



Start Up Session



HM Government





What you need to know

- This is the start up session for youth leaders delivering the Democracy Ambassadors programme with young people aged 13–16.
- You will find all the activity cards towards the back of the pack in the Resources Section – these will need photocopying and preparing before the session.
- Please note that some activities are culturally sensitive – you will know your group best and as such should make a judgement as to what is appropriate for them.

Context

- This start up session is designed to be delivered by youth leaders experienced in working with groups of young people in non-formal education settings.
- The start up session is to be delivered to young people, aged 13–16, who are interested in becoming Democracy Ambassadors. It lasts around two hours and can be delivered flexibly in shorter sessions or with breaks according to the needs of the group.

The aims of the start up session are to:

- introduce young people to the Democracy Ambassadors programme; and
- generate interest and excitement about democracy amongst young people.

The learning objectives of the start up session are for young people to:

- feel more familiar with, and confident about, engaging with democratic processes;
- understand the importance of democracy, both locally and nationally, to themselves as individuals and to the country;
- explore the basics of ‘what is democracy?’, ‘how the UK Parliament works’ and key moments in UK democratic history;
- understand what the Democracy Ambassadors programme is and what their roles will be; and
- generate ideas about peer to peer sharing, and to plan for Democracy Ambassadors’ first peer to peer interactions.

Session overview



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Resources you will need for the start up session

- Activity cards and handouts photocopied from this pack as directed (Activities 4–8)
- Name labels, if the young people don't know each other
- Pre-prepared flipchart written up with aims of the session
- Displayed group agreement/ground rules
- Flipchart paper and pens
- Washing line and pegs (maybe 2!)
- Laptops/projector to show videos/online content
- Democracy Ambassadors videos (Activity 7)
- Sticky notes and pens
- Sweets or other prizes (if you wish)
- A space large enough for young people to move around in
- Internet connection

Activity 1: Welcome and introductions

(5 mins)



Resources needed: Name labels. Pre-prepared flipchart written up with aims of the workshop.

1. Welcome young people to the workshop and facilitate brief introductions.
2. Give a brief overview of the Democracy Ambassadors programme and explain how this session fits into it.

Activity 2: Reiterate or introduce* group agreement (5 mins)

Resources needed: Pre-prepared group agreement.

1. Display the group agreement/ground rules for your group, read them out (or ask the young people to in turn) and ask for everyone's agreement to abide by them. These should include mutual respect, acknowledging differences of opinion ('agree to disagree') and everyone's right to be heard.
2. Ask the group why they think you have introduced/reminded them of these and summarise that having group agreements or rules mean everyone has agreed that there are certain ways to behave in order to help things go well for the whole group.
3. Point out that by discussing and agreeing to abide by the set of ground rules they have just taken part in a democratic process!

* Note that if this is a group who have not worked together before you will need to allocate more time to this activity, and to create an agreement from scratch.

Activity 3: I don't really 'do' politics!

True/false (10 mins)



Resources needed: Pre-prepared A4 sheets of paper; one written up with 'True' and another 'False' in large text.

This is a quick warm up activity to get participants moving (and hopefully laughing!)

1. Place the A4 sheet 'True' at one end of the room, and 'False' at the other.
2. Ask participants to move to either end of the room to show whether they think each statement you are going to read out is true or false. Explain that some statements don't have a right or wrong answer and are about how the young people feel.
3. Feel free to choose which statements to use, limit the number, or add your own.

Statements

- Politics is for old people. (*Ask one or two young people why they thought this was true/false.*)
- Politics is boring. (*Ask one or two why they thought this was true/false.*)
- Some countries will fine you if you don't vote. (*True – Australia for one, but there are many!*)
- In the UK, general elections are always held on a Thursday. (*True – reasons are below.**)
- You are allowed to take your pet with you to vote. (*True*)
- You can't join a political party until you turn 18. (*False*)
- You can register to vote at age 16. (*True – though you can't actually vote until 18.*)
- I know the name of my local MP. (*Check with them!*)
- The government decides how much council tax we pay in our area. (*False – it's the local council, that is the local government, who decides this.*)

Make this the last statement:

- Politics doesn't affect my life just yet.

* There are a few potential reasons behind this, mostly based on traditions of the 20th century which young people might find interesting:

1. Thursday used to be the most popular 'early closing' day, so people had more time to get to the polls.
2. Thursday was also the usual market day when people in rural areas were more likely to be in town – giving them a better chance to vote.
3. Friday was also traditionally pay day for the UK workforce and many were concerned that they would spend all their wages in public houses rather than vote!
4. In practical terms it has also been suggested that this gives the new Prime Minister a break over the weekend to form his/her cabinet team.



4. Ask participants to settle back down into the main group again before explaining they should stand up if the following statements are TRUE for them, and stay sitting down otherwise.

■ **Stand up if you had a shower this morning.**

Ask the young people why they think this is connected to politics.

(The government agrees contracts for water companies, minimum standards for water quality, and the tax householders and businesses pay on it.)

■ **Stand up if you had a holiday last year.**

Ask the young people why they think this is connected to politics.

(The government decides the minimum number of days holiday employees must be given from work per year. They also decide that you can't take time off school to go on holiday. They also determine the rate for airport taxes.)

■ **Stand up if you have listened to music in the last 48 hours either on the radio, your phone or in a shop.**

Ask the young people why they think this is connected to politics.

(The government makes the laws that regulate copyright, i.e. who owns a piece of music and should be paid if it is reproduced or performed by someone.)

■ **Stand up if you own a pet.**

Ask the young people why they think this is connected to politics.

(The government regulates pet shops and imports of animals, and passes laws regarding the welfare of animals.)

■ **Stand up if you ever travel on a local bus.**

Ask the young people how they think this is connected to local politics.

(The local council decides on bus services, bus routes and who operates local buses.)

