a line across the middle with '0' at one end and '10' at the other. Write above this line 'How would you score yourself for interest in and knowledge of democracy in the UK?'
- Marker pens
- Sticky-tac.

Activity 3

- Copies of Sheet A (page 17), one for each young person
- Pens/pencils.

Activity 4

- A copy of Sheet B (pages 19 - 20)
- Copies of Sheet C (page 21), one for each pair/small group
- Copies of Sheet D (pages 22 - 23), one for each young person
- Pens/pencils
- Prizes if you want to use them.

Activity 1:

INTRODUCTION TO THE DEMOCRACY CHALLENGE

(15 mins)

1. Introduce the programme to the young people including going over the following:

- **The aims of the programme.**
- **The social and emotional capabilities young people will practise and the knowledge they will gain.**
- **Times, dates and location of sessions.**
- **Introduction to accreditation (if using).**
- **Group agreement (if using).**

2. Take any questions at this stage.

Activity 2:

SPECTRUM OF INTEREST AND KNOWLEDGE

(10 mins)

1. Display the flipchart paper on a wall. Put a pile of marker pens on the floor nearby. Ask the young people how they would honestly score themselves in terms of:

a) What they know about democracy in the United Kingdom.

b) How interested they are in how the political system works.

Ask them to work this out as a score on the spectrum, with the measures being:

0 = don't know anything and not interested

5 = quite interested and have some knowledge

10 = know a lot and really interested.

Place your own 'X' on the line, writing the number of your score and your name underneath. Explain to the young people why you have given yourself that score.

2. Ask the young people in turn to come up to the front and do the same.

3. Continue until everyone has placed their score on the spectrum.

4. Sum up what the spectrum looks like. Explain that this will be done again at the end of the course so young people can see if there is any change. Make sure you keep the flipchart sheet to refer back to.

Activity 3:

SURVEYING OURSELVES

(10 mins)

1. Explain to the group that you are asking them to complete a survey now, and at the end of the programme. The survey helps show how young people feel they have benefitted from doing the programme, and if the aims have been met.
2. Give everyone a copy of Sheet A and ask them to take a few minutes to go through the questions and record how they would score themselves. Ask them to be very honest.
3. Ask everyone to pair up and to take a few minutes to share their score with a partner, and if they want, to explain why they gave themselves a particular score.*
4. Take a few contributions from the group about how they found it doing the activity, and how they scored themselves on any particular questions.

* No-one has to share their survey responses if they don't want to.

Activity 4:

THE LITTLE DEMOCRACY QUIZ

(20 mins)

1. Tell the group they are going to compete against each other in teams to find out who knows the most in a quiz about democracy and politics. Introduce the prize(s) if using. Declare a smartphone ban – no cheating!
2. Organise everyone into pairs or small groups and give each group a copy of the answer sheet (Sheet C). Ask them to come up with a name for their group and write it on their sheet.
3. Go through the quiz question by question, and at the end ask if anyone needs any questions repeated. Ask the groups to swap their answer sheets around so they can mark each other's.

Go through each question again and ask one group at a time for their answer; open up to other groups if they got the answer wrong. The groups should add up the scores for the team they marked and hand the sheets back.

4. Declare the winner and give out the prize(s) if using.

Activity 5:

HOW WAS IT FOR YOU?

(5 mins)

1. Ask everyone to give you a 'thumbs up', 'thumbs down' or 'thumbs somewhere in between' in answer to the question **'how interested are you in taking part in the democracy challenge?'** Ask a few people to say a little bit about why/why not (and if not, what might make it more interesting for them?)

3. Give any information needed about the next session.

SOCIAL AND EMOTIONAL CAPABILITIES

Communication
Managing feelings
Relationships and leadership

Go through each statement and 'rate' how much you agree or disagree with it by placing an X in the relevant column.

Date:	Name:
Project name:	My age:

	I strongly agree	I agree	I neither agree nor disagree	I disagree	I strongly disagree
I am confident about expressing my views					
I am confident speaking in front of others					
I am a good listener					
I question and challenge ideas					
I am confident finding things out for myself					
I am confident at acting on decisions I have made.					
I often reflect on what I have learned					
I am aware of the impact of my behaviour on other people					
I am skilled at managing disagreements with others					
I respect the ideas of others, even if I don't agree with them					
I like working in a team					
I enjoy supporting and encouraging others					
I am open to new ideas and opportunities to learn					

	Yes	No
I know how to vote in elections		
I am registered to vote		
I think democracy is important		
I know how local and national democracy is organised		
I know how to get in touch with my local MP		

QUESTIONS

1. The word 'democracy' comes from the Greek word 'demokratia' and means:

- a) Rule by the people
- b) Rule by the Government
- c) Rule by the monarchy.

2. A 'representative democracy' is:

- a) Where people elect leaders, who then take turns in power
- b) Where people elect their leaders, and the leaders have the power to rule and to make laws
- c) Where people elect their leaders from a group of people the Government chooses.

3. The youngest MP so far to have been elected in the United Kingdom was:

- a) 16 years old
- b) 18 years old
- c) 20 years old.

4. In 1918 women over 30 who owned property were given the right to vote. When did all women finally win the right to vote at 21, the same age as men at the time?

- a) 1928
- b) 1939
- c) 1950.

5. What does 'universal suffrage' mean?

- a) It means every citizen is allowed to vote
- b) It means we all feel each other's pain
- c) It means we keep damaging the planet.

6. There is a kind of democracy called 'direct democracy' which means everyone has the right to make laws together. It is not usually used to run countries. It can work for small groups and when everyone is asked to make a 'yes' or 'no' decision about something. One example of this is called:

- a) A referral
- b) A representation
- c) A referendum.

7. What is the largest democracy in the world?

- a) The United States
- b) China
- c) India.

8. How many political parties are allowed to be registered in a democratic country?

9. The Houses of Parliament are made up of two bodies. What are these called? (One point for each.)

10. Name four political parties in the UK that have representation in the UK or the European Parliament (half a point for each).

NAME OF YOUR TEAM:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

FINAL SCORE

/12

1. The word 'democracy' comes from the Greek word 'demokratia' and means:

a) Rule by the people.

2. A 'representative democracy' is:

b) Where people elect their leaders, and the leaders have the power to rule and to make laws.

3. The youngest MP so far to have been elected in the United Kingdom was:

c) 20 years old.

The youngest MP on record is Mhairi Black. She became a Scottish National Party MP in May 2015.

4. In 1918 women over 30 who owned property were given the right to vote. When did all women finally win the right to vote at 21, the same age as men at the time?

a) 1928.

5. What does 'universal suffrage' mean?

a) It means every citizen is allowed to vote.

6. There is a kind of democracy called 'direct democracy' which means everyone has the right to make laws together. It's not usually used to run countries. It can work for small groups and when everyone is asked to make a 'yes' or 'no' decision about something. One example of this is called:

c) A referendum.

7. What is the largest democracy in the world?

c) India.

Although China has the largest population, it is not a democracy, but a one-party communist state. India has population of 1.2 billion people and is a federal republic (i.e. it has no monarchy), with a parliamentary democracy.

8. How many political parties are allowed to be registered in a democratic country?

There is no limit.

9. The Houses of Parliament are made up of two bodies. What are these called? (One point for each).

The House of Commons and the House of Lords.

10. Name four political parties in the UK that have representation in the UK (half a point for each).

This is a list of parties, in alphabetical order, that have seats in the UK. This can change after elections. Your Worker can check the current representation for you.

- Alliance Party of Northern Ireland
- Conservative Party
- Democratic Unionist Party
- Green Party
- Labour Party
- Liberal Democrat Party
- Plaid Cymru
- Scottish National Party
- Sinn Fein
- Social Democratic and Labour Party
- Ulster Unionist Party
- United Kingdom Independence Party (UKIP).



A VERY (VERY) SHORT HISTORY OF DEMOCRACY

Aims:

- To begin to explore some of the words and terms associated with democracy
- To gain basic knowledge of the history of democracy in the United Kingdom (UK).

Activity 2

- Four sheets of flipchart paper per small group
- Marker pens, at least one per person
- Envelope containing cut-up words from Sheet E (page 29), one set for each group.

Activity 3

- Prepare in advance a set of A5 or bigger cards, each one written up with some or all of the dates and events on Sheet F (pages 30 - 31) and Sheet G (pages 32 - 33)
- Long length of string or wool
- Appendix B (pages 133 -138) for Worker's reference (plus copies for young people if wanted)
- Sheets F and G for Worker's reference and one of each for each young person.

Activity 4

- Cut-out slips of paper or card to write on
- A small cardboard box made into a suggestion box.
- Pens.

Activity 1:**RECAP**

(5 mins)

1. Ask the group what they remember from the first session. Ask them if they went away feeling particularly interested in something, or curious about what they will be doing next.

Activity 2:**EXPLORING WORDS**

(25 mins)

1. Organise everyone into small groups and give out the flipchart paper and marker pens. Give each group an envelope containing the cut-out prompt words from Sheet E. Ask them to take out one word and write it on the top of the middle of the flipchart sheet. They have three minutes to write and sketch any responses they have to this word, whatever comes into their minds – shapes, words, characters, names, sentences etc. They can write 'I have no idea' or 'don't care' and draw abstract shapes too; anything is fine.

They can respond to each other's words and drawings, including adding to them and contradicting them, but ask them not to discuss anything with each other. The idea is that they just 'respond' with their thoughts and feelings about the words. If helpful, demonstrate first.

2. When the first three minutes is up, ask the groups to stop, get a fresh piece of flipchart paper and pick out another word. Continue with this until the groups have worked on four different words.

3. Bring everyone back together in the large group with all their sheets of paper. Organise the paper so that the same words are grouped together, and display these on the wall or on the floor so everyone can see each other's work.

4. Discuss what has been drawn and written on each flipchart sheet. Ask for explanations if needed. Everyone can comment, ask questions, draw any conclusions they want – the point is to observe, not criticise.

5. Summarise what has come out of the exercise, including

positive and negative responses to the words and any lack of understanding of the words. Explain that during the programme we will be exploring the meaning of these words and our responses to what they mean in more depth.

(Inspired by an activity by Vanessa Rogers
www.vanessarogers.co.uk)

Activity 3:

A BRIEF HISTORY OF DEMOCRACY IN THE UK

(30 mins)

1. In advance, choose which dates and events you will use with the group.

Explain that the group is going to map out together a brief history of some of the key points in the development of democracy in the UK. This will help develop an understanding of what our democratic society looks like and how we got here. Distribute the cards from Sheet F among the group.

2. Ask the young people to hold the string at different points along its length, so that it is stretched either as a straight line, or curves around the room.

3. Call out the first card (1215) and ask the young person holding it to come and stand at the beginning of the piece of string. Ask who thinks they have the card with the event that matches this date. If no-one names it, ask the person with 'Magna Carta' to come and stand next to the person with 1215. Ask if anyone has heard of it and what they know about it. Summarise using the prompt from Appendix B. (Use as much or as little information as you feel is appropriate for the group.)

4. Ask who thinks they have the next date that comes after 1215, and who thinks they have the event that matches it. Ask them both to stand next in line, then again, ask if anyone knows anything about this event. Then read out the information from Appendix B. Carry on like this until you come all the way to the 2015 General Election. The young people will need to keep swapping around places while still keeping the length of string stretched out.

5. Summarise that these key events shaped and continue to shape our society. Explain that our democracy is still developing, with laws being passed that affect our rights and responsibilities as citizens. Ask the group if they

can think of any key laws in the last fifty years that have changed aspects of our society.

6. Give out the cut-out cards from Sheet G and ask the young people to position themselves along the line according to the date of the law. When in place, ask them to read out what is on their card.

Ask the group how they think society has benefited from any of these laws. (Prompt: Women have benefited from the Equal Pay Act 1970, as they can expect to be paid the same as a man for doing the same or equivalent work and can take action if this is not the case.)

7. State that one of the key aspects of living in a democracy is **the rule of law**. This means the Government consults on and then proposes legislation to the Houses of Parliament. Members of the House of Commons and the House of Lords (which will be discussed in a later session) may then debate and vote on these proposals. If the majority vote in favour, the proposals may eventually become law.

An important aspect of the rule of law is that the Government is subject to the law along with each and every citizen.

Many laws have been created by democratic systems around the world to bring equal rights and freedoms. This can be seen from the examples in this activity. The freedom for citizens to campaign, to examine and criticise and to change things to make a better future for our society are other key aspects of living in a democracy.

8. Summarise by stating that as the group goes through the programme you will explore more deeply what it means to live in a democracy, and more about the characteristics of a democracy.



SOCIAL AND EMOTIONAL CAPABILITIES

Communication
Relationships and leadership

DEMOCRACY

**PRIME
MINISTER**

GOVERNMENT

**GENERAL
ELECTION**

LAWS

FREE SPEECH

POLITICS

FREE PRESS

Sheet F
**SOME KEY DATES IN 1000 YEARS
OF DEMOCRACY**

Copy out these dates and events onto A5 or bigger pieces of cards/paper. For reference for Workers, the events match the dates opposite them on this Sheet.

1215	Magna Carta
1265	First English Parliament with elected representatives
1376	First Speaker of the House of Commons
1642-1651	Civil War
1688	The Great Revolution
1807	Abolition of the Slave Trade Act
1819	The Peterloo Massacre
1832	The Reform Act
1838-1848	The Chartist Movement

1918

First votes for women

1928

Women gain voting
equality

1969

Men and women vote at
eighteen

2010

Coalition Government

2014

Scottish independence
referendum

2015

United Kingdom General
Election

Race Relations Act (1965)

The first piece of legislation to make it illegal to discriminate against people because of their colour, race, ethnic or national origins. The Act has been added to and changed several times, and has been replaced most recently by the Equality Act (2010).

Equal Pay Act (1970)

This sets out the right for equal pay, and equal terms and conditions of employment for equal work between men and women. Equal pay is now covered in the Equality Act (2010).

Disability Discrimination Act (1995)

This was the first piece of legislation to try to end discrimination against disabled people. The Act was updated in 2005 and discrimination against disabled people is tackled as part of the Equality Act (2010).

Mental Health Act (1983)

This Act covered the treatment and care of people with a mental illness in England and Wales, with particular reference to admitting people to hospital and treatment without their consent. The Act was significantly changed and updated in 2007.

Children Act (1989)

This Act for England and Wales states that children's welfare and development needs should be met, including the need to be protected from harm. For the first time in law there was a duty to take account of the needs and wishes of children in decisions that affect them. The Act was updated in 2004.