5. Conclude by asking the young people – so, does politics affect your life, even at your age? Reiterate the point that politics really does affect everyone's life, and at all stages of life, and that these were just some examples of how.

Activity 4: A world without democracy

(30 mins)



Resources needed: Flipchart sheets. Marker pens. Photocopied Activity 4 prompt cards. Pre-prepared flipchart sheets with headers 'Undemocratic' and 'Democracy is ...'

1. Explain that in this activity we are going to imagine a country very different from our own, where there is no democracy. Ask participants what they understand by the term 'democracy'.
2. Divide the participants into small groups. Try to ensure that the small groups reflect the diversity of the wider group.
3. Give each group a piece of flipchart paper and marker pens.
4. Choose how many statements (found on the prompt cards) you want to use, some or all of them.
5. Read out each statement and the accompanying questions in turn, giving each card to the groups as you do. Ask them to discuss in their group, allowing a few minutes for each one, and encourage them to feedback their thoughts to the rest of the room.

In your undemocratic country:

Card A

The leader of the country is NOT elected by the people.

- So how do they get to be leader?
- Who makes that decision?

Card B

The leader only chooses people to be in the government who agree with what they say and do.

- Where will they choose these people from?
- What could it be like if no-one disagreed with the government's decisions?

Card C

The leader and their government decide they will make their own laws and everyone has to agree to live by these laws.

- What if the government makes laws that are unpopular and discriminate against people?
- How are these laws enforced?



Card D

The leader and their government decide that the media (press, TV, internet, all social media) can only publish and post things that approve of and agree with all their decisions about the country.

- What kind of information will people get?
- What might happen to people if they publish or post information that criticises the government?

Card E

The leader and their government decide that that there is only one official religion allowed, and no-one else is allowed to practise their own religion or faith.

- What are the consequences of this?
- What could happen to people if they still went ahead and practised their own faith?

6. As they are talking, write notes on the key points they mention on a flipchart entitled 'Undemocratic'.

This will probably include things like:

- You might get arrested if you criticise the government.
- You might be banned from practising your religion.
- You might not be able to find truthful, helpful information in the media/online.

7. After the discussion about each card, ask the groups to draw or write up something about their 'world without democracy' on their flipchart. This could include giving their society a name, using words, slogans, pictures, cartoons etc. If groups prefer, they could use drama, song or another form of artistic expression instead of writing and drawing. It doesn't matter what they do – it's just to give them a focus.

8. When everyone has had the chance to complete the task, ask each group to present back to the wider group, and encourage further discussion using one or more of the following prompts:

- What do you think about this country?
- What impact would it have on how you live your life?
- What do you think would be the effect on society as a whole?



9. Highlight that there are many places in the world where people's democratic rights aren't respected. You can use the supporting information with specific examples of countries, or others that you want to highlight, but please note that this activity should be treated with sensitivity about cultural differences and avoid stereotypes.
10. Now, referring to the 'undemocratic' principles drawn out in point 6, ask the group to identify what principles or values are essential/important to a democracy. Display a flipchart sheet with 'Democracy is ...' written on it and ask them to list the most important principles and values. The list should include the following (they may need prompting):
 - equal human rights;
 - your right to practise the faith or religion that you want (or none);
 - free press (the media's right to hold the government and other institutions to account and say what they think);
 - your right to vote;
 - everyone is equal under law; and
 - every government has an opposition to it (to hold them to account and actively challenge and disagree with them).
11. Summarise by highlighting the following:
 - We live in a democratic country, and we often take our freedoms for granted.
 - While we are lucky to live in a democratic country, as we have rights protected in law, it is not perfect and can still be improved.

Ask the young people if they can think of anything that we still need to improve?

Ask questions to prompt them if need be, such as:

- Do all people have equal pay?
 - Is Parliament representative of our society?
 - Are all groups of people treated equally?
 - Does everyone have the right to vote?
12. Finish by stating that while we have a strong democratic system of government, it is not perfect and is always developing. Being interested in politics and being a Democracy Ambassador are ways that can help our democracy to develop further.

Activity 4: A world without democracy – supporting information for youth leaders



Use as much of this information as you want, depending on the time you have available and how the group engages with it.

Cards A & B

- There are many countries where the leader is not democratically elected. Sometimes these people are referred to as 'dictators' because they set the laws and tell the people how they will live, without allowing anyone to challenge them – or they severely punish those who do.
- Sometimes these people started off by being elected and then changed the system once they were in power, to make sure they could stay in power. Or they allow elections but the elections are fixed, to make sure they appear to have been elected by the people.
- Sometimes the person in power chooses one of their family to rule after them, so keeping the power in their family.
- Can the young people think of any countries where any of this currently happens? (*There are many examples including: North Korea, Iran, Syria.*)

Cards C & D

- Many countries send people to prison, often without a trial, for speaking out against their government (and those who do get a trial would probably not get what we would call a 'fair' trial). Turkey and China are just two examples of countries who do this.
- In many parts of the world there is restricted access to internet content. Content is censored by governments, who delete web pages and simply make them inaccessible to people. Countries that either constantly block social media, or do it when it suits them, include China, Iran, Turkey, and North Korea. Social media in North Korea simply can't exist, since the country has built an internal internet that is not connected to outside web sources.



Card E

- **North Korea:** Genuine freedom of religion or belief is non-existent. Those who question the government are punished, and there is a constant threat of imprisonment, torture and even death for those who break the law regarding religion. Estimates suggest up to 200,000 North Koreans are currently in labour camps, tens of thousands of whom are there for practising their faith.
- **Burma:** The Rohingya are a Muslim minority group in Burma who have faced persecution and discrimination for many years. The government continues to deny them a path to full citizenship. Because they aren't citizens, they can't vote and don't have formal political representation.
- **China:** The Chinese constitution guarantees freedom of religion, but this only applies to what they consider "normal religions" that the state approves of – Buddhism, Taoism, Islam, Catholicism and Protestantism. The government monitors all religious activities, and there are consistent reports of mistreatment of all religious groups – Muslims in particular are monitored very closely.

Sources

Index on censorship <https://bit.ly/1OuEz3w>

Amnesty International UK <https://bit.ly/294Dxyn>

Activity 5: What's history got to do with it? (20 mins)



Resources needed: Printed out Activity 5 cards (note: they are double sided). Washing line/string or similar. Clothes pegs. Supporting information for youth leaders. Blank activity cards (enough for one per pair).

1. String a washing line (or similar) across the room, allowing both sides of each card to be read when it is pegged up.
2. Decide how many cards overall you want to use, depending on the time and level of interest you think there will be – there are 15 in total. Do, however, make sure you include a range from across history.
3. Decide whether the group should work on one 'washing line' in pairs or small groups, or on two or more lines in teams, competing to see who gets the most cards in the correct order in the time allocated.
4. If working on one line, give participants one or more cards per pair. If working on two or more lines, give each team a set of all of the cards that you've decided to use.
5. Explain that as a group their challenge is to work together to correctly sort the cards into the order they happened in history and to peg them to the washing line as they go.
6. Allow discussion between the pairs/groups with their different cards – they will need to read each other's cards to help them decide which order they should go in.
7. When they are ready, go over each one (using the prompt sheet provided), and ask the group to move any cards that are in the wrong place.
8. Be sure to discuss why these events represent such important points in our country's history. Consider awarding prizes to participants who can elaborate on any of the historical events.
9. Now give each pair or small group a blank card with a question mark on the back and ask them to think for a moment about anything they'd like to see happen in the future. Reforms in the House of Lords? A 50% representation of women in the House of Commons? These can be hung on the washing line 'in the future', and used as basis for discussion. Ensure that participants understand that democracy is something that continues to evolve ...

Extension activities

- If you have time you might like to finish this activity by watching Horrible Histories Song Magna Carta 800 Years, CBBC – <https://bit.ly/1LLSqAQ>
- And/or watching Democracy – A Short Introduction – <https://bit.ly/2mFaqad>
- Alternatively, why not let young people have a play around on the UK Parliament's historical storyline – <https://bit.ly/2A76bh5>



Activity 5: What's history got to do with it? Supporting information for Youth Leaders

Magna Carta – 1215

King John agreed to sign because of the threat of civil war. There were changes made to the Magna Carta in the years following, and some of it still remains law to this day.

Why is this important in the history of UK democracy?

The Magna Carta is very important because it represents power moving away from the monarch to a 'Great Council'.

Even though this Great Council was made up of powerful landowners, not elected people, it was a first step towards sharing of power away from the monarchy.

Optional Question: What are the problems with one person holding all the power?

The First English Parliament with elected representatives – 1265

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'.

Why is this important in the history of UK democracy?

'The Commons' is what we now call the 'House of Commons' which became over time the most important and powerful part of Parliament, where all our elected MPs debate and make decisions and laws on our behalf.

Optional Question: Why is it important that leaders are elected?

English Civil War – 1642–1651

During the Civil War 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!)

Why is this important in the history of UK democracy?

Most of the Levellers' demands for reform were ignored at the time, but the fact that they had been debated back and forth for such a long time sowed the seeds for future open discussion of democratic ideas.

Optional Question: This was the very beginnings of what we now refer to as freedom of speech. Why is this an important part of democracy?

The Great Revolution – 1688

These new democratic rights included the right to petition, the right to free election of MPs, and the right to freedom of speech within Parliament.

Why is this important in the history of UK democracy?

MPs cannot be prosecuted for what they say in Parliament – this is important because although we might not always agree with what they say, MPs do speak on our behalf, including on difficult and controversial issues.

The right to petition means if we want to change the law, or challenge the Government, we can start a petition and ask them to debate it.

Optional Question: What could happen if MPs were prosecuted for what they say in Parliament?

Abolition of the Slave Trade Act – 1807

The Slave Trade Act of 1807 prohibited the slave trade in the British Empire. A couple of decades later, in 1823, the Anti-Slavery Society was founded, and in 1831 there was a large revolt by enslaved people in Jamaica. Finally, in 1833 the Slavery Abolition Act abolished slavery in Britain and throughout most of the British Empire, though this took place in stages over several years.

Why is this important in the history of UK democracy?

It finally brought an end to the violent and inhuman practice of enslavement and the beginning of equal human rights.

In 2015 the Modern Slavery Act was established which seeks to protect modern slavery victims and victims of human trafficking.

Optional Question: What do you understand by the term ‘modern slavery’?

The Peterloo Massacre – 1819

The Peterloo Massacre occurred when the cavalry charged into a crowd of around 60,000 people in Manchester who had gathered to demand the reform of parliamentary representation. It was hugely influential in ordinary people winning the vote.

Why is this important in the history of UK democracy?

It led to the rise of the movement called the Chartist Movement, which grew into the Trade Union Movement – this was the start of representing working people and campaigning for better pay, working conditions and safety at work.

Optional Question: What do you think the Chartist Movement, or Trade Unions in general, could do that individual workers couldn't?



The Reform Act – 1832

There had been calls for reform long before 1832 to no avail. When this Act finally succeeded it also created seats in the House of Commons for large English cities which had sprung up during the industrial revolution.

Why is this important in the history of UK democracy?

It still meant that only the wealthiest 14% of men were able to vote, but it did show that change was possible, and it led to calls for more changes to Parliament.

Optional Question: Why is it important that all areas of the country are represented in Parliament, rather than just a few?

The Chartists Movement issue the People's Charter – 1838

The Chartists were defeated at the time – MPs voted not to allow them to present their case to the Commons, and many Chartist activists were put in prison or deported.

Why is this important in the history of UK democracy?