Equality Act (2010)

This Act brings together and replaces all previous laws to do with equality and discrimination. It includes laws around employment, provision of services and education. It outlines in law the rights and protections of particular groups in society including disabled people, lesbian and gay people, transgender people and people from black and minority ethnic backgrounds.

Marriage (Same Sex Couples) Act (2013)

The Act means that same sex (lesbian or gay) couples can legally get married and have the same rights as heterosexual (straight) couples. Religious organisations can still be exempt from marrying same sex couples.

Sources:

www.legislation.gov.uk

www.gov.uk

www.southampton.ac.uk

www.mentalhealthcare.org.uk

www.childrenswales.org.uk



EXPLORING DEMOCRACY

Aims:

- To develop an understanding of what democracy means
- To begin to understand how every aspect of life is affected by democratic processes.

Activity 2

Prepare in advance a set of four large cards or flipchart sheets, with one statement written on each one:

1. Democracy is... our political system for choosing who we want to represent us through free and fair elections
2. Democracy is... the active participation of citizens in politics and civic life, in which citizens have an equal say in the decisions that affect their lives
3. Democracy is... the protection of the human and civil rights of all citizens
4. Democracy is... that our laws apply equally to all citizens.

You will also need:

- Two different colour packs of sticky notes
- Pens.

Activity 3

- Sheet H (page 39) copied and cut into sections, placed into a bowl
- Large pieces of paper with 'YES', 'NO', 'DON'T KNOW' written on them.

Activity 1:

RECAP

(3 mins)

1. Ask the group what was covered in the last session. Briefly recap the previous session and explain that today, we will be looking further at what democracy means and developing our understanding of how a democracy works.

Activity 2:

DEMOCRACY IS...

(35 mins)

1. Divide the group into four small groups. Display the four large cards, ask young people to read each one out, and explain that these elements can be considered four of the main cornerstones of a democratic society. Living in a democracy means that we get to talk openly about what does and doesn't work in society, and if something needs changing, we can work to try and change it.

2. Give each group some sticky notes in two different colours, and pens. Thinking about the four statements, they have five minutes to discuss with each other the following (display on flipchart if helpful):

a) The benefits of living in a democracy

b) Something they think could be done differently in how the country is run.

Give examples of each, such as:

a) We can talk openly about government policy

b) Should we have compulsory voting, as in Australia?

3. Ask them to choose one colour of the sticky notes for all their thoughts about '**a**' and write as many up as they want. Then on the other colour notes, write down all their thoughts about '**b**'.

4. Bring the groups back together and ask each group in turn to come up and place their sticky notes around the statements, reading out their '**a**' and '**b**' ideas.

5. Expand the discussion, using their points and some of the following prompt questions:

- **Do you feel lucky to live in a democracy?**
- **What are the alternatives to living in a democracy?**
- **What happens when a society doesn't have free and fair elections?**
- **Which countries do we know of where people don't have democracy? Do you think they are better or worse places to live?**

Activity 3:

DEMOCRACY AND ME

(20 mins)

1. Place the three pieces of paper written up with YES, NO and DON'T KNOW in three different parts of the room. Explain that the purpose of the activity is for each individual to think about what matters to them in terms of living in a democracy. Place the bowl with the cut-up statements from Sheet H in the middle of the room.

2. Take one piece of paper out of the bowl. Ask the group to listen to the statement, and answer it for themselves. If their answer is YES, they should go over and stand by the piece of paper with YES on it. If NO, they go over to stand by 'NO', and so on. Practice this with the first statement, and ask one person from the 'YES' group why they answered yes. Ask someone who went to 'NO' to explain their decision, and someone who answered 'DON'T KNOW' to explain theirs.

3. When the group have got the hang of it, ask each young person in turn to take a statement out of the bowl and read it out. If they want to, they can also question their peers about their answers, or Workers can stay in this role.

4. Keep the activity moving fairly quickly, taking snapshot opinions.

5. When all the statements have been read out, ask for volunteers to say which statements they found harder to answer than others.

6. Explain that in a democracy, we have many freedoms and choices that non-democratic societies don't have. We have the freedom to vote and to take an active part in society by getting involved in local or national politics, by volunteering and through taking part in social action for change. Reiterate the following points:

- **In a democracy, we have 'freedom of association' – such as the right to join and to leave groups as we choose – including political groups, religious groups, campaigning groups etc.**
- **In a democracy, we try to ensure all citizens have their human and civil rights protected – and we often create laws to make sure this happens.**
- **In countries where there is no democracy, people don't usually have these freedoms or rights. Newspapers, websites and social media sites may all be censored, or people who use them put under surveillance.**
- **In a democracy, if someone breaks the law, they should expect the same consequences whether they are rich or poor.**

7. Ask the young people for their responses to these points. Do they sound idealistic? To what extent do they think our society achieves these freedoms?



SOCIAL AND EMOTIONAL CAPABILITIES

Communication
Managing feelings
Relationships and leadership

I live in a country where we have freedom of speech, even if we don't always like what someone is saying.

I believe in the right to protest peacefully if you don't agree with something.

I support the idea that we can all freely campaign to change things for the better in society.

I believe in a free press – our media should not be censored.

I believe that it is people that create democracy – it is up to us to take part in creating our own society.

I believe everyone has the right to practise any religion they want, or hold any beliefs.

I believe in the right of 'freedom of assembly' – that means people can come together to share ideas, common interests, discuss what they want, and work for change.

I believe everyone should use their vote to choose our political representatives.

I believe everyone should be treated the same under the law – no special rights or privileges for the rich, powerful or famous.

I want to live in a society where all of the citizens have full equal rights.



TAKE ME TO YOUR LEADER

Aims:

- To explore the qualities needed for good political leaders.

Activity 1

- Any prompt notes for young people who facilitate the recap of the previous session.

Activity 2

- Coloured paper or card
- Pens.

Activity 3

- Sheet I (pages 45 - 46), copied and cut up so there are several sets of words
- Magazines, newspapers
- Downloaded or cut-out pictures/photos of world leaders past and present
- Scissors
- Coloured pens & pencils
- Glue/glue sticks
- Sticky tape.

If wanted:

- Laptop(s) or tablet(s) and internet access.

Activity 1:

RECAP

(5 mins)

1. In advance ask for one or two volunteers from the group to recap the previous session. Explain that today, the group will be discussing qualities you want in political leaders, and which qualities make someone suitable for running the country!

Activity 2: SPEED VOTING

(25 mins)

1. Pair everyone up and give each pair two pieces of paper and a pen. Explain that they have won a once-in-a-lifetime competition to become the British Prime Minister for one day only. They will be able to make two new laws. Their first law must be something that they think will improve society for everyone. The second law can be anything they like, as silly as they want. Give your own examples, such as National Wear Your Socks on Your Hands Day.
2. They have three minutes to decide what their new laws are, and to write them down on separate pieces of card.
3. Bring the group back together and, going round each pair in turn, ask them to read out their first law. Encourage the group to ask each pair questions about their new law.
4. Explain the first round of voting is to draw up a shortlist. Each person can vote yes or no to include a law on the shortlist, but cannot vote for their own law. Each law needs 50% of the group to vote yes for it to go on the shortlist. Vote on each law, discarding any that don't make the 50% threshold. Place all the laws that make it onto the shortlist in the middle of the circle.
5. Tell everyone they now have one vote only, and can vote for their own law if they want to. Go round the group, asking each person in turn to state which law they want. Using a marker pen place a tick on the law each time it receives a vote. The law with the most votes becomes a new law. If there is a tie for first place, remove the other laws and vote again between the tied choices to narrow down to one law.

6. Ask the group how they would feel about living under this new law in real life? Is it a law worth having? Why/why not?

7. Explain that in reality, in a democracy, one person alone does not have the power to make laws – there is a whole process of discussion and consultation involved before a new law is passed. Different people are involved, as well as organisations and our political leaders. We can all have an impact on creating and changing laws.

Over time many laws have been updated or new ones brought in that reflect the policies of the governing political party (or parties). History has also shown that many people have worked hard to change laws – remember the Suffragettes and their supporters who fought for women to get the vote.

So everyone can have an impact on what does or does not become law. Ask the young people if they have ever signed a petition, online or on paper, asking for changes to the law, or for the creation of a new law, or asking for Government to take action on something. There are many campaigning organisations that do this – ask the young people if they have heard of any.

The Government itself has an e-petition site. Anyone can create an e-petition about anything that the Government is responsible for, and if it attracts at least 100,000 signatures, it will be considered for debate in the House of Commons.

8. Round up the exercise by asking everyone to read out their silly laws. If there is time in the session, repeat the voting exercise for the silly laws.

Alternative idea: You could run this exercise as a secret ballot.

Additional idea: If you have time, go onto the Government's e-petition site www.epetitions.direct.gov.uk to show examples of current petitions.

Activity 3: **LEADERSHIP QUALITIES** (30 mins)

1. Coming back to the idea of being Prime Minister, ask the young people **'What makes a good Prime Minister?'**

Ask the young people to think about the qualities a Prime Minister should have. Take a few suggestions – what are their most important qualities? Do they include honesty? Determination? Strength? What are their most important characteristics? Should they practise a religion? Have gone to university? Does it matter? What are some of the qualities and characteristics of the current Prime Minister?

2. Ask young people to work either on their own or to pair up if they prefer for this activity. Give them a piece of A4 paper and access to the cut-up words and the other materials, and ask them to produce a collage using words, pictures, images, colours etc. of their 'ideal political leader'. Encourage them to add their own words to their collage. They have about 15 minutes to do this.

3. Bring the group back together and ask everyone to give their leader a name (silly names are fine – 'Gertrude the Great' etc). Go round each in turn and ask the young people to present their 'ideal Prime Minister' to the rest of the group, talking about their qualities and characteristics and why these matter, explaining any of the words or images used.

4. Open up to questions after each short presentation. Why have the young people chosen some qualities and characteristics and not others?

5. Sum up by asking how we think our current or past Prime Ministers compare with our 'ideal leaders'. Ask for examples.

6. End by asking the young people to think about which qualities they have in themselves. Could they become Prime Minister one day? Why/why not? How could they achieve that if they wanted to?



SOCIAL AND EMOTIONAL CAPABILITIES

Communication
Planning and problem solving

Sheet 1
**IDEAL POLITICAL LEADER QUALITIES
AND CHARACTERISTICS**

Strong-willed

Honest

Trustworthy

Good listener

**Able to
compromise**

**Won't
compromise**

**Works well
with others**

**Personality
doesn't
matter**

**Has a warm
and charismatic
personality**

**Has a sense of
humour**

Serious

Attractive

Intelligent

A woman

A man

**Doesn't matter
if they are a
woman or a man**

**Doesn't
have
children**

**Has
children**

**Very
confident**

Doesn't matter what ethnicity they are

Doesn't matter what religion they are (or if they don't practise one at all)

Has been to an excellent school

Has been to university

Has lived and worked in the real world

Knows what it's like not to have money

Comes from a wealthy background

Has worked their way to the top

Kind

Has important social connections

Acts for the benefit of the United Kingdom over other considerations

Able to admit to mistakes

From a humble background

Can be persuaded to change their mind

Able to inspire others

Values difference in others

Acknowledges inspiration from others

Acts for global benefits rather than just one nation



FLASH PACK

Aims:

- To explore young people's attitudes towards politics and voting
- To explore the ideas young people would develop as policies.

Activity 1

- Prompt notes if needed for young people facilitating the recap session.

Activity 2

Advance preparation:

Make up 'flash packs' – five cards, A5 size and numbered 1-5, one set for each small group. On each card paste a picture of a British politician, until you have as many sets of identical cards as you need. Three or four should be well known politicians and one or two less well-known. Include a local MP. Aim to represent different parties, genders, ethnicities, socio-economic background, etc.

Write the following questions on the back of the cards; question one on card one, and so on:

1. What do you think of when you think of politicians?
2. What percentage of 18-24 year olds do you think voted at the last General Election?
3. Why do you think many young people don't vote in elections?
4. What do you think would make politics more interesting for young people?
5. What do you think political parties could do to appeal to young people?

Leave space (about half of the card) for writing on.

In advance, hide all the flash cards around the space you're using, as the activity begins with finding all the cards.*

You will also need:

- Pens
- Sticky notes, one for each group
- Envelopes, one for each set of flash cards.

***Using a hole punch and string, you can hang some of the cards from hooks, plants etc.**

Activity 3

- In advance, ask young people to bring in a small (A5 or less) photo of themselves, or take photos and print out on paper
- A5 size cards, one for each young person
- Coloured felt tip pens
- Glue.

Activity 1:**RECAP**

(5 mins)

1. In advance, ask one or more different young people to facilitate a brief discussion in the group about what was covered in the last session. Brief them beforehand and use the prompt notes if necessary.

Activity 2:**FLASH CARDS**

(35 mins)

1. Organise the group into small teams. Explain that this is a treasure hunt first of all, and that each group has to find five different cards hidden around the room. Each card has the picture of a politician on it, and they must try to find the full set of five before they can start answering the questions written on the back of each card. If they find a duplicate card, they need to put it back. Tell the groups that even if they recognise the politician, they should keep it quiet until later in the activity.

2. Give them ten minutes to find the hidden cards, and then call the groups back together. See who found all of the cards and give clues to help the groups retrieve any missing ones. When they all have the full set of five, ask them to write down on a sticky note the names of all the politicians numbered 1-5, and see how many each group gets correct. Ask them to write the correct names on the cards.

3. On the back of each card is a question. The groups should discuss the question and summarise or bullet point their responses in the space left underneath.

4. When they have completed all the questions, ask them to seal their cards into an envelope, to be kept until the next session. They should decide on a group name and write this on the envelope.

Activity 3:

WHAT I STAND FOR

(20 mins)

1. Ask the young people to make up a 'flash card' for themselves by sticking their photo onto a card and writing their name on it.

2. Ask them to imagine themselves standing in a general election to become a Member of Parliament (MP). They don't belong to any party – they are independent. Imagine they want people to vote for them based on what they stand for. They want to make a difference in society. What is it they believe in?

3. On the back of the card, they have space to write between three and five things that they stand for – these are their 'policies'.