Their ideas took hold. By 1918 all the Chartists' demands had been met, except one: parliamentary elections are not held every year; they are usually held every five years.

Optional Question: Which of these Chartists' demands do you find the most surprising?

The Secret Ballot Act – 1872

A secret ballot is where you write your choice on a piece of paper (usually marking an 'X'). This paper is then folded, and you place it in a sealed box. It does not have your name on it, so no-one knows how you voted.

Why is this important in the history of UK democracy?

Before secret balloting, people could see how others voted, and voters could be influenced, intimidated or threatened. Secret balloting is an important part of democracy because no-one else knows who you chose to vote for, the choice is completely yours.

Optional Question: Can you think of any examples of times when you've had to vote for something (anything!) publicly and then your friends have tried to change your mind?



First votes for women and all men – 1918

This was called the Representation of the People Act. It was the recognition of women's work in the First World War that finally made it impossible to keep denying women the vote.

Why is this important in the history of UK democracy?

This meant around eight million women could vote in national elections. This was still only 40% of women, but it was a significant milestone towards equality.

2018 was the 100 year anniversary of the first votes for women.

Optional Question: What are the advantages of having a more diverse group of people contributing towards decision-making in this country?

Women gain voting equality with men – 1928

This was called the Representation of the People (Equal Franchise) Act 1928. This is referred to as 'universal suffrage' which means 'one person one vote'.

Why is this important in the history of UK democracy?

The right to vote is a democratic human right, and women finally got this right along with men.

Optional Question: Are men and women represented equally in politics now do you think? (Around 32% of MPs in Parliament are female.)

Votes at 18 for men and women – 1969

This was made possible by the Representation of the People Act 1969.

Many of the Democracy Ambassadors' grandparents would have had to wait until they were 21 to vote!

Why is this important in the history of UK democracy?

This was important because it marked a change from when people were considered to be adults, and expanded the number of people who could vote.

Optional Question: Do you find the date of this surprising?



Devolved Parliaments and Assemblies established (in their current form) – 1998

The UK Parliament has kept authority over national issues like defence and foreign policy, but Scotland, Wales and Northern Ireland can make their own decisions about things like education and health.

Why is this important in the history of UK democracy?

The people of Scotland, Wales and Northern Ireland can have an increasingly greater say in the decisions and policies that affect them.

Devolution is intended to result in more effective, localised policy-making. Policies can be produced and delivered that better take into account the needs and priorities of the individual parts of the UK.

Optional Question: What do you think are the benefits to parts of the UK having their own powers to make decisions, and why do you think some powers are still centralised?

Scottish Independence Referendum – 2014

55% said no while 45% said yes, so Scotland remains part of the UK.

16 year olds were allowed to vote in the referendum.

Why is this important to the history of UK democracy?

The Scottish independence referendum was a once-in-a-generation opportunity for people in Scotland to have their say about the country's future.

The number of people who voted in this referendum was very high, at around 85%.

Optional Question: From what we have learnt about the devolved parliaments and assemblies, why do you think 16 year olds were allowed to vote in the Scottish independence referendum?

European Union Referendum – 2016

In a referendum, every voter has the opportunity to vote directly for or against a political decision.

16 year olds were not allowed to vote in the referendum.

Why is this important to the history of UK democracy?

Overall in Britain, 52% voted to leave and 48% voted to remain. Britain is now in the process of negotiating leaving the European Union.

Optional Question: What do you think are the benefits to having a referendum rather than having Parliament decide on our behalf?

Activity 6: So what do you know about Parliament? (15 mins)



Resources needed: Printed out packs of cards for Activity 6 (note: they need cutting in half to form two packs).

1. Split participants into pairs or small groups and give them two packs of cards per group: one pack contains key terms such as government, Parliament, House of Commons, and the other their definitions.
2. Tell them they are to try to match each term to the correct definition.
3. Give participants a few minutes to try to match them up.

Extension Activities

If you have time, there are lots of great clips on Youtube which explain how democracy works in this country, including:

- Democracy – You Decide (Danny Wallace) <https://bit.ly/2Nlyzlv>

Activity 7: What Democracy Ambassadors do (15 mins)



Resources needed: Laptop and/or projector and access to the internet. Young Citizens videos about the Democracy Ambassadors programme.

1. Explain that for the rest of the session you will be focusing on the Democracy Ambassadors programme, and how participants can get started.
2. Watch the three videos about the Democracy Ambassadors programme which explain what it is about and how it works.

What is Democracy Ambassadors all about? <https://bit.ly/2wW5mU7>

What are the benefits of becoming a Democracy Ambassador? <https://bit.ly/2NB9qTH>

How do I get started? <https://bit.ly/2wYI8Nh>

3. Answer any immediate questions that arise.

Activity 8: What next? Action planning



(20 mins)

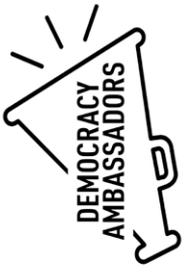
Resources needed: Flipchart and pens. Action Plans for each Democracy Ambassador. Ideas for Peer to Peer Sharing handout. Pens.

1. Explain that as a group, you're going to plan some next steps, to get the Democracy Ambassadors started on their peer to peer journeys.
2. On a flipchart board blast a list of as many activities/ways of sharing that your group can come up with that fit your situation, and then give each participant a copy of the handout 'Ideas for Peer to Peer Sharing'.

Note to youth leader: You need to spend some time on this before the session, thinking about what is practical in your situation, and preparing some suggestions yourself to get them started. For example, if you are part of a bigger group or organisation then it makes sense to arrange some activity time with the rest of the group so that Democracy Ambassadors can run some of the activities they have done with them. However, if you have limited access to the internet, suggesting they create a quiz online as a group to share at an event won't work!

3. Discuss – and also remind the participants of the suggestions shown in the videos and try to get them to make these specific to your situation.
4. Give each participant a copy of the Democracy Ambassador Action Plan to begin drafting – and, if appropriate, split the group into smaller groups and allow some time to plan/create ideas. Remember these first interactions need to be facilitated and supported by you.
5. Ensure that something concrete has been agreed by the end of the session, which includes dates and times.
6. End the session by congratulating the Democracy Ambassadors on beginning their democracy journeys and seeking feedback on how they found the session.

Resources section

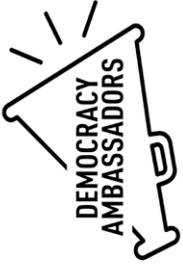


Card A

The leader of the country is not elected by the people.

So how do they get to be leader?

Who makes that decision?

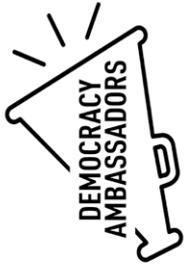


Card B

The leader only chooses people to be in the government who agree with what they say and do.

Where will they choose these people from?

What would it be like if no-one disagreed with the government's decisions?

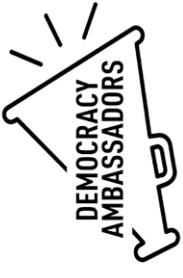


Card C

The leader and their government decide they will make their own laws and everyone has to agree to live by them.

What if the government makes laws that are unpopular and discriminate against people?

How are these laws enforced?

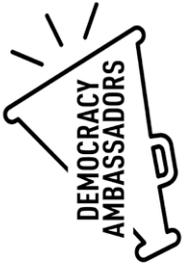


Card D

The leader and their government decide that the media (press, TV, internet, all social media) can only publish and post things that approve of and agree with all their decisions about the country.

What kind of information will people get?

What might happen to people if they publish or post information that criticises the government?

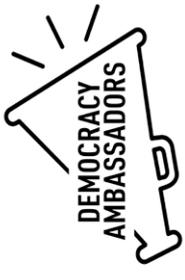


Card E

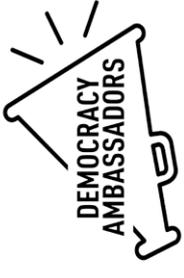
The leader and their government decide that there is only one official religion allowed, and no-one else is allowed to practise their own religion or faith.

What are the consequences of this?

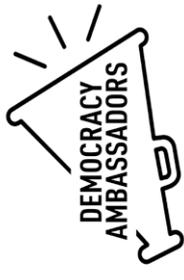
What could happen to people if they still went ahead and practised their own faith?



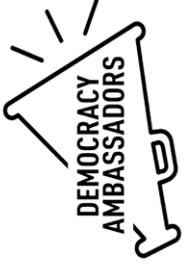
Signing of the Magna Carta



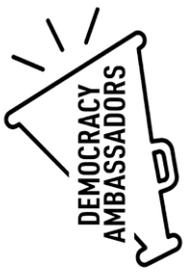
- The Magna Carta, (which is Latin and means ‘Great Charter’), is one of the most important documents in the history of democracy in England.
- The most powerful aristocrats and church leaders had become increasingly frustrated by the amount of taxes the King was taking. They came together to petition for a ‘charter of liberties’ to set limits on King John’s power.
- This was a first step in sharing power away from the monarch.



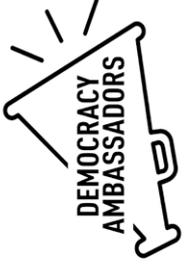
First English Parliament with elected representatives



- 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 representatives who were elected.
- He was killed the same year and King Henry rejected his Parliament.



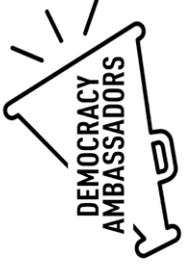
English Civil War



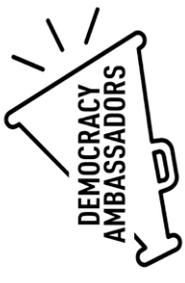
- The Civil War was between Parliamentarians (the most famous being Oliver Cromwell) and Royalists who supported King Charles I.
- At the heart of the war was an intense debate about the rights to a fair say in government.



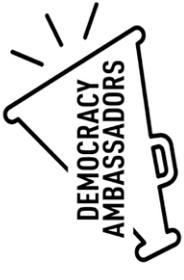
The Great Revolution



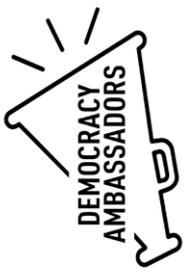
- The Great Revolution (also known as the ‘Glorious Revolution’) saw King James II, a Catholic, replaced by the joint monarchy of Mary, his daughter, who was a Protestant, and her husband William of Orange.
- The revolution changed Britain. It brought with it a new Bill of Rights which limited the monarch’s power and brought new democratic rights for the people.



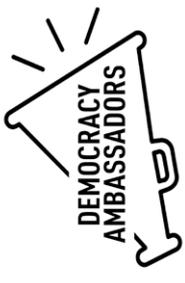
Abolition of the Slave Trade Act



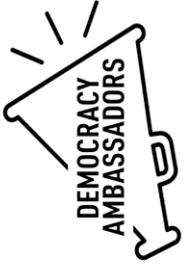
- There had been a trade in slaves in Britain for over a hundred years before a strong movement emerged to stop the buying and selling of human beings.
- This first anti-slavery act abolished the slave trade in the British colonies, and although it was now illegal to trade in slaves, it did not abolish slavery itself.



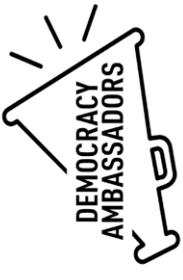
The Peterloo Massacre



Votes at 18 for men and women

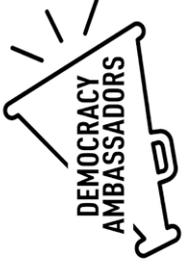


- This Representation of the People Act lowered the voting age for all citizens to be able to vote at the age of 18.