Suggest examples, based on what you know about the things individual young people care about. Such as:

- Razia, you're a cyclist, would one of your policies be to support more bike lanes? Free cycling lessons? Free bikes even?
- Sarah, you love hip hop, would one of your policies be to support free lessons in schools?
- Finn, you said the exchange visit you went on was one of the best experiences of your life, would one of your policies be to enable all young people to go abroad on a youth exchange?

Give the group ten minutes to think about their 'key policies' and write them on the back of their cards. They don't need to censor themselves, but if you anticipate any conflict, remind them of the group agreement and mutual respect.

3. Collect in all the cards and tell them you'll be using them in a future session (Session 9).

SOCIAL AND EMOTIONAL CAPABILITIES

Communication
Relationships and
leadership



FLASH PACK – DISCUSSIONS

Aims:

- To explore further young people's attitudes towards politics and voting
- To practise using a communication tool.

Activity 1

- Prompt notes if needed for young people facilitating the recap session.

Activity 2

Advance preparation:

Research two facts for each of the politicians used in the flash packs in Session 5. These should be interesting and unusual (even controversial) facts about each person, without giving away who it is.

In alphabetical order from A-J give each fact a letter from the alphabet. At the top of a sheet of A4 paper, list the names of the five politicians, then underneath, list the facts from A-J. Make one sheet for each small group.

Activity 3

- Flash cards in envelopes from the previous session.

Activity 4

- An object to use as a 'talking stick'. This can be a real stick, a bean bag, a 'talking banana' – anything that can be passed around the group easily from hand to hand.

Activity 1:

RECAP

(5 mins)

1. In advance, ask one or more different young people to facilitate a brief discussion in the group about what was covered in the last session. Brief them beforehand and use the prompt notes if necessary.

Activity 2:

WARM UP: IT'S A MATCH

(10 mins)

1. Ask everyone to get back into the small groups they worked in last session. Give each group back their envelope of flash cards and ask them to open the envelope. Give each group the set of facts on a piece of A4. Can they match each politician to the two facts about them?

Example:

Politician 1, Margaret Thatcher

Matched with **B** and **F**:

B Longest-serving Prime Minister of the United Kingdom in the 20th Century.

F When this politician visited Japan they were offered 20 female karate experts as their bodyguard.

2. When everyone thinks they have matched up the politician with the facts about them, bring the group back together and go through them all, giving the correct answers as you go along. If you want, offer prizes for the group(s) that get the most correct matches.

Activity 3:

FLASH CHAT

(30 mins)

1. Ask the groups to turn their flash cards over to reveal the questions and responses from the previous session. Give them a few minutes to look back over their responses.

Ask one group to read out the question from card one, and to recap their response. Facilitate a short discussion with the whole group, inviting other responses. Keep the discussion to around five minutes.

2. Move on to the next group and ask them to read out the question on card two, and summarise their response. Open this up to wider discussion and invite other responses, for around five minutes of discussion. Keep going until you have covered four out of the five questions, or reached thirty minutes. Then bring the activity to a close (unless you have more time you can use).

Note: In relation to Question 4, in the 2015 General Election, 43% of 18-24 year olds voted. Source: Ipsos MORI, How Britain Voted in 2015 (May 2015)

Activity 4: **DEMOCRATIC TOOLS – EVERYBODY COUNTS** (15 mins)

1. Ask if everyone thinks they had a chance to speak in the last activity. Did people interrupt each other? Did anyone feel too shy to speak? Did someone have something to say but couldn't get a word in edgeways?

2. Explain that there are a number of tools to help create discussion and debate in a group, and to help people get a 'fair share' of speaking time, so everyone has the opportunity to be heard.

3. Introduce the Talking Stick (or banana). Only the person holding this can speak, everyone else must listen. Explain that the 'stick' can be used in several ways:

- **You can put it in the middle of a circle and people take it in turns to go and pick it up when they want to say something, and then place it back in the middle.**
- **You can pass the stick round the circle and anyone who wants to hold it and speak in turn can do so. Anyone who doesn't want to speak passes it on; there is no pressure to speak.**
- **You can pass the stick from the person speaking to the person who wants to respond directly to them (indicated by holding up their hand).**

- **You can set a time limit for how long each person can speak.**

4. Get everyone into a seated circle and ask the final flash card question. Explain that the talking stick will be passed around, and anyone who wants to speak in response to the question can speak, but only for a maximum of one minute.

5. End the activity by asking participants if this is a good democratic tool. Could they see it being used by politicians? (Maybe not the banana!)



SOCIAL AND EMOTIONAL CAPABILITIES:

Communication
Planning and problem solving
Creativity



USING YOUR VOTE

Aims:

- To explore further young people's attitudes towards voting
- To explore personal values
- To demonstrate how to register online to vote.

Activity 1

- Prompt notes if needed for young people facilitating the recap session.

Activity 2

- Blank sheet of flipchart paper
- Pre-prepared sheet of flipchart, written up as a spidergram with 'Why vote?' in the middle, one for each group
- Marker pens
- Sticky tac.

Activity 3

- Three pre-prepared sheets of coloured paper – one written up with (in large letters) 'YES', one 'NO' and one 'DON'T KNOW'. (You might also choose to add 'ABSTAIN'.)
- Sheet K (page 63).

Activity 4

- Laptop(s) or tablet(s)
- Access to the internet
- Go to the online voter registration website: www.gov.uk/registertovote
- FAQs (pages 144 - 145). Make copies for anyone who wants them.

Preparation for Activity 4: Ask young people (16 and over) to bring in their National Insurance number for this session. Ideally at least one young person is needed to volunteer to register. If possible, coach a young person to demonstrate online registration to others by going through the online registration site with them in advance. Make sure you are familiar with the process and go over the FAQs prior to running the activity. Make time after the session ends to enable young people who want to register online to do so.

Activity 1:

RECAP

(5 mins)

1. In advance, ask one or more different young people to facilitate a brief discussion in the group about what was covered in the last session. Brief them beforehand and use the prompt notes if necessary.

Activity 2:

WHY VOTE?

(15 mins)

1. Ask the group if anyone has voted in any local, national or European elections. (If the group are all too young, skip this.) Ask the group for a show of hands for how many intend to vote in elections (or will when they are old enough).

2. Explain that when we vote, we are choosing the political parties we want to represent us and to govern for us. People vote for a particular political party (or an independent candidate) for lots of different reasons. These might include:

- **The beliefs of a particular political party or independent candidate are similar to their own**
- **They like a party's manifesto (what a party says it will do if it becomes the Government)**
- **They think they may personally benefit from a political party being in power**
- **They think society may benefit from a particular party or independent candidate.**

Ask the group if they can think of any other reasons people vote.

3. Remind the young people that in the last General Election in 2015, only 43% of 18-24 year olds voted (the lowest percentage of any age group*). Ask the group why they think so few young people vote. Do they think political parties address the concerns of young people? Do they think young people feel listened to? If useful, note their ideas up on flipchart paper.

3. Split the group into two (or more) groups and give them the spidergrams and pens. Now that they've come up with ideas of

why many young people choose not to vote, ask them to think of all the good reasons for young people to vote in elections. Ask the groups to discuss their ideas and write them on the spidergram.

4. Bring the groups together and display their spidergrams on the wall. Ask one or two volunteers from each group to come and present the spidergrams back to the whole group, summarising the group's discussions.

*Source: Ipsos MORI, How Britain Voted in 2015 (May 2015)

Activity 3: **ME AND MY VOTE** (25 mins)

1. Place the three flipchart sheets on the walls or floor around the room. Explain that the point of the activity is to explore how young people personally feel about their own votes. One at a time, read out the statements from Sheet K. Explain that when a statement is read out, everyone should go and stand next to either YES, NO, or DON'T KNOW.

2. After the first statement, ask everyone to turn to the person nearest them and talk about why they have answered YES/NO/DON'T KNOW. After a couple of minutes, ask for a volunteer from each position to explain their reasons to the group. If a useful discussion breaks out, the group might want the opportunity to carry this on. (You can always return to this exercise at another time).

3. Carry on like this until all the statements have been read out or you run out of time.

4. Summarise by stating how positive it is to explore voting, even if we have different opinions about it.

Alternative idea: To change or extend the activity, after each statement, ask for two volunteers from different positions to come and debate their point of view in front of the group for a few minutes. You could also ask the young people to vote for the most convincing argument.

Activity 4: REGISTERING TO VOTE

(15 mins)

1. Ask the young people if any of them know who in our society is eligible to vote. How many of them know if they are registered to vote?
2. Ask young people if they have any questions about how to register to vote, or concerns about how their personal information is used, and note these up on flipchart if helpful.
3. Run through the FAQs on registering to vote and if useful, give out copies to anyone who wants one.
4. Go to the online voter registration website: **www.gov.uk/register-to-vote**
5. Show the young people how to use the online registration site to register to vote. Ideally do this by having a young volunteer register, showing how straightforward it is. Explain that young people between 16 and 18 cannot vote in elections but can apply to register to vote from the age of 16.
6. If other young people have brought in their National Insurance numbers and want to register or apply to register, make sure there is time and enough laptops or tablets to enable them to do this, or give them the URL to take home. Encourage young people to register throughout the programme.
7. Tell the group that you will be available after the session to help anyone who wants to register using online registration.

**You can also log on directly to www.gov.uk/register-to-vote however we ask you to use UK Youth's URL - bit.ly/UKYouth as it enables us to count the number of young people registering via UK Youth and helps us monitor the impact of the Democracy Challenge.*

SOCIAL AND EMOTIONAL CAPABILITIES

Communication
Planning and
problem solving

I definitely plan to use my vote in elections.

I can't see the point in voting in elections – nothing changes.

I will probably vote the way my family vote.

Politicians don't care about my vote.

I don't know enough about politics to vote.

People all over the world are fighting, even dying, for the right to vote in free and fair elections. We shouldn't take democracy for granted. I have a duty to use my vote.

Women in Britain fought for years for to be able to vote alongside men. I owe it to those campaigners to use my vote.

If I don't use my vote I don't have the right to complain about issues in society.

Voting should be made compulsory.

I would be more likely to vote if there were more ways to do it.



HOW GOVERNMENT WORKS – AN INTRODUCTION

Aims:

- To introduce a simple guide to the United Kingdom Government.

Activity 1

- Prompt notes if needed for young people facilitating the recap session.

Activity 3

- Prompt cards, copied from Sheet L (page 72) and cut out
- Scrap paper
- Pens.

Activity 4

Advance preparation: Source some photos in advance to go with the explanations during this activity.

- Prompt cards, copied from Sheet L and cut out
- Scrap paper
- Pens
- Pre-prepared flipchart sheets, written up as described in Activity 4
- Laptop(s) or tablet(s) to show pictures if possible.

Activity 1:

RECAP

(5 mins)

1. In advance, ask one or more different young people to facilitate a brief discussion in the group about what was covered in the last session. Brief them beforehand and they can use the prompt notes if needed.

Activity 2:

DEMOCRACY WORD ASSOCIATION

(5 mins)

1. Ask the group to stand in a close circle. Explain that you will say a word, related to politics and democracy, and that the person on your right will say whatever comes into their head in response to the word. The person on **their** right will then respond to the word **they** said, carrying on until you have been round the circle once. Ensure everyone tries to respond to the word said before their turn, not the original word.

2. Try again with a different word, this time passing to the left. Everyone should try not to think too hard, it's just an activity to get imaginations going. It is **fine** for young people to say whatever comes into their head.

3. Do this a couple more times really quickly, seeing how fast you can all go, and as soon as it comes round in a circle, fire off another word in the other direction. Try to have two words travelling in opposite directions at the same time. Words you might want to try include:

- **Prime Minister**
- **Voting**
- **Election**
- **Power**
- **People**
- **Government**
- **Politics.**

Activity 3:

EXPLANATIONS TO THE ZOGGIANS

(15 mins)

1. Organise the group into between two and four smaller groups and share out all the cut-up cards from Sheet L. Give out pens and scrap paper.

2. Explain that in a moment, a visitor from the planet Zogwash will arrive. They are on an intergalactic fact-finding mission and want to know how the United Kingdom governs itself. The Zoggians are known to be troublemakers, so we're not going to tell them anything. Each group is to work on writing a fictitious explanation for the words on the cards. Even if they know it, the young people are not to try to explain the real meaning of the word, they should completely make it up, being as silly as they like. Encourage drama and noise.

For example:

Constituency – a problem you get when you accidentally eat a whole chocolate cake.

3. Pretend to be the Zoggian visitor (use props if you can) and ask each group to take it in turns to show their word(s) and explain to you what they mean.

4. Thank the young people and tell them it's been very educational!

Activity 4:

KEY TERMS AND MEANING

(30 mins)

1. Ask the young people to exchange cards so they all have different ones from before. Give them two minutes per card to think about what they have heard, what they know, and what they can guess about the real meaning of what is on each card. They write this on scrap paper.

2. Now, ask the group with card 1 what they think the Houses of Parliament are. Take any contributions then display the following on a flipchart sheet:

Houses of Parliament:

Where politicians meet to debate, make decisions, vote on legislation and make the laws that govern the UK.

Ask if anyone knows where the Houses of Parliament are. If you can, show a photo/picture of it, and write this on the flipchart sheet:

Palace of Westminster, London.

Explain that in the media the Houses of Parliament are often referred to as 'Westminster'.

Ask them if they know the three parts that make up the United Kingdom Parliament. Write these up on the flipchart sheet, showing pictures if you can.

House of Commons

House of Lords

The monarchy (sometimes referred to as 'the Crown').

3. Now ask the young people with card 2 what they think the House of Commons is. Display the flipchart sheet stating:

The House of Commons (or 'the Commons') = 650 MPs from the different political parties and independent MPs

Tell them that the House of Commons is the most powerful body in Parliament. It is where MPs discuss and debate policies and vote on legislation before it goes to the House of Lords.

4. Ask the young people with card 3 what they think the House of Lords is. Display the flipchart sheet stating:

House of Lords:

- **Made up of around 760 'peers' – Lords or Ladies. Its main job is to 'double check' new laws to make sure they are fair and will work.**

The young people may be interested in some of these facts (given verbally):

- **Lords are not elected by the people. Some are recommended by the Prime Minister and appointed by the Queen because they can bring particular expertise, such as on climate change, or because they are judged to have made outstanding contributions to society.**
- **The House of Lords Act (1999) removed the right for people to become a member because they inherited their role. However, there are still 'hereditary peers' who are in the House of Lords. These are men who have this role because their father (or other male relative) was a Lord. Women were not allowed to inherit these roles. You can ask the young people what they think of this.**

- **The House of Lords holds the House of Commons to account. The Lords review laws and considers all the different ways the law will impact on society, as they have more time to discuss it. They do not have the power to stop a new law, but they can amend laws and delay them.**

5. Ask the young people with card 4 to explain what they think Government is. Display the flipchart sheet stating:

Government:

- **The party or parties (as with a coalition) that holds an overall majority of MP seats, i.e. more than half the members in the House of Commons after a general election.**
- **The Government = a group of Ministers, who the Prime Minister decides will help him/her run the country.**
- **Ministers usually have a specific area of responsibility – such as health, defence, and education.**

The young people might be interested to know:

There are usually around 100 Ministers. Not everyone elected to Parliament will get to serve in Government.