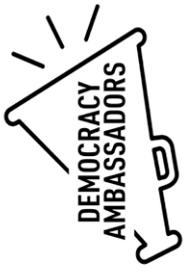


Devolved Parliaments and Assemblies established

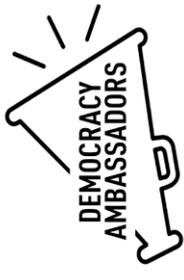
(Scottish Parliament, Northern Ireland Executive and National Assembly for Wales established)



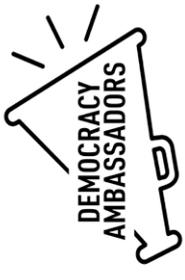
- The UK Parliament has transferred (and continues to transfer) varying levels of power to Scotland, Northern Ireland and Wales.



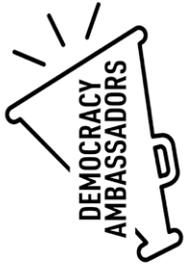
Scottish Independence Referendum



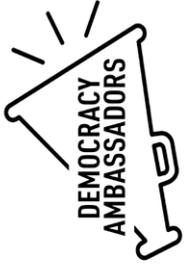
- This referendum asked all those living in Scotland with the right to vote, to say yes or no to the question ‘Should Scotland be an independent country?’



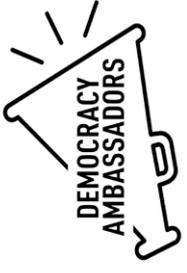
European Union Referendum



- This referendum (also known as the referendum on ‘Brexit’) asked all those living in the UK with the right to vote, to say yes or no to the question ‘Should the United Kingdom remain a member of the European Union?’



?





The people responsible for running the country. Normally, the political party that wins the most seats at a General Election takes charge for up to five years, until the next General Election.

This group of people is responsible for deciding how the country is run and for managing things, day to day. They set taxes, choose what to spend public money on and decide how best to deliver public services, such as:

- the National Health Service;
- the police and armed forces;
- welfare benefits like the State Pension; and
- the UK's energy supply.



Government



The leader of the party that wins a General Election is asked to form a government and becomes the head of the UK government.

They are responsible for all decisions made, they appoint members of their government, and oversee what government agencies do.

They are the most important person in the House of Commons.



Prime Minister



This is made up of the senior members of government, called ministers, chosen by the Prime Minister. Ministers meet to discuss the most important issues for the government.

These ministers are usually supported by a team of more junior ministers.

Each minister leads on a particular policy area, like health, education, defence etc.

Ministers try to agree decisions on government policies together and usually meet once a week at 10 Downing Street (where the Prime Minister lives and has offices).



The Cabinet



Represents the interests of the population and makes sure they are taken into account by the government. The government cannot make new laws or raise new taxes without agreement.

It is made up of people we have elected and people who have been appointed. They come together to debate, make decisions, vote, and make the laws that govern the UK.

It is made up of the House of Commons and the House of Lords.



Parliament



The UK public elects these people to represent their interests and concerns in the House of Commons.

During a General Election everyone who can vote in a constituency chooses from a list of candidates and the one with the most votes wins. They normally belong to a political party, but some are independent.

Their job is to assist the people who live in their constituency by raising their concerns publicly in the House of Commons, and they can also help locally by getting involved on people's behalf.



Member of Parliament (MP)

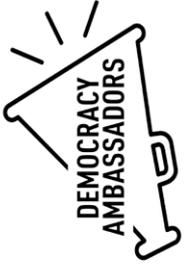


This is the most powerful body in Parliament. It is made up of 650 MPs from the different political parties and some independent MPs.

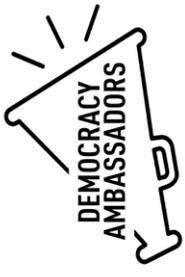
It is where MPs discuss and debate policies and vote on legislation before it goes to the House of Lords.



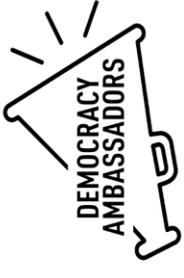
House of Commons



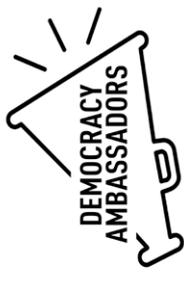
- Many ordinary people were struggling with the consequences of industrialisation – back-breaking work, poverty and lack of a voice. Just 2% of the British population had the vote!
- 60,000 people gathered in St Peter’s Field in Manchester, demanding greater representation in Parliament for ordinary working people and the right to elect their own MPs.
- The protests were peaceful, but the size of the crowd scared local magistrates who ordered the leaders to be arrested.
- Soldiers on horseback with swords galloped into the crowds, killing eleven people and wounding hundreds more.



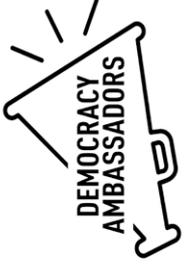
The Reform Act



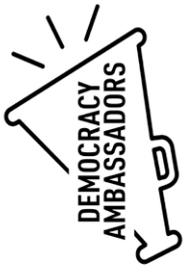
- The Reform Act is also known as the Great Reform Act, and the Representation of the People Act.
- The Act got rid of the corruption where positions in Parliament were often bought by landowners or rich families.
- The Act increased the number of people eligible to vote from 400,000 to 650,000.



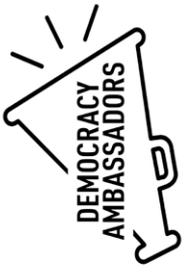
The Chartist Movement issue the People's Charter



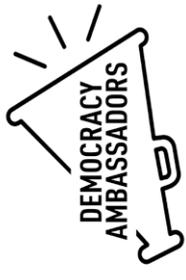
- The Chartist movement was the first mass movement driven by working class people. They drew up a petition – a People’s Charter – which had six demands:
 - All adult men should have the vote.
 - Voting should be by secret ballot, to avoid corruption and intimidation.
 - Parliamentary elections should 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.
- The petition was signed by over three million people. It was so big it was carried to Parliament by 30 people in a procession over two miles long!



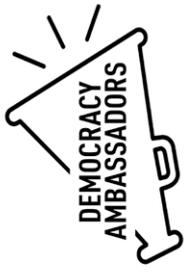
The Secret Ballot Act



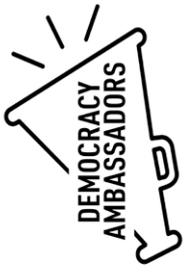
- The Ballot Act was passed to give voters the right to vote in secret during elections.
- Along with other parliamentary reform acts, this act helped form the backbone of electoral reform towards fairer and freer elections.



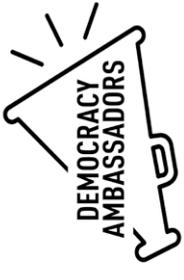
First votes for women and all men



- After a long struggle by women's groups (the Suffragettes and Suffragists) and their supporters, women were finally allowed to vote – although they had to own property and be over the age of 30.



Women gain voting equality with men



- This Representation of the People (Equal Franchise) Act finally meant all women over 21, regardless of whether they owned property or not, were given the right to vote, the same as all men over 21.



This is made up of around 800 'peers' who have titles such as 'Lord', 'Lady', 'Baroness', 'Viscount', 'Earl' etc. Its main job is to 'double check' new laws to make sure they are fair and will work.



House of Lords



The person in that role used to be incredibly powerful and control the decisions that affected everyone in the country, but this was a long time ago. Today, most of the important decisions that affect us are made by MPs and Members of the House of Lords.

This person signs their name to every Act of Parliament before it can become the law of the land. It would be very unusual for them to refuse; this hasn't happened in over 300 years!

They officially appoint the Prime Minister after a General Election, although they don't choose the Prime Minister. When it comes to politics, they remain 'neutral' and don't say in public what they think about political issues.



Monarch



Officially, this is the largest political party in the House of Commons that is NOT in government (i.e. they came second in a General Election).

They also 'shadow' the roles of the government. For example, the government will have an Education Secretary, and they have a 'Shadow Education Secretary.'

Their role is to carefully look at and question the work of the government.

Generally, any party that is not a part of the government is described at this.



Opposition



The UK is divided into 650 of these geographical areas of voters.

The people in each area are called 'constituents'. Each one is represented by one Member of Parliament (MP) who the constituents have elected to the House of Commons.

The number of people in each one varies across the UK.



Constituency



These people are not elected by the public. Some are recommended by the Prime Minister and appointed by the Monarch because they can bring 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 (called hereditary peers), with the exception of a small number of hereditary peers who remain in the House of Lords.

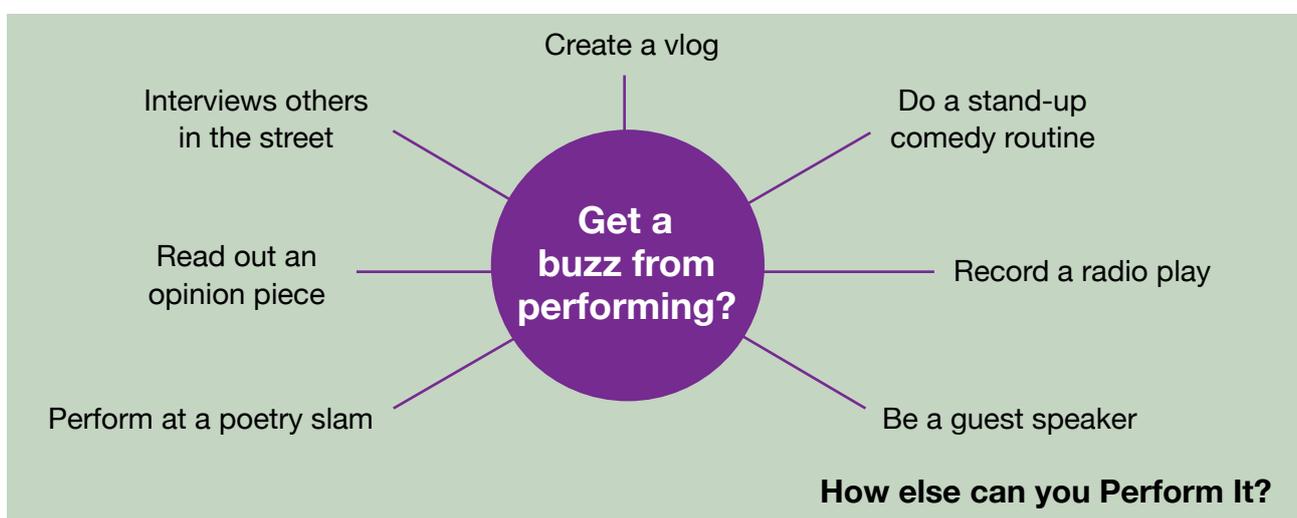
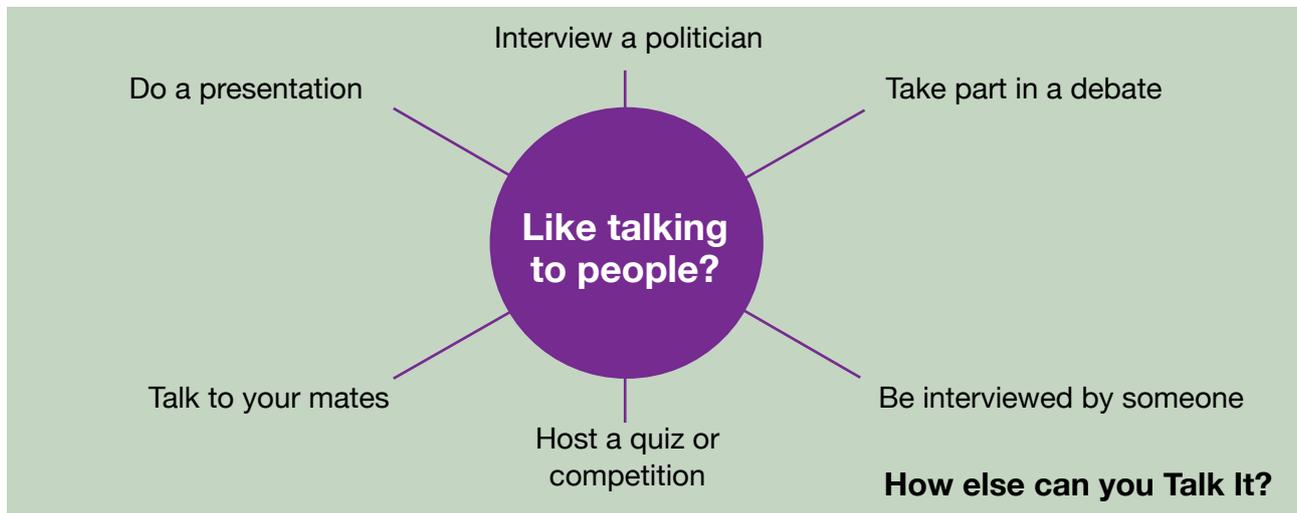