Use this opportunity to discuss briefly how much they know.

6. Ask the young people with card 5 what they think 'The Cabinet' is. Show a picture/photo if you can and display the flipchart sheet stating:

The Cabinet:

- **A key part of the Government.**
- **Made up of around 20 key Ministers chosen by the Prime Minister. These Cabinet Ministers are usually supported by a team of more junior Ministers.**
- **Each Cabinet Minister leads on a particular policy area, like health, education, defence etc.**
- **Ministers try to agree decisions on Government policies together.**
- **Usually meets once week at 10 Downing Street (where the Prime Minister lives and has offices).**

7. Ask the young people with card 6 to say what they think a 'constituency' is. Then display the following flipchart sheet:

Constituency:

- **A geographical area of voters: each area elects one MP.**
- **There are 650 constituencies in the UK.**
- **The people in each area are called 'constituents'.**

The young people might be interested to know that, although constituencies vary widely in area, the average number of voters in each one is approximately 68,175.*

8. Ask the young people with card 7 to explain what they think an MP is and what they do. Then display the following flipchart sheet:

A Member of Parliament (MP):

- **Is based in the House of Commons.**
- **Represents the interests and concerns of the people in their constituency.**
- **Is involved in considering and proposing new laws to govern the country, and in holding the Government to account.**

Young people might be interested to know these facts (given verbally):

- **MPs can ask Ministers questions about current issues, and are sometimes involved in committees that look at national and international issues in close detail.**
- **They divide their time up between working in the UK Parliament, working for their political party, and representing the people that elected them in their constituencies.**
- **As part of their responsibilities as a constituency MP, they also attend local functions, visit schools and businesses and generally try to meet as many people in their area as possible. This gives them insight into their constituents' concerns, which they might raise or discuss in Parliament.**
- **MPs from the party or parties in Government can be appointed Ministers. Ministers aren't exclusively MPs, as they may also be appointed from the House of Lords.**

Tell the young people you will discuss more about local MPs in the next session.

9. Ask the young people with card 8 if they know what a 'ward' is. Then display the following flipchart sheet:

Ward:

- **An area in your local authority.**
- **Local authorities are divided up into different wards.**
- **Each ward usually has two or three local councillors who are elected in local government elections.**

Explain that councillors are people who are elected to the local council to represent their local community, so they must either live or work in the area. Councillors can be from any political party and can also be completely independent of any political party.

Ask the young people if anyone knows the name of the ward they live in, or the name and political party of any local councillors.

Tell them that in a future session you'll be exploring more about local democracy.

***Source: www.parliament.uk**

SOCIAL AND EMOTIONAL CAPABILITIES:

Communication
Creativity
Relationships and leadership

1 HOUSES OF PARLIAMENT	2 HOUSE OF COMMONS
3 HOUSE OF LORDS	4 GOVERNMENT
5 THE CABINET	6 CONSTITUENCY
7 MEMBER OF PARLIAMENT (MP)	8 WARD



THEY WORK FOR US

Aims:

- To find out about the local MP(s)
- To introduce some of the the political parties.

Activity 1

- Prompt notes if needed for young people facilitating the recap session.

Activity 2

Advance preparation: Do some research about the local MP(s) and prepare a few key interesting facts about them, written up on sticky notes in advance. Information about MPs can be found at www.theyworkforyou.com

- Blank flipchart sheet
- Marker pens
- Sticky-tac.

Activity 3

- A5 cards or pieces of paper, with the real and fake party names from Sheet M (page 80), two sets
- Flipchart sheet written up with the names of the real political parties from Sheet M – these are the ones marked with a single asterisk
- Sheet N (pages 81 – 82, one for each young person)
- Marker pens
- Drawing pins/coloured pins
- Sticky – tac.

Activity 5

- The young people's photo and policy cards from Session 5
- Cardboard box, tape, scissors, pens and any other materials to make a 'ballot' box with
- Voting slips – blank cards or slips of paper
- Pens.

Activity 1:**RECAP**

(5 mins)

1. In advance, ask one or more different young people to facilitate a brief discussion in the group about what was covered in the last session. Brief them beforehand and they can use the prompt notes if needed.

Activity 2:**WHO WORKS FOR US?**

(10 mins)

1. Ask the group if anyone knows the name of their local MP, and tell them if they don't. Write the MP(s) name up on the flipchart. There may be more than one MP depending on where the young people in the group live.
2. Ask the group which political party their MP belongs to (tell them if they don't know) and write this up on the flipchart.
3. Ask if anyone has ever met their local MP, or knows anything about them.
3. Tell the group a little bit about the local MP(s) – a few interesting facts such as how many votes they received in the last election, how long they've held their seat(s), if they are involved in any particular committees in the House of Commons. Write these facts up as bullet points.
4. Give out information about the local MP's surgery.
5. Give out the MP's website, email and social media contacts.

Activity 3:**WHO ARE THEY?**

(20 mins)

1. Throw out a few questions for the large group to revisit their previous learning and learn a few new things. Questions go from easy to difficult. Choose the ones you want to use. Do this as a team quiz if you prefer.

- **What's the name of the current UK Prime Minister?**
- **What's the Prime Minister's address?**
- **How many MPs are there in the House of Commons?**
- **How many Ministers are there usually in Government?**
- **How many Cabinet Ministers are there usually in Government?**
- **Around how many electors are there in a constituency?**
- **What's the name of the current UK Chancellor of the Exchequer?**
- **Name any leaders of UK political parties.***
- **Can you name any women MPs of any party?***
- **Can you name any minority ethnic MPs of any party?***
- **What are the 'devolved administrations' of the UK?***

Make sure you can answer these questions yourself so you can share the information. Some questions were answered in Session 8. If useful, write the answers up on flipchart.

Notes:

*Names will change over time; do some research beforehand if asking these questions.

**The UK Government has given a range powers to 'devolved' governments of devolved administrations in Northern Ireland, Scotland and Wales so that they can represent and make decisions for their own countries and make certain laws in their own countries.

In Scotland the devolved administration is called the Scottish Parliament, in Wales it is called The National Assembly for Wales, and in Northern Ireland it is called the Northern Ireland Assembly. Although they were all set up in 1998, they all function differently.

The UK Parliament is still responsible for making decisions for the whole of the UK in areas including defence, social security, foreign affairs and UK Trade and Industry, some aspects of which (e.g. economic development) are devolved.

2. Ask the young people to shout out the names of some UK political parties. As they are shouted out, write the party names on the flipchart.

3. Divide the group into two. In two different parts of the room, spread out the cards with all the real and fake political party names on the floor. Ask the young people to discuss and remove any that they think are not real political parties. If they can't agree, they should leave them in. Allow five minutes for this.

4. Bring everyone back together and display the flipchart, revealing the list of real political parties one by one. Explain that (with the exception of the Official Monster Raving Loony Party) all of these parties hold elected seats in the UK and/or European Parliament. How did everyone do?

5. Ask how many of the parties the young people have heard of, with a show of hands for one, two, three etc. Remind the young people that there is no limit on how many political parties can be set up in a democratic country, and many parties do not have any MPs. There are usually a few independent MPs – you can check how many at: www.parliament.uk/mps-lords-and-offices/mps/current-state-of-the-parties

Activity 4: **AND WHAT DO THEY STAND FOR?** (10 mins)

1. Give everyone a copy of Sheet N and tell them this lists the main political parties and the smaller parties with elected MPs in the UK and/or European Parliament.

Explain the following:

- **Each political party has beliefs, ideas and proposals for how best to run the country. These are called policies, and each party usually has different policies from the others, so voters have a choice.**
- **Most parties have core policies or values that remain fairly constant over time but policies are also developed in response to new or pressing social issues.**

Ask young people if they can think of any UK Government policies. Give examples of any that have been in the news recently.

Give examples of how policies are developed – for example, if youth unemployment rises, one party may develop a policy to offer more apprenticeships, and pay businesses to take on more young people.

3. Ask the young people if they know about any of the policies of the smaller parties – the things they ‘stand for’. Take a few contributions from the group, and add in any factual information you have that you feel is helpful (use the political parties’ own websites to get information on policies).

4. State that each party has their own policies – for example, on education, welfare and health etc. Even if you don’t agree with every policy, that doesn’t mean you shouldn’t register to vote. If you don’t agree with some of the policies of the political party you support, one way to help change them is to join the political party as a member. Point out that issues we have in society are complex and there are no easy solutions as we all want different things.

Tell the young people that the websites for the main political parties are included on Sheet N if they want to find out more about them and to join if they want to become a member. Remind them that one of the benefits of living in a democracy is that they can join any political party they want to.

5. Ask the young people how they might find out what any particular political party stands for. This could include:

- **Talking to friends and family**
- **School or college**
- **Leaflets through your door**
- **Local party representatives may visit your house (known as ‘canvassing’)**
- **Posters**
- **Websites**
- **Newspapers and online news sites**
- **Websites, blogs and social media.**

Reiterate how important it is to find out about your own political options and not just vote the way your family or your friends vote.

Activity 5: **CHOOSE ME** (15 mins)

1. Give the young people back their cards from Session 5 where they chose between three and five policies of their own, to stand as independent candidates in a general election. Ask them to take a minute to review and make any changes they want.
2. Ask for two volunteers who are willing to 'canvass' the group in the hope of winning their votes. Ask them to focus on just one of their policies that they believe will be a vote-winner. Give them five minutes to prepare a one minute 'campaign speech' to try to convince the rest of the group to vote for them. They are allowed to ask one or two other people to help them and to practise with. During this time ask the rest of the group to make the ballot box out of the materials.
3. Ask each candidate to deliver their speech. After they have both finished, give out the voting slips and pens and ask young people to write down the name of the person they have chosen to vote for, and to write down one reason why. They should then fold it up and post it into the ballot box. The candidates can cast their own votes too.
4. When everyone has voted, ask two volunteers to open the ballot box and read out the candidate's name on each voting slip.
5. Declare the winner (or a tie) and give all the candidates a round of applause.

Extend the activity: There is no time for questions in this activity, but if you have extra time, you could allow more candidates and more policies per candidate. Give them longer to prepare, and make time for Q & A before voting. You could also set up a debate between the candidates where they critique each other's policies. This could also be developed as a 'next steps' activity.

SOCIAL AND EMOTIONAL CAPABILITIES

Communication
Planning and problem solving
Confidence and
agency

Plaid Cymru*	National People's Party
UK Independence Party*	Right to Party
Scottish National Party*	English Country Party
Green Party*	Official Monster Raving Loony Party**
Respect**	Democratic Unionist Party*
Sinn Fein*	Red Party
Scottish Referendum Party	Social Democratic and Labour Party*

*These are real political parties.

**Explain that this is a real political party but does not hold any elected seats in any government.

THE MAIN UK POLITICAL PARTIES, IN ALPHABETICAL ORDER:



Alliance Party of Northern Ireland
www.allianceparty.org



Conservative Party
www.conservatives.com



Democratic Unionist Party
www.mydup.com



Green Party
www.greenparty.org.uk



Labour Party
www.labour.org.uk



Liberal Democrat Party
www.libdems.org.uk



Plaid Cymru
www.plaidcymru.org



Respect
www.respectparty.org



Social Democratic and Labour Party
www.sdlp.ie



Sinn Féin
www.sinnfein.ie



Scottish National Party
www.snp.org



United Kingdom Independence
Party (UKIP)
www.ukip.org



Ulster Unionist Party
www.uup.org



HOW ORDINARY PEOPLE MAKE A DIFFERENCE

This is a longer session of ninety minutes, which can be broken down into two shorter sessions: Activities 1-3 in one session and activities 4-5 in the following session.

Aims:

- To find out about inspirational young people and their achievements
- To explore how ordinary individuals can get involved in social change.

Activity 1

- Prompt notes if needed for young people facilitating the recap session.

Activity 2

- Sheet O (pages 89 – 90) & Sheet P (pages 91 – 92) copied, cut up and glued onto card. Make as many copies as needed so that there is a matching pair of pictures for every pair in the group and two info cards about each inspirational young person. Adjust the number you need according to the number in the group.

Activity 3

- Access to laptop(s) or tablet(s) for watching videos.
- Pre-selected choice of YouTube videos and TED Talks featuring inspiring young people. See Useful contacts and resources (pages 144 – 145) for suggestions. Feel free to find your own videos which may be more relevant to the group you are working with.

Activity 5

- Any leaflets, flyers or posters related to the guest speaker's work.

Preparation for Activity 5: Arrange for a young person involved in civic life, social action or voluntary work in the local area to come and speak to the group. Contact your local community and voluntary sector network, local charities, university or college student volunteering initiatives. Ask the young person to talk about:

- **What they do**
- **How they became involved**
- **What motivates them**
- **What difference they feel they make**
- **How they benefit personally from it**
- **What skills and knowledge they have developed**
- **How other young people could get involved.**

They can either prepare a presentation or be interviewed by you or the young people from the group. Make sure the session is lively, engaging and interesting. Support the young person to prepare for the session. Build in time for a Q & A.

Activity 1:

RECAP

(5 mins)

1. In advance, ask one or more different young people to facilitate a brief discussion in the group about what was covered in the last session. Brief them beforehand and they can use the prompt notes if needed.

Activity 2:

MOVERS AND SHAPERS

(20 mins)

1. In advance, copy and cut up pictures of the matching picture pairs on Sheet O and put them into a container, making sure you have exactly one matching pair for each two young people in the group. Cut out the matching info cards on Sheet P and place into a different container.

2. Tell the group that the aim is to find out a little about inspirational young people from around the world who have made changes that have impacted on the lives of many others. The object of the game is to find the other person in the group who has another picture of the same young person. Once they have found their match, they need to work together to go round the rest of the pairs and read and swap info cards around until they find what they think are the correct two information cards relating to their person. People can help each other, and everyone must hold an info card at all times, so they can only give away their info card when they take someone else's.

3. Organise the group into a circle, and ask everyone to take it in turns to take one picture card out and one information card out, and keep these to themselves.

4. They now have five minutes to partner up and find the two information cards that they think match their pictures.

5. After five minutes, bring the game to a halt and go round the circle asking for each pair in turn to:

- **Show the two pictures they have**
- **Read out the information cards they have.**

6. Give everyone a copy of Sheets O and P, and go through together to see how many people correctly matched the pictures to the information.

7. Ask the group which young people, if any, they have heard of. Some of these young people do/did not live in a democratic society – does that make their achievements even more inspiring?

Activity 3: **CHANGE MAKERS**

(20 mins)

1. Introduce the videos from your selection. Watch them as a group and facilitate a discussion after watching them. Use the following prompts (and add any of your own).

- **What motivated these young people?**
- **What challenges did they have to overcome?**
- **Why is what they did so inspiring?**

Activity 4: **WHO INSPIRES YOU?**

(15 mins)

1. Ask the group to work in pairs to ask each other about any young people they know of in their own communities, schools, youth project, neighbourhood, family, etc. who are doing something to help other people.

2. Bring the group back together and invite input from each pair.

3. If there is time, talk about some inspiring young people you know of, including any young people who volunteer or help out in your project.

4. Ask the young people if any of them help someone else out or volunteer somewhere? Do they feel motivated to make a contribution to society in some way. Why/why not?

5. Ask young people if they think volunteering and helping others can be thought of as part of a democratic society. Why/why not?

Activity 5:

LOCAL CHANGE MAKERS

(30 mins)

1. Introduce the guest speaker.

2. Allow 15 minutes for the presentation and 15 minutes for Q & A. Young people can ask their own questions, and prepare some prompts too. These could include:

- **Who inspires you?**
- **What challenges do you have to overcome?**
- **Who supports you in the work you do?**
- **What positive changes do you hope to see as a result of the work you do?**

3. Ask the group if they think any links can be seen between the inspirational young people from around the world and young people in our local area, and the young people in the group.

4. Sum up by stating that a successful democracy is not just down to how a country is governed and the laws that try to make it fair and just. It is also the right and the responsibility of everyone in society to take part and make it work, and make it better for everyone. Some of the ways in which we can do this are by volunteering and by getting involved in social action.

Ask the young people what they think about this, or if they agree with this.

Alternative idea: Skip the videos and invite more young people to talk about the different social action/ volunteering work they do. Or organise a visit to a project to see their work first hand.

SOCIAL AND EMOTIONAL CAPABILITIES

Communication
Managing feelings

Sheet O
YOUNG MOVERS AND SHAPERS: PAIR MATCH



Malala Yousafzai



Photograph: IntraHealth

Mohammed Barry



Photograph: Andrew Francis Wallace / Toronto Star

Victoria Grant

Copy and cut out the pictures. Feel free to add in other inspiring young people for this activity.



Photograph: Stephen Sutton

Stephen Sutton



Photograph: Adrian Sherratt

Fahma Mohamed



Photograph: Associated Press

Iqbal Masih

Malala Yousafzai is a Pakistani schoolgirl. She was shot in the head by the Taliban in 2012 when she was only 15 years old because she was promoting the rights of girls to be educated. She survived and has become a global campaigner for human rights, women's rights and the right to education for all children and young people.

Malala Yousafzai set up The Malala Fund which helps girls in developing countries to go to school and to raise their profile in calling for the right to education.

Mohammed Barry is a young activist from South Africa who contracted HIV when he was seven years old. He has faced enormous stigma and discrimination himself and works to give a voice to young people who are HIV-positive in sub-Saharan Africa, particularly young people and women.

Mohammed Barry is the founder of Aid for Smiles, a coalition of global social activists who work toward empowering socially disadvantaged young people. He also leads Speak AIDS, a campaign that confronts the misunderstanding and stigma associated with HIV-positive youth. He was nominated for the World Children Peace Prize in 2013.

Canadian Victoria Grant became an overnight internet sensation at the age of 12 in 2012 after a video of her criticising her country's banks went viral.

Nearly one million people have watched Victoria Grant's YouTube video, and reaction has been mixed. While some people have been amazed by her understanding of economics, some people have wondered if her parents were behind it all. However, her ability to speak so confidently in public at such a young age has impressed many people.

British teenager Stephen Sutton was diagnosed with terminal cancer when he was 15 and died in 2014 aged nineteen. Before he died he raised over £3 million for the Teenage Cancer Trust, and donations continue to take that amount well over the £4 million mark.

Stephen Sutton wanted to make the world a better place, and when he found out he was dying he put together a 'bucket list' of things he wanted to do before he died, which included playing drums in front of 90,000 people before the UEFA Champions League final at Wembley.

Fahma Mohamed from Bristol led an inspirational campaign in the UK to get schools to tackle Female Genital Mutilation (FGM). At the age of 17 she met with the Education Secretary to ask that every school should have guidance on how to keep girls safe from risk, and how to talk about FGM with school students. The Government agreed, and sent information out to the head teachers of all secondary schools.

Fahma Mohamed worked with a national newspaper and a Bristol Youth Project among others to raise awareness of Female Genital Mutilation. The campaign attracted over a quarter of a million signatures for one online petition, making it one of the fastest growing ever.

Iqbal Masih was born in Pakistan in 1982 and was forced into bonded labour at age four. He was made to work as a carpet weaver to help pay off his family's debt. He was forced to work for the first year without any pay. The conditions in which he worked were horrendous. For six years he worked six days a week, at least 14 hours a day, knotting threads to weave carpets.

Iqbal Masih managed to get free from bonded labour at ten years old. He went to school and became an activist against child labour. His campaigning work helped to free thousands of children from forced labour. Iqbal was shot and killed at only aged 12, and many believe he was murdered because of his activism.



THINK LOCAL!

Aims:

- To introduce how local government is organised
- To find out more about the ward you live in and your local councillors.

Activity 1

- Prompt notes if needed for young people facilitating the recap session.

Activity 2

- Presentation briefing Sheet Q (page 97) if wanted
- Any access to IT needed for the presentation
- Any leaflets and handouts related to the presentation.

Activity 3

- Presentation briefing Sheet Q if wanted
- Any access to IT needed
- Any leaflets and handouts related to the presentation.

Preparation for Activity 2: In advance ask a local councillor if they can come and present about local democracy in a straightforward, young-person friendly way. If possible, ask the young people from the group to work with them on this to ensure the presentation has input from the group.

Alternatively, try the local authority's community engagement team, community development workers or other relevant local government officer who can inform young people about how local democracy works.

The purpose of the presentation is to bring to life local decision-making and how people (especially young people) can get involved. Use the presentation briefing Sheet Q if you like.

Preparation for Activity 3: In advance try to arrange a speaker in your area from any of the following:

- **The UK Youth Parliament** www.ukyouthparliament.org.uk
- **Youth councillors**
- **Young mayors**
- **A young person from a local youth forum.**

They can come and talk about the work they do, and about how young people are influencing policy and decision-making. This should be non-party political.

The purpose of the presentation is to explain, in an accessible way, how young people are involved in local decision-making, and how others can become involved. Use the presentation briefing Sheet Q if you like.

Activity 1:

RECAP

(5 mins)

1. In advance, ask one or more different young people to facilitate a brief discussion in the group about what was covered in the last session. Brief them beforehand and they can use the prompt notes if needed.

Activity 2:

HOW THE LOCAL COUNCIL WORKS

(25 mins)

1. Introduce the guest speaker. Aim for a 20 minute presentation with time for Q & A.

Activity 3:

YOUNG PEOPLE INFLUENCING

(25 mins)

1. Introduce the guest speaker. Aim for a 20 minute presentation with time for Q & A.

Alternative idea: If you think having two speakers in one session is too much, or you want longer for each speaker, split the guest speakers between sessions. Alternatively ask the speakers to present together, perhaps interviewing each other.

Activity 4:

SUMMARY

(5 mins)

1. Ask the young people for any responses to what they learned from the guest speakers.

**SOCIAL AND
EMOTIONAL
CAPABILITIES:**

Communication

1. Local councillor or local government officer: presentation to cover some or all of the following:

- **Information about the local council, including how many councillors and breakdown of political party and independent representation**
- **The role of councillors and some examples of the work they do**
- **How people can become elected as local councillors**
- **Local councillors with particular roles around young people's issues**
- **Consultation with people on important local issues (focus on particularly important current issues in the council)**
- **How young people can be involved in and influence local democracy and decision-making**
- **Local council elections**
- **Why you might contact your local councillors and how**
- **The importance of young people voting in local elections.**

2. Youth parliament/youth forum/young councillor/young mayor: presentation to cover some or all of the following:

- **Their role and some examples of the work they do**
- **Why they do the work they do**
- **How their work influences local democracy**
- **How young people can be involved in and influence local democracy and decision-making**
- **Why you might contact them and how**
- **The importance of young people voting in local elections.**



HOT UNDER THE COLLAR

Aims:

- To discuss difficult and challenging issues in society
- To choose a particular issue for debate.

Activity 1

- Prompt notes if needed for young people facilitating the recap session.

Activity 2

- Pre-prepared flipchart written up with 'Hot potatoes'
- Marker pens
- Sticky-tac
- Sheet R (page 103).

Activity 3

- Sticky notes
- Blank piece of flipchart paper
- Pens
- Sticky-tac.

Activity 1:**RECAP**

(5 mins)

1. In advance, ask one or more different young people to facilitate a brief discussion in the group about what was covered in the last session. Brief them beforehand and they can use the prompt notes if needed.

Activity 2:**CRITICAL ISSUES**

(5 mins)

1. As a warm-up to 'Hot potatoes', display the flipchart sheet and ask for people to call out what they think are the issues in society that get people most excited, worked up, angry, passionate etc. You can start with your own prompts, i.e. unemployment, crime, immigration, education, Europe, house prices, tax etc. Ask them what they hear other people talking about at home, in the street, at school/college. What do they read or see through social media? List these all up on the flipchart sheet. Ask the group to add in any issues they think young people really care about, if they are not already listed. Add in any from Sheet R that have not been included.

Activity 3:**HOT POTATOES**

(45 mins)

1. Give everyone some sticky notes and a pen. Explain that in 'Hot potatoes' everyone is going to choose something they want to discuss in the group. They are to choose up to three of the issues written up on the flipchart. For each one, they write the title of the issue (i.e. cost of higher education) and then 'I believe...' or 'I don't believe....' followed by a statement, on a sticky note.

2. Before they get started, this is a good time to remind everyone of the group agreement and to ask everyone what they think. Statements that are discriminatory are not tolerated. Ask the group how they want to handle this in the context of 'Hot potatoes' where they might bring up controversial issues, especially if there are young people or

staff who could be hurt or offended by statements. Ask the group to think about how we can talk about difficult issues without using offensive language, statements or stereotypes. Try to come to agreement about how the group want to proceed with this. Ensure everyone is happy to take part and help the group self-regulate. If at any point the group starts to become an unsafe place for a young person because of what is being discussed, bring the group back to the group agreement.

3. Ask the young people to come up and stick all their sticky notes onto a blank piece of flipchart.

4. Organise the group into small groups, and each group should come up and pick one or two 'hot potatoes' they want the whole group to discuss – something they would like to debate either because they agree with the statement, disagree with it, or find it interesting. They should take the sticky note off the flipchart and sit back down with it. You should aim for between six and eight 'Hot potatoes'.

5. Kick off the discussion session by asking the first group to read out their issue and statement, and then say why they chose it. Ask them for their thoughts, and then invite the rest of the group to contribute. Give each topic around five minutes, but allow longer if the group are very engaged in a particular issue. Close each discussion by briefly summarising the key points raised by the young people.

6. Ask the young people to feed back on what it was like taking part.

Alternative idea: You could use the 'talking stick' method practised in Session 6.

Alternative idea: Make this a debating exercise. Ask someone to argue in favour of the statement, and someone to argue against it. There can be more than one person speaking in favour and against, taking it in turns. Give a limited time to speak and then a vote can be taken in favour or against, or young people could abstain.

Aim for five to ten minutes per 'Hot potato' before the group runs out of time and energy, or if everyone is very engaged and enlivened, stay with one or two issues and repeat the exercise at another time.

Alternative idea: You could use the 'talking stick' method practised in Session 6.

Alternative idea: Make this a debating exercise. Ask someone to argue in favour of the statement, and someone to argue against it. There can be more than one person speaking in favour and against, taking it in turns. Give a limited time to speak and then a vote can be taken in favour or against, or young people could abstain.

Aim for five to ten minutes per 'Hot potato' before the group runs out of time and energy, or if everyone is very engaged and enlivened, stay with one or two issues and repeat the exercise at another time.



SOCIAL AND EMOTIONAL CAPABILITIES:

Communication
Managing feelings
Relationships and leadership

Education costs	Youth unemployment
Refugees and asylum seekers	Immigration
Equal marriage	Britain in Europe
The NHS	Tax
Bankers	Crime
Drugs	Welfare
Scottish independence	Employment prospects



POWER TO THE (YOUNG) PEOPLE

This is a longer session of ninety minutes, which can be broken down into two shorter sessions: Activities 1-3 in one session and activities 4-5 in the following session.

Aims:

- To consider the importance of having a voice
- To think about the importance of registering to vote
- To revisit how to apply to register to vote.

Activity 1

- Prompt notes if needed for young people facilitating the recap session.

Activity 2

- Pieces of A4 card or paper with the word 'POWER' written in large letters on them – one for each group.

Activity 3

- A small piece of card or paper with the word 'POWER' written on it – one for each young person in the group
- A cardboard box with a hole in it – a 'ballot box' – decorated in magazine cuttings, and with clearly written words on it to include issues like 'education' 'university fees' 'tax' etc, reflecting the issues from 'Hot potatoes' in Session 12. On the top of the box have the words 'USE THE POWER' written in large lettering
- A waste paper bin with crumpled up paper in it.

Activity 4

- Laptop(s) or tablet(s) for showing video
- Blank flipchart paper – one sheet per group
- Marker pens
- Sticky-tac.

Activity 5

- Laptop(s) or tablet(s) for online registrations after the session
- Any videos you might want to show the young people
- Blank flipchart paper
- Marker pens
- Sticky-tac
- Copies of FAQ. (pages 124 – 132).