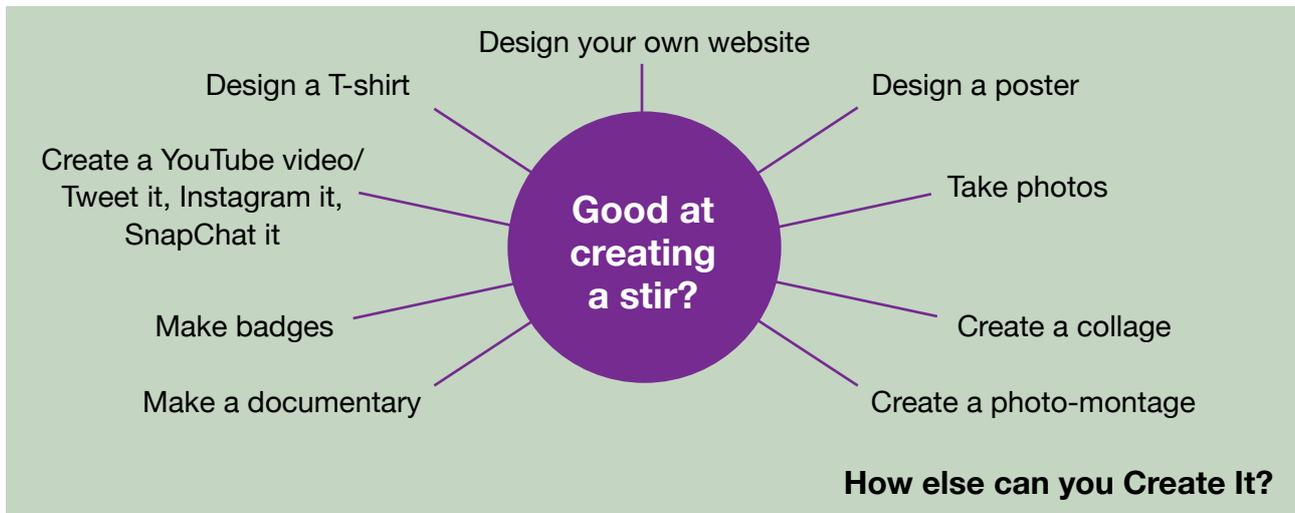
Member of the House of Lords

Ideas For Peer To Peer Sharing Handout for young people



Your passion for democracy – Talk it, Write it, Perform it, Create it, Organise it ... Share it!





And share your ideas with your peers:

- Film conversations, performances and events on your phone and upload to social media
- Post your writing online
- Perform or present to a live audience
- Invite people to take part in or watch a debate
- Run an assembly or workshop

Coming soon ... tips and inspiration for creating videos, vlogs and stories ... tips and inspiration for creating and sharing social media content ... tips and inspiration on how to do great presentations ... tips and inspiration on designing effective leaflets and posters ... and more ... watch this space ...

My Democracy Ambassador Action Plan



This Action Plan is for you to use, to help you:

- record what you do as a Democracy Ambassador;
- identify the skills and knowledge you need; and
- identify the skills and knowledge you gain.

Don't forget that you will need to tell us about your peer to peer activities: who you've spoken to and what you did – and there are rewards for this!

You can copy these pages as many times as you want to in order to have a complete record of all your activities. Good luck!

My Name:

Section 1: Getting Started

What am I most interested in talking about/sharing with my peers with regards to democracy?

How do I want to share this with my peers?
(There may be more than one way I want to do this.)

What skills/knowledge will I need to do this?

If there are skills/knowledge I don't already have – how will I go about gaining them?

My Democracy Ambassador Action Plan



Section 2: Planning My Peer to Peer Activity

What is my planned peer to peer activity?

Why do I want to do this?

Who am I planning to share with?

How many peers do I hope to reach?

When will I carry out this activity (date)?

My Democracy Ambassador Action Plan



Section 3: Review of my Peer to Peer Activity

How did it go?

What reaction did I receive from peers?

How many peers did I engage?

What did I enjoy about this activity?

My Democracy Ambassador Action Plan



Review of my Peer to Peer Activity (continued)

What did I find challenging about this activity?

What would I do differently another time?

What skills and knowledge have I gained from carrying out this activity?

What will I do next?