Ask the young people who haven't already registered to vote and who are eligible, to bring in their National Insurance numbers for this session. Make sure you have time available after the session to enable young people who want to register online to do so.

Activity 1:

RECAP

(5 mins)

1. In advance, ask one or more different young people to facilitate a brief discussion in the group about what was covered in the last session. Brief them beforehand and they can use the prompt notes if needed.

Activity 2:

THE POWER GAME

(30 mins)

1. Organise everyone into groups with a minimum of three people, in a maximum of four groups.
2. Give each group one piece of paper with 'POWER' written on it. Tell them they have 15 minutes to decide what to do with it, and that:
 - **There are no rules about what they can and can't do***
 - **They can interact with each other and the other groups**
 - **They must keep going with whatever happens until the time is up.**

There are no further explanations.

Go and sit down, observing what they do (and don't do) with their power.

3. After fifteen minutes is up, bring everyone back together and discuss what happened in each group. Depending on what each group did, some of the following prompt questions might be helpful:

- **Did anyone end up with more power than they started with? How did they get it and how do they feel about it?**
- **Did anyone steal power? Why?**
- **Did anyone lose power? How does it feel?**
- **Did anyone give away their power deliberately? Why?**

- **Did anyone share power? What was this like?**
- **Did anyone negotiate the use of their power?**
- **Who ended up being the 'most' powerful? Why?**

Ask other questions based on what you observed the groups doing.

4. Ask the young people how they found doing the exercise.

*Apart from the usual group agreement or ground rules.

Activity 3:

THE 'BEATING HEART' OF DEMOCRACY

(15 mins)

1. Give each young person their individual power card. Tell them this represents the power each of them has to influence a democratic society.

2. Remind them of the things that got them talking in the 'Hot potatoes' exercise – the issues they felt strongly about. Remind them of the inspirational young people they learned about. Remind them of the freedoms we have in a democracy. Ask them to recap what some of these are. Prompts can include:

- **Freedom of speech and the right to express their opinions**
- **Freedom to associate with anyone they want to, and to practise any religion or none**
- **A free media, which includes the right to openly discuss government policies**
- **The right to education for everyone**
- **Laws that govern everyone, including the richest and most powerful**
- **Freedom to take action for change**
- **Freedom to choose who should govern by voting in local and national elections, and to choose differently next time if you are unhappy with the Government.**

Ask them how much they value these rights and freedoms.

3. Explain that if they believe in these rights and freedoms, then they believe in democracy, and that at the very heart of democracy is universal suffrage – the right of every citizen to vote. One way to think of it is – if democracy is the body, then their vote is the beating heart. Without the heart, the body can't survive.

Without people using their vote, then democracy becomes weaker and weaker. Ask them to imagine if only 10% of people in the country voted. Then we would get the Government that only they wanted, which represented their interests and no-one else's. What might happen then?

4. Place the 'democracy box' and the waste bin next to each other and ask the young people to gather round. They have the power to add their voices to our democratic society, so will they 'stand up and be counted' or will they throw their power away? Tell everyone that on the count of three, they have to make a decision where to put their power card. Everyone's power must be used – for democracy or in the bin.

5. Count to three and see what happens.

6. Discuss what just happened, and why. There may be some young people who don't accept your ultimatum and have kept their card – ask them what they want to do with it.

7. Summarise the decisions the young people have made, and invite any observations.

Activity 4:

ENGAGING YOUNG PEOPLE'S POWER

(20 mins)

1. At the start of the activity, consider showing a short video exploring voting. (See Useful contacts and resources pages 144 - 145)

2. Organise the group into smaller groups and give each a piece of flipchart paper and pens.

3. Ask the group what they think would help other young people understand they have power to influence society. Divide them into small groups to discuss together any ways we could get this message across. Creative and funny ideas are most

welcome. They should list these on the flipchart paper, and have five minutes to do this.

As before, with storming exercises, they should not censor themselves and there are no 'bad ideas' – get it all down.

4. Bring everyone together and ask for volunteers from each group in turn to display their flipchart and feed back to the large group on their ideas.

5. When everyone has fed back, take a coloured marker pen and ask the group which ideas they think might be effective. Circle or underline these, and ask the young people if this is something they would like to spend time developing in future sessions after the programme has ended. (See Next steps page 141).

Activity 5:

REGISTERING TO VOTE – REMINDER

(20 mins)

1. Recap Activity 4 from Session 7 on registering to vote. For any young people who registered in that session or who have registered since, consider showing one of the videos from Useful contacts and resources (pages 144 – 145).

Alternative idea: If there is access, ask the young people who are not registering in this session to go online and find a good video about anything to do with voting, democracy, politics and young people. You could then show this at the end of the session or in another session.

SOCIAL AND EMOTIONAL CAPABILITIES:

Communication
Managing feelings
Confidence and agency



AT THE BALLOT BOX

This session is a minimum of 70 minutes and you might need extra time for questions and discussion and to celebrate finishing the Democracy Challenge. This session can be broken down into two shorter sessions: Activities 1-3 in one session and, 4-7 in the following session.

Aims:

- To look at the process of voting in elections
- To feed back on the experience of taking part in the programme.

Activity 1

- Prompt notes if needed for young people facilitating the recap session.

Activity 2

- Laptop(s) or tablet(s) set up to view The Electoral Commission's 'polling station walk through' video at this link: www.aboutmyvote.co.uk/how_do_i_vote/polling_station_walkthrough.aspx
- Copies of sample poll cards from Sheet S (page 121), one for each young person.

Activity 3

- Copies of sample ballot papers from Sheet S, one for each young person.

Activity 4

- Copies of Useful contacts & resources (pages 144 – 145), one for each young person.

Activity 5

- Completed 'Spectrum' from Session 1
- As in Session 1, two pieces of flipchart paper joined to make a long, wide piece of paper, pre-drawn with a line across the middle with '0' at one end and '10' at the other. Write above this line 'How would you score yourself for interest in and knowledge of democracy in the UK?'
- Marker pens
- Sticky-tac
- Small pieces of paper, one for each young person
- Pens
- A sealed box to post paper in.

Activity 6

- Each young person's original copy of Sheet A from Session 1
- Copies of Sheet T (page 122), one for each young person
- Pens/pencils.

Activity 7

- A signed and dated Democracy Challenge Certificate of Participation for each young person.

Watch the video for Activity 2 beforehand and make sure you want to use it with your group.

Consult the group in advance about how they want to celebrate, or have an award ceremony to receive their completion certificates, and plan for this to happen at the end of the session if possible.



Activity 1:**RECAP**

(5 mins)

1. In advance, ask one or more different young people to facilitate a brief discussion in the group about what was covered in the last session. Brief them beforehand and use the prompt notes if necessary.

Activity 2:**THE POLLING STATION**

(10 mins)

1. Explain that in this final session the group will be practising the experience of voting in an election, going through the stages.

Explain that if you have registered to vote and have chosen to vote at a polling station, in the run up to an election a poll card will be sent to the address at which you are registered.

This is for local, national and European elections as well as for referendums (which don't happen very often).

Give everyone a copy of Sheet S and explain that poll cards usually look something like this, although they vary between local authorities.

2. Show the group the Electoral Commission's video. Ask the young people if they have any questions. Be clear that no-one writes their name on a ballot paper. Ask if anyone knows why we vote in secret (known as a 'secret ballot').

Explain that one of the key aspects of voting in a democracy is that everyone can keep confidential who they voted for.

3. Explain that the person responsible for running the polling station on polling day is called the 'Presiding Officer'. There are also 'Returning Officers' who are appointed by the local authority, who are responsible for running elections in their area, and who make sure that no-one is bullying or intimidating anyone while they are voting. They also help anyone who needs it.

Activity 3:

THE BALLOT PAPER

(10 mins)

1. Refer back to Sheet S. Explain that ballot papers usually look something like this, although again they can vary between local authorities. Point out that the name of the candidate is next to the party they belong to, unless they are independent.

You may not know the candidate, although you might have met them if they came knocking on doors in your area before the election.

2. Explain that in the UK our voting system for elections to the House of Commons and also local elections in England and Wales is the 'First-Past-the-Post' system.

This means the candidate with the most votes at these elections wins the seat (either a seat on the council in local elections in England and Wales, or a seat in the House of Commons as an MP).

*See FAQs (pages 124 – 132)

Under the 'First-Past-the-Post' system you vote by placing your X next to the name of the candidate you want to vote for.

Clear instructions are always written on the ballot paper, setting out how you should complete it. You can also ask the Presiding Officer if you have any questions.

Explain that if you make a mistake – either by voting for the wrong party, or putting too many 'Xs' for example, you can ask for another ballot paper.

Once you've put your ballot paper in the ballot box, if there are any mistakes on it when the votes are counted, then your ballot paper becomes void and your vote doesn't count.

Note: How to complete the ballot paper will vary depending on the electoral system that is used (further information can be found on www.gov.uk).

3. If the young people are interested to learn more about voting systems there is further information in FAQs.

4. Election results are only announced after all the voting has finished, and Election Officers count the votes. This is supervised to make sure it is fair and there is no cheating.

Extending the activity:

Search online (YouTube, TED Talks etc.) for videos discussing and giving examples of the pros and cons of different voting systems. Some videos explain the issues in accessible ways.

You could look into the voting systems of other countries – or ask interested young people to do this as a piece of research – and discuss the strengths and the drawbacks of each system.

You could look into which countries have recently started holding elections for the first time (or have returned to holding elections) – or ask young people to do this as a piece of research, and present interesting issues back to the group. What form of voting are they using? Can women vote? What issues are those countries struggling with in terms of holding elections?

Activity 4:
CHECKING OUT
(10 mins)

1. Explain that the group has nearly completed the Democracy Challenge programme and they will be reviewing what they have learned and how interesting they found it. Before you do this, ask the young people the following questions:

- **Do you know where to find information about the different political parties to see which one you want to vote for when the time comes?**
- **If you haven't already registered to vote, do you know how to?**
- **Do you know how to get involved in local democracy if you're interested?**

These have all been covered in previous sessions, so check the young people know where to go for the information.

2. Give everyone a copy of Useful contacts and resources (pages 144 – 145) for further information.

3. If you are accrediting the programme, make sure you confirm with the young people about the timescales and support available for finishing their portfolios.

Activity 5:

REVIEWING THE SPECTRUM

(15 mins)

1. Display the 'Spectrum' from Session 1 on a wall. Put a pile of marker pens on the floor nearby. Ask the young people to look at how they scored themselves in the first session on:

a) What they knew about democracy in the UK, and

b) How interested they were in how it all works.

2. Display the new spectrum, and ask the young people to come up and score themselves now, having finished the Democracy Challenge. Do they think they know more about democracy in the UK? Are they more interested now? Less interested? Feel the same?

Ask them to place their 'X' on the line, writing the number of their score and their name underneath. Ask them to explain their score, saying why it has moved in either direction (or stayed the same).

3. Continue until everyone has placed their score on the spectrum.

4. Sum up what the picture looks like in the group.

5. Give everyone a piece of paper and a pen, and ask them to write on this paper one thing they would like to group to do as a result of completing the Democracy Challenge.

This can be anything at all, for example:

- **More discussing and debating interesting issues (any ideas?)**
- **Meet their MP**
- **Visit the House of Commons**
- **Hold a mock election**

- **Set up a young people's forum**
- **Visit a social action project.**

Ask the young people to fold their paper over and post it into the suggestion box.

6. When everyone has done this, open the box and read out the suggestions (if you have time, you can vote on which ones to take forward as part of 'next steps', or this can be done in another session).

Activity 6: **SURVEYING OURSELVES**

(10 mins)

1. Remind the group that everyone completed a survey at the beginning of the programme in Session 1, and you would like them to complete the same survey again. This is to help find out if the programme has met its aims and if the young people feel they have learned what you hoped they would learn from the programme.
 2. Give everyone their original survey and a copy of Sheet T. Ask them to take a few minutes to go through the questions again, to look at how they scored themselves before the programme started, and record how they would score themselves now. Ask them to be very honest.
 3. Ask everyone to pair up and to take a few minutes to share their score with a partner, and if they want, to explain why they gave themselves that particular score.
 4. Take a few contributions from the large group, asking for volunteers to talk about their scores, and any changes in their scores since the first survey.
 5. Keep the survey sheets for evidence for accreditation if using.
- NB: As before, no-one has to share their survey info if they don't want to.

Activity 7:

FINISHING THE CHALLENGE!

(10 mins)

1. Give out completion certificates for everyone who has managed to finish the programme. If accrediting the programme, make sure you provide opportunities for any young people who have missed sessions to catch up and complete their minimum hours.
2. Congratulate everyone on finishing the programme!




SOCIAL AND EMOTIONAL CAPABILITIES:

Communication
Managing feelings

Poll card

When you have registered to vote, you can vote in person at a polling station. This might be a local school or community centre, and it's never very far from where you live. Before an election you will be sent a poll card which will tell you where your nearest polling station is. Poll cards vary in each local authority area, but will look similar to this:

OFFICIAL POLL CARD REPRESENTATION OF THE PEOPLE ACTS EAST CAMBRIDGESHIRE DISTRICT COUNCIL		 <small>POSTAGE PAID GB HQ 23426</small>
PARLIAMENTARY ELECTION: SOUTH EAST CAMBRIDGESHIRE	NUMBER ON REGISTER: KF1 491	
POLLING DAY: Thursday, 6th May 2010	NAME & ADDRESS: A N OTHER PRIORY HOUSE ELY CAMBS CB8 6GH	<small>32389 66441615</small>
POLLING STATION: SWAFFHAM PRIOR VILLAGE HALL HIGH STREET SWAFFHAM PRIOR CAMBRIDGE	Please Note:- The closing date for postal applications is 5pm on Tuesday, 20th April 2010 and for proxy applications it is 5pm on Tuesday, 27th April 2010.	
POLLING HOURS: 7am – 10pm	SEE FURTHER INFORMATION ON THE BACK OF THIS CARD	
<small>If undelivered, return to: Electoral Services, East Cambs D.C., The Grange, Nutholt Lane, Ely, Cambs CB7 4EE</small>		

Ballot paper

In General Elections you choose the one candidate you want to vote for as your MP and put an 'X' next to their name. The political party each candidate represents is next to their name, unless they are independent. Sometimes there are photos of the candidates on the ballot paper too. Ballot papers vary in different elections and in different local authorities. Always follow the instructions written on the ballot paper.



Go through each statement and 'rate' how much you agree or disagree with it by placing an X in the relevant column.

Date: _____ My Name: _____

	I strongly agree	I agree	I neither agree nor disagree	I disagree	I strongly disagree
I am confident about expressing my views					
I am confident speaking in front of others					
I am a good listener					
I question and challenge ideas					
I am confident finding things out for myself					
I am confident at acting on decisions I have made.					
I often reflect on what I have learned					
I am aware of the impact of my behaviour on other people					
I am skilled at managing disagreements with others					
I respect the ideas of others, even if I don't agree with them					
I like working in a team					
I enjoy supporting and encouraging others					
I am open to new ideas and opportunities to learn					

	Yes	No
I know how to vote in elections		
I am registered to vote		
I think democracy is important		
I know how local and national democracy is organised		
I know how to get in touch with my local MP		

Who can register to vote in the UK?

You can register to vote in the UK if you are:

- Resident
- Aged 16 or over*
- Either a British, Irish, EU or Commonwealth citizen (who has leave to remain in the UK or who does not require leave to remain in the UK).

You can register at any time of year. If you move house or change your name or citizenship you'll need to re-register. That way, if an election is called at short notice, you will be able to vote.

*16 and 17 year olds can apply to register to vote, so that they are able to vote as soon as they turn 18. Not all 16 year olds will be able to register straightaway, but you should still apply so that the council's electoral services team have your details.

How do I register to vote?

Since its introduction in June 2014, online registration has become the easiest and most convenient way for young people to register to vote. Online registration brings voter registration into the 21st Century and makes it easier, simpler and faster for people to register to vote.

For the first time you can now register to vote online, using your computer, smartphone or tablet and it takes as little as three minutes. To register go to: www.gov.uk/registertovote

Or you can register to vote by post by downloading a paper form. To download the paper forms, visit www.gov.uk

Which elections can people vote in?

A person can only vote in an election taking place in the area in which they have been registered, and they can only vote once in any particular election.

The categories of person that can vote in each election, does however vary depending on which franchise is in operation. In the UK, there are two principle franchises in operation which determine who may vote at each election. They are:

- The UK Parliamentary Franchise; and
- The Local Government Franchise.

The UK Parliamentary Franchise

The UK Parliamentary Franchise consists of all those who are eligible to register who are:

- 18 years of age, or above; and
- A British citizen, qualifying Commonwealth citizen¹, or citizen of the Republic of Ireland².

Citizens of other EU Member States resident in the UK and Members of the House of Lords are excluded from this franchise, which is used for UK General Elections and By-elections.

Citizens of other EU Member States resident in the UK are prohibited from voting in these elections, because citizenship of the country is the normal prerequisite to being able to vote (with the exception of citizens from Commonwealth countries with whom we have historical ties, and citizens from the Republic of Ireland with whom we have reciprocal arrangements).

Members of the House of Lords are subject to a legal incapacity for the purpose of these elections. Historically, they have been disqualified from voting in UK Parliamentary elections, as they are already able to sit in Parliament in their own right and as such are able to represent themselves, and therefore do not require electoral representation in Parliament.

The Local Government Franchise

The Local Government Franchise consists of all those eligible to register who are:

- 18 years of age, or above; and
- A British citizen, qualifying Commonwealth citizen, citizen of the Republic of Ireland, or citizen of another EU Member State resident in the UK³.

British overseas electors are however excluded from this franchise, as they are not resident in the area in which they are registered.

¹Qualifying Commonwealth citizens are entitled to be registered under the UK Parliamentary franchise as this reflects our historical ties with Commonwealth countries.

²Resident citizens of the Republic of Ireland are similarly able to be registered under the UK Parliamentary franchise, as the UK has reciprocal arrangements with the Republic of Ireland.

³Resident citizens of other European Union Member states became eligible to vote in the UK at European Parliamentary elections in 1994 and at local government elections in 1996, as a result of provisions in the 1992 Maastricht Treaty. UK citizens resident in other EU Member States also benefit from similar rights.

The Local Government franchise is used for:

- European Parliamentary elections (although overseas electors are permitted to vote in these elections)
- Scottish Parliamentary elections
- The National Assembly for Wales elections
- The Northern Ireland Assembly elections
- Local Government Elections (including the Greater London Authority and Mayoral elections) in England, Wales, Scotland and Northern Ireland
- The Police and Crime Commissioner elections in England and Wales
- Local council tax referendums, neighbourhood planning referendums, and referendums on local governance arrangements.

For some other Referendums – the franchise is set out in the legislation for that particular referendum. That is why for instance in the referendum on Scottish Independence 16 and 17 year olds were be able to vote.

The Scottish Parliament recently passed legislation giving 16 and 17 year olds the vote in Scottish Parliamentary and local government elections. Attainers for those elections are now 14 and 15 years old, rather than 16 although they remain 16 and 17 for UK and European Parliamentary elections (and the EU referendum).

If someone is at university can they vote there and at home?

Where a person is registered in more than one place, they would be able to vote in local government elections in two (or more) different places as in doing so they would not be casting more than one vote in an election to the same body – they would be voting to elect councillors to different councils.

Electors are not permitted to vote twice at a UK Parliamentary or European Parliamentary election, as they would be considered as having cast more than one vote in an election to the same body. An individual can only vote once to elect an MP to the UK Parliament, or to elect an MEP to the European Parliament.

I might already be registered, maybe someone already registered me...how can I check?

If you are unsure if you are registered already, you can check with your local electoral registration officer. To contact your local electoral services, go to www.aboutmyvote.co.uk

If you are unsure, you can register and it will not cause a problem if already registered. You can download a form, or register in three minutes online here: bit.ly/UKYouth

There is no automatic registration process, so unless you or a member of your household has registered you, you are not on the electoral register. During the annual household canvass* each year someone in your home may have registered you. However, with the change to Individual Electoral Registration (IER) in 2014, the responsibility of registering to vote lies with each individual, so if you aren't sure, register online now.

*Under IER, a Household Enquiry Form (HEF) has replaced the annual household canvass form. The HEF enable the Electoral Registration Officer to gain information about who is living at a property in order to find out who, if anyone, is eligible to be registered to vote. Anyone eligible who is not yet registered will be invited to apply for registration.

If I have school/college/work on polling day can I still vote?

Polling stations are open from 7am until 10pm for all UK elections, so everyone should have time to fit voting in. If you can't make it to the polling station you can apply for a postal vote or ask someone else to cast your vote for you (a proxy).

Where can I find out more information on the political parties?

You can find more information on political parties' policies and manifestos on their websites. You can also find this information collated together and compared on the vote for policies website www.voteforpolicies.org.uk

What is a National Insurance (NI) number?

A National Insurance number makes sure your National Insurance contributions and tax are only recorded against your name. It's made up of letters and numbers and never changes. You can apply to get a National Insurance number if you don't have one. Go to www.gov.uk

These organisations need to know what your National Insurance number is:

- HM Revenue & Customs (HMRC)
- Your employer
- The Department for Work and Pensions (which includes Jobcentre Plus and the Pension, Disability and Carers Service), if you claim state benefits, or in Northern Ireland the Department for Social Development
- Your local council if you claim Housing Benefit, or the Northern Ireland Housing Executive
- The Student Loan Company, if you apply for a student loan
- Your ISA provider, if you open an ISA
- And now, your Electoral Registration Officer, to register you to vote.

To prevent identity fraud, keep your National Insurance number safe and don't give it to anyone who doesn't need it.

How do I find about my local MP, my local councillor, or MEP (Member of the European Parliament)?

Most MPs and councillors hold regular 'surgeries' in their local area. To find out who is your local MP, local councillor or MEP, go to www.theyworkforyou.com

Once you have found the person representing you, you can find out more information about them. Many MPs have their own websites and twitter accounts.

What are the devolved parliaments of the UK?

Devolution means the transfer of certain powers from the UK Parliament in London to the following:

- Assemblies in Cardiff (National Assembly for Wales)
- Belfast (Northern Ireland Assembly)
- The Scottish Parliament in Edinburgh.

Where can I find out about government policies?

To find out more about various government policies visit:
www.gov.uk/government/policies

To find out about devolved policies visit:

- For Wales: <http://wales.gov.uk/?lang=en>
- For Northern Ireland: <http://www.niassembly.gov.uk/ABOUT-THE-ASSEMBLY/Corporate-Information/Policies>
- For Scotland: <http://www.scotland.gov.uk>

Is being on the electoral register the only thing that can affect my credit rating?

Various things can affect your credit rating, such as missed loan payments.

Coalition Government

The cabinet of a parliamentary government in which several political parties cooperate, reducing the dominance of any one party within that coalition. The usual reason given for this arrangement is that no party on its own can achieve a majority in the parliament. A coalition government might also be created in a time of national difficulty or crisis, for example during wartime, or economic crisis, to give a government a higher degree of perceived political legitimacy.

Civic duty (or civic responsibility)

The duty and responsibility of each citizen to the society to which they belong. Many people consider voting to be a civic duty.

Manifesto

A public declaration of the ideas and policies of a political party. It is usually published during the campaign before a general election and contains a description of what the party will do if it wins the election and becomes the Government.

Freedom of Association

The right to join or leave groups of a person's own choosing, and for the group to take collective action to pursue the interests of members. It is both an individual right and a collective right, guaranteed by all modern and democratic legal systems.

Citizenship

The status of a person recognised under the custom or law of a particular place or country that bestows on that person (called a citizen) the rights and the duties of citizenship. That may include the right to vote, work and live in the country, the right to return to the country, the right to own land, legal protections against the country's government, and protection through the military or diplomacy.

A citizen may also be subject to certain duties, such as a duty to follow the country's law, to pay taxes, or to protect during times of war. A person may have multiple citizenships or may not have citizenship of any place. Living in a country does not automatically mean that you are a citizen of that place.

Parliament

The British Parliament is made up of three parts - the Crown, the House of Lords and the House of Commons. Parliament is where new laws are debated and agreed. Parliament should not be confused with the Government, although Members of the Government are also usually Members of Parliament. However another responsibility of Parliament is to scrutinise what the Government does. A Parliament is the period of parliamentary time between one general election and another.

Government

The institution that runs the country. It is also known as the Executive. The Government formulates policy and introduces legislation in Parliament. Members of the Government are usually either Members of the House of Commons or House of Lords. It is made up of the different departments run by Ministers and is headed by the Prime Minister.

The Government is formed by the party that gains the most seats in the House of Commons at a general election. The leader of that party becomes the Prime Minister and the Prime Minister selects the Members of the Government from MPs, Lords and very occasionally senior people outside Parliament.

The Government does not make laws, Parliament makes laws. The Government can propose new laws in the form of Bills which it presents to Parliament for consideration. In practice, because the Government is formed from the largest party, the laws that it proposes are usually agreed by Parliament.

Legislation

Legislation goes through a number of stages before it becomes law. These are the same in both Houses. Bills (other than Money Bills) can start in either the House of Commons or the House of Lords. They go through the following stages in each House, though with important procedural differences in both Houses: first reading, second reading, committee stage, report stage and third reading. Once the Bill has completed these stages in one of the Houses, the process is repeated in the other. After this any amendments from the second House are considered by the first. When both Houses agree on a Bill then it may be presented to the Queen for Royal Assent.

General Election

UK Parliamentary elections, more commonly known as general elections, are held every five years. The electors of the country cast their votes to elect MPs.

Referendum

The procedure by which a decision is referred to the electorate who vote on it in a similar way to a general election. The only two UK-wide referendums to date were in 2011 and 1975. In 2011 the referendum was about whether the UK should change to the Alternative Vote system from the First-past-the -post system for general elections. In 1975 there was a referendum on whether the UK should remain a member of the Common Market (now the European Union). The Government is committed to holding a referendum on the UK's membership of the European Union before the end of 2017.

Proportional Representation

An electoral system in which the distribution of seats corresponds closely with the proportion of the total votes cast for each party. For example, if a party gained 40% of the total votes, a perfectly proportional system would allow them to gain 40% of the seats. The Single Transferable Vote (STV) is a proportional voting system and enables the elector to list candidates in order of preference. A candidate is elected once his or her votes reach the relevant quota and any excess votes over this quota are then transferred, according to the second preferences of the voters. Different electoral systems achieve varying degrees of proportionality.

'First-Past-the-Post'

The name usually given to the electoral system used for election to the House of Commons. In this system each area (constituency) elects one MP from a choice of candidates. Voters can only vote for one candidate and the candidate that gets the most votes becomes the MP.

Alternative Vote

A preferential system where the voter has the chance to rank the candidates in order of preference. The voter puts a '1' by their first choice a '2' by their second choice, and so on, until they no longer wish to express any further preferences or run out of candidates.

Candidates are elected outright if they gain more than half of the first preference votes. If not, the candidate who lost (the one with least first preferences) is eliminated and their votes are redistributed according to the second (or next available) preference marked on the ballot paper. This process continues until one candidate has half of the votes and is elected.

Sources:

www.parliament.uk

www.electoral-reform.org.uk

www.thefreedictionary.com

Prompt sheet

Share as many of the points as you feel will keep the interest of the group.

1215 Magna Carta

- The 'English Great Charter', the Magna Carta is the charter of civil liberties granted by King John in 1215
- In the 13th century, the most powerful aristocrats, church leaders and barons came together to petition for a charter of liberties to set limits on the King's behaviour. They had become increasingly frustrated by the amount of taxes the King was taking and wanted some limits to his power
- The King agreed to sign because of the threat of civil war
- There were some alterations made to the Magna Carta in the years following, and some of it still remains law to this day
- The Magna Carta represents power moving away from the monarch to a Great Council. Even though this Great Council was not made up of elected people, but powerful landowners, it was a step towards sharing of power away from the monarchy.

1265 The first English Parliament to feature elected representatives

- Fifty years after the Magna Carta, a rebel baron, Simon de Montford, was engaged in a power struggle with King Henry III
- He set up his own separate rule-making Parliament, which for the first time, had elected representatives
- He was killed the same year and King Henry rejected his Parliament
- The next King, Edward I, came to accept the idea of 'commoners' in Parliament and this began to take shape over time as a formal second 'house' of Parliament, known as the 'Commons'.

1376 First Speaker of the House of Commons appointed

- The elderly King Edward III was on the throne and people became tired of how his favourite Parliamentarians held all the influence
- The Commons selected a spokesman for the first time (Sir Peter de la Mare) to chair its business and represent its views and complaints
- The following year, Thomas Hungerford became the first spokesman to be referred to as the 'Speaker' in official records.

1642 – 1651 Civil War

- The Civil War was between Parliamentarians and Royalists
- At the heart of the war was an intense debate about the rights to a fair say in government
- A movement of reformers known as the Levellers drew up a manifesto of demands – this was called the 'Agreement of the People' and included the right to vote for all men over the age of twenty-one (except for 'beggars', servants and royalists!)
- Most of the Levellers' demands for reform were ignored at the time, but the fact that they had been debated back and forth for months sewed the seeds for future open discussion of democratic ideas.

1688 The Great Revolution

- The Great, or Glorious, Revolution of 1688 – 1689 saw King James II, a Catholic, replaced by the joint monarchy of Mary, his daughter, who was a Protestant, and her husband William of Orange
- The revolution changed Britain. It brought with it a new Bill of Rights which limited the monarch's power and brought new democratic rights for the people
- These included the right to petition, the right to free election of MPs, and the right to freedom of speech within Parliament (meaning MPs cannot be prosecuted for what they say in Parliament) - a privilege that still remains today
- The revolution led to greater scrutiny of how the monarchy spent its money, setting up Parliamentary committees of accounts.
- However, the revolution also encouraged the growth of slavery – because it ended the monopoly on the slave trade in 1698, meaning other traders could move in to the market in the enslavement of African peoples.

1807 Abolition of the Slave Trade Act

- There had been a trade in slaves in Britain since the 1600s
- A strong movement emerged in the late 1700s to stop the buying and selling of human beings. The Society for Effecting the Abolition of the Slave Trade was established in 1787
- A powerful trade lobby, the West India Lobby, opposed abolishing the slave trade

- The 1807 Act abolished the slave trade in the British Colonies, although many traders tried to get round it. While the Act made it illegal to trade in slaves, it did not abolish slavery itself
- In 1823 the Anti-Slavery Society was founded
- In 1831 there was a large revolt by enslaved people in Jamaica
- In 1833 The Slavery Abolition Act finally abolished slavery in Britain and throughout most of the British Empire, though this took place in stages over several years
- The Act compensated landowners for the loss of their slaves – many landowners were given tens of thousands of pounds
- It is believed that some secret trading in slaves continued for years afterwards
- In 2014 the Modern Slavery Bill (which is currently going through Parliament) seeks to protect modern slavery victims and victims of human trafficking, and establishes an Anti-Slavery Commissioner. This may become Law in 2015.

1819 The Peterloo Massacre

- Many ordinary people were struggling with the consequences of industrialisation – back-breaking work, poverty and lack of a voice. Just 2% of the British population had the vote
- There was a lot of political unrest, spurred on by earlier events in other countries including the fight for American independence and the French Revolution in the late 1700s.
- Supporters of democracy were labelled ‘radicals’
- On 16 August 1819, 60,000 people gathered in St Peter’s Field in Manchester, demanding greater representation in Parliament for ordinary working people. They wanted the right to elect their own Members of Parliament
- The protests were peaceful, and the people did not carry weapons, but the size of the protest scared local magistrates who ordered the leaders to be arrested
- The crowds tried to stop this happening, but soldiers on horseback with swords galloped into the crowds, killing eleven people including a child, and wounding hundreds more
- The Peterloo Massacre was hugely influential in ordinary people winning the vote. It led to the rise of the movement called the Chartist Movement, which grew into the Trade Union movement. A newspaper called the Manchester Guardian was set up with the belief that spreading news to people was the key to change.

1832 The Reform Act

- Also known as the Representation of the People Act, the First Reform Act, or Great Reform Act
- The Act created 67 new constituencies
- It got rid of 56 corrupt constituencies, where positions in Parliament were often bought by landowners or rich families
- It increased the number of people eligible to vote from 400,000 to 650,000
- It still meant only the wealthiest 14% of men were able to vote, but it did show that change was possible
- It led to calls for more Parliamentary reform.

1838 - 1848 The Chartist Movement

- The Chartist Movement was the first mass movement driven by working class people
- The Movement grew following the failure of the 1832 Reform Act to extend the vote to people who didn't own property
- The Chartists drew up a petition, a People's Charter, which had six demands:
 - All adult men should have the vote
 - Voting should be by secret ballot, to avoid corruption and intimidation
 - Parliamentary elections should take place every year
 - Constituencies should have roughly equal numbers of voters
 - MPs should be paid, to allow poorer people to stand for election
 - MPs should not have to own property.
- Many Chartists supported other social reforms including the right of women to vote, and limiting factory working hours
- In 1842 the Chartists presented a petition to Parliament signed by almost a third of the population of England, Scotland and Wales at the time: over three million signatures (3,317,752) It was carried by 30 people in a procession over two miles long
- The Chartists were defeated though; MPs voted not to allow them to present their case to the Commons
- Many Chartist activists were imprisoned or deported
- The movement died away but its effects were felt in time. Two of their demands were eventually met: by 1858 MPs did not have to own property to qualify to stand for Parliament, and the secret ballot was introduced to stop vote-rigging (Ballot Act 1872)
- By 1918 all of the Chartist's demands had been met, except one: Parliamentary elections are not held every year.

1867 Electoral Reform Act

- The growth and influence of the Chartist Movement from 1838 onwards showed that people wanted more reform of Parliament
- The Act granted the vote to all home-owners and lodgers who paid rent of £10 a year or more
- It gave the vote to landowners and farming tenants with very small amounts of land
- The Act roughly doubled the number of men who could vote in England and Wales from one million to two million
- Women were still denied the vote.

1918 First votes for women

- After a long struggle by women's groups (the Suffragettes and Suffragists) and their supporters to gain the vote for women, it was the recognition of women's work in the First World War that finally made it impossible to keep denying women the vote
- All men over 21, all women over 30, and women over 21 who were property-owners or married to property-owners were given the vote in the 1918 Representation of the People Act
- This meant around eight million women could vote in national elections. This was still only 40% of women.

1928 Women gain voting equality

- The 1928 Representation of the People Act finally saw all women over 21, regardless of whether they owned property or not, given the right to vote.

1969 Men and women vote at 18

- The 1969 Representation of the People Act lowered the voting age for all citizens to be able to vote at the age of 18.

2010 Coalition Government

- The Conservative Party and Liberal Democrat Party formed a coalition government after the 2010 General Election
- This was the first coalition in over 70 years
- The coalition was formed because no political party had a large enough majority of MPs to form a government that could work effectively.

2014 Scottish independence referendum

- On Thursday 18 September 2014 there was a referendum on independence for Scotland. The referendum asked voters to vote yes or no. At the referendum, the question was: **'Should Scotland be an independent country?'**. Scotland remains part of the UK because 55.3% voted no, and 44.7% voted yes.

- To have been able to vote in the referendum you needed to be aged 16 or over on 18 September 2014 and living in Scotland. You must also have been a British, qualifying Commonwealth or European Union citizen.

2015 United Kingdom General Election

- The Fixed-term Parliaments Act (2011) provides for general elections to be held on the first Thursday in May every five years
- A majority Conservative government was elected in May 2015. A new government will be elected in May 2020.

Note: If using this session post-May 2015 share some relevant information about the 2015 election and the current Government. See Useful contacts & resources (pages 144 - 145).

Sources:

www.parliament.co.uk

www.bbc.co.uk

www.aboutmyvote.co.uk

www.nationalarchives.gov.uk

www.bbc.co.uk/history

Encyclopaedia Britannica **www.britannica.com**

The Abolition Project **www.abolition.e2bn.org**

Jellinek, Dan, 'People Power: A User's Guide to Democracy', Bantam Press 2014

Please award the Certificate of Participation (on the following page) to young people who have completed the 15 hour Democracy Challenge. If you can, print out on card.

YOUTH COUNT!

THE DEMOCRACY CHALLENGE

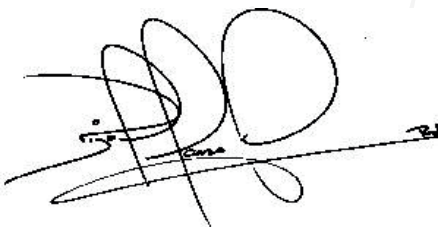
Certificate of Participation awarded to:

Date:

The Democracy Challenge is an introduction to democracy in the United Kingdom. The programme engages young people through group activities, discussion and debate to develop awareness, skills and knowledge of democracy and voting. It involves a minimum of 15 hours of learning including:

- The importance of democracy
- How local and national democracy is organised
- Active participation in democracy
- How the voting process works.

SIGNATURE



NIGEL MANSELL OBE
PRESIDENT OF UK YOUTH

Suggestions for developing young people's participation in democracy:

- Research project – young people find out about other inspiring young people
- Visit volunteering and social action projects in your local area.
- Young people write themed songs, poetry, rap
- Young people take part in a beatboxing event, using power and democracy as themes
- Organise a young people's volunteering day, assisting a local project
- Young people develop their debating skills
- Young people interview others on interest in politics and democracy – make a video
- Young people invite in local councillors to quiz them about plans to support young people's employment and training opportunities locally
- Young people learn how to initiate a local campaign on something they care about
- Young people learn about e-petitions
- Organise a visit to the Houses of Parliament
- Stage a mock election
- Develop a youth committee
- Young people run the project for a day
- Run a visioning exercise on 'what kind of society do we want to live in?'
- Run an X-factor type audition for 'new political leaders', where young people try to get voted for based on their policies
- Set up young people as teams to compete against each other to design a campaign of their choice
- Invent a new political party and develop what it stands for.
- Listen to protest songs; write new ones
- Young people write a fun, scripted debate and dress up as superheroes to lead other young people in a debating and voting exercise. (Inspired by Mev Ahmed's script for a democracy challenge workshop at UK Youth's VOICE conference in June 2014.)

UK Youth evaluates the impact of its non-formal education programmes using the Young Foundation's 'Framework of Outcomes for Young People' (2012). This suggests a way of understanding the evidence base for enabling all young people to fulfil their potential and make a positive transition to adulthood and independence.

The Framework identifies a consistent core set of interlinked 'clusters' of social and emotional capabilities, supported by evidence that demonstrates their importance, and how they can act as a bridge between personal and positional change.

While not wanting to claim significant effect without evidence for its success, the Toolkit highlights particular capabilities that can be developed during each session.

The following is a brief summary of the social and emotional capabilities taken from the Framework:*

Communication:

Explaining; expressing; presenting; listening; questioning; using different ways of communicating.

Research suggests that good communication is essential for a successful transition to work or training, for independence and to access a range of life opportunities.

Confidence and agency:

Self-reliance; self-esteem; self-efficacy; self-belief; ability to shape your own life, and the world around you.

Enabling young people to recognise that they can make a difference to their own lives, and that effort has a purpose, is important to key outcomes such as career success. Self-confidence is linked to positive outcomes.

Planning and problem-solving:

Navigating resources; organising; setting and achieving goals; decision-making; researching; analysing; critical thinking; questioning and challenging; evaluating risks; reliability.

Research suggests that problem solving, alongside resilience, provides young people with 'positive protective armour'. Problem solving has been shown to be associated with the ability to cope with stresses in life.

Relationships and leadership:

Motivating others; valuing and contributing to team-working; negotiating; establishing positive relationships; interpreting others; managing conflict; empathising.

Research suggests a strong relationship between emotional intelligence, positive school transitions and academic success.

Creativity:

Imagining alternative ways of doing things; applying learning in new contexts; enterprising; innovating; remaining open to new ideas.

Research suggests that displaying creativity and imagination is related to resilience and well-being, and impacts on self-esteem and overall achievement.

Resilience and determination:

Self-discipline; self-management; self-motivation; concentration; having a sense of purpose; persistence; self-control.

Research suggests important effects of discipline, patience and motivation, including that self-discipline is a more important factor than IQ in building academic achievement.

Managing feelings:

Reviewing; self-awareness; reflecting; self-regulating; self-accepting.

Research suggests that 'mood management' is a critical part of emotional intelligence and 'inter-personal intelligence'.

*For the full publication go to <http://youngfoundation.org/publications/framework-of-outcomes-for-young-people>

For more information about this resource please contact:

DemocraticEngagement@cabinetoffice.gov.uk

Here are some other useful websites where you can find more information:

www.aboutmyvote.co.uk

Information on registering to vote, how to vote, upcoming elections etc.

<https://www.gov.uk/government/publications/rock-enrol-engaging-young-people-in-democracy>

Rock Enrol! is an interactive 45-minute lesson aimed at young people in schools and youth centres, exploring and encouraging voter registration.

www.byc.org.uk

The British Youth Council is the National Youth Council of the UK. It is a youth-led charity that empowers young people under 25 to become involved in communities and democracy locally, nationally and internationally. Useful contact for locating young mayors and other young people engaged in democracy locally and nationally.

www.bitetheballot.co.uk

Not-for-profit, party-politically neutral organisation that encourages young people to engage and use their vote.

www.leagueofyoungvoters.co.uk

Resources and information to promote young people voting including 'Y VOTE?' video and Vote Match app.

www.theyworkforyou.com

Find out who your MP is, what's happening in Parliament and the devolved Assemblies, read debates etc.

www.twitter.com/tweetminster

Find your local MP on Twitter.

www.parliament.uk

Current and historical information; find out what's happening in the House of Commons, House of Lords, current Bills, Committees and debates.

www.opendemocracy.net

Independent, non-profit digital commons publishing under

Creative Commons licensing. Debates democratic change, promotes the exchange of ideas.

www.youthdebates.org

Political forum designed to encourage and nurture debate among young people.

www.electoralcommission.org.uk

Independent elections watchdog; regulates political party and election finances.

www.ipsos-mori.com

Market research organisation.

https://twitter.com/BBCFreeSpeech

BBC Free Speech is a regular live debate and discussion show

Websites/Videos about inspiring young people

(relates to Session 10):

Malala Yousafzai www.malala.org/malalas-story

Mohammed Barry <https://www.youtube.com/watch?v=oAYywlIDbXg>

Victoria Grant <https://www.youtube.com/watch?v=Bx5Sc3vWefE>

Stephen Sutton www.stephensstory.co.uk

Iqbal Masih <https://www.youtube.com/watch?v=t0D6K18wq8A>

<http://worldschildrensprize.org/iqbal-masih>

Fahma Mohamed <https://twitter.com/fahmaendfgm>

Also search other YouTube videos www.youtube.com and TED Talks www.ted.com

Cabinet Office does not accept any responsibility for the content of external websites.

