

LESSON PLAN: OPTION 1 REGISTERING TO VOTE AND UNDERSTANDING YOUR DEMOCRATIC VOICE

MATERIALS PROVIDED

- Slide deck for 1 hour session
- Easy Access slide deck for 1 hour session

EXTRA MATERIALS NEEDED

- Devices with internet connection to register to vote

HOW THIS SESSION CAN FIT INTO YOUR WHOLE-SCHOOL APPROACH:

- Forming part of your pastoral provision
- Forming part of your PSHE provision
- Promoting the British value of democracy through SMSC development

LESSON PLAN:

Introduction (5 mins)

SLIDE 1

Title and welcome

- Welcome students and introduce the topic of political literacy. Contextualise the session in terms of the election landscape i.e. is this being delivered after an election? When will your students be of an age eligible to vote?

SLIDE 2

Session aims

- Go through the session aims and learning questions you will explore.

Why is it important to know your civic and democratic rights? (10 mins)

SLIDE 3

Voting rights milestones

- Present the image highlighting the significance of different years in terms of rights to vote.
 - **Discussion opportunity:** Have students discuss in small groups which rights/dates surprised them.
 - **Discussion opportunity:** Discuss with students what they know about how those rights were gained. This is an opportunity for students to link their learning from History.

LESSON PLAN CONTINUED:

SLIDE 4

Mind Map

- Display the mind map showing reasons people participate in democracy and civic life.
 - **Discussion opportunity:** Have students discuss their own reasons to the mind map.
 - **Discussion opportunity:** Ask for volunteers to share their reasons for why participation matters.

SLIDE 5

Table of Differences

- Explain the differences between democratic and civic rights using the table.

SLIDE 6

Civic Rights

- Explain civic rights and how they empower citizens.

SLIDE 7

Democratic Rights

- Highlight examples of democratic rights and their importance. Please note that the democratic rights featured in this are in the order that your students will be able to access those democratic rights as they get older. Note on participating in citizen's assemblies: it is important to highlight that you do not need to be eligible to vote to participate in all citizen's assemblies. It depends on the individual approach each organiser takes (e.g. local authority) and the political mandate they are seeking, in other words some will recruit from electoral roll only, others will go more widely and get a representative sample.
 - **Discussion opportunity:** Discuss which democratic and civic rights students have already started participating in.

Who can vote and who do you vote for? (5 mins)

SLIDE 8

Who you vote for

- Present the three different structures that Londoners vote in. This is also an opportunity to discuss previous elections. For example, "in May 2024, Londoners voted for the Mayor of London and London Assembly members. In July 2024, Londoners voted in the General Election".

LESSON PLAN CONTINUED:

SLIDE 8

Who you vote for (continued...)

- **Discussion opportunity:** Discuss the pros and cons of devolution and how centralised decision-making can be helpful and not helpful in different scenarios.

SLIDE 9

Voting eligibility

- For further definitions of [eligible EU citizens](#) and [eligible Commonwealth citizens](#) please click on the Electoral Commission links provided.

How can I register to vote and what do I need to do? (20 mins)

SLIDE 10

Voting basics

- Present the 3 key points about voting. Highlight that student IDs and a young person's Oyster card are not accepted forms of photo Voter ID.

SLIDE 11

Registering to vote

- Ensure students have access to devices for them to begin the voter registration process. Please note that slide 11 and 12 provides further guidance on the registration process that will address questions students have.

SLIDE 12

Different registers

- Explain the different registers that exist, ask students if they have come across a question on types of registers during the voter registration process.

SLIDE 13

How to vote

- After students have registered, explain the different ways students can vote, highlighting that they would need to apply for postal or proxy voting after they have registered to vote.

SLIDE 14

Change of personal details

- Explain the registration process for a change in personal details, not knowing your National Insurance number or not having a fixed address.

LESSON PLAN CONTINUED:

SLIDE 15

Accepted forms of ID

- Present some of the forms of accepted photo Voter ID, highlight that student IDs and Young Person's Oyster card are not accepted.

SLIDE 16

Voter Authority Certificate

- Explain what a Voter Authority Certificate is and that it can be used for voting purposes only. It is not an accepted proof of age ID.

How can you continue to have your voice heard by your representatives beyond an election? (15 mins)

SLIDE 17

Why engage with the GLA

- Explain who the GLA is and the two parts it is made up of. This is a good opportunity to explain the structure of GLA including the roles and responsibilities of the Mayor of London, as well as the London Assembly.

SLIDE 18

Why engage with MPs

- Explain what an MP is and why you should engage with them. This would be a good opportunity to explain who the local MP is, if you are unsure, you have a link on the next slide to check who they are.

SLIDE 19

Engaging with representatives

- Explain how students can engage with their representatives. It's important to highlight that everyone can do these actions, you do not need to be eligible to vote to do so.
 - **Discussion opportunity:** With your class, explore some of the links to find out information about your local area.
 - **Discussion opportunity:** Conduct a quick quiz to test knowledge about local representatives. Ask questions such as "Who knows the name of the MP for our constituency?" or "Who knows the name of the Mayor of London?"

SLIDE 20

Further information

- Signpost to the websites provided. Please note these are linked so you can explore them as a class if you have time.

LESSON PLAN CONTINUED:

SLIDES 21-35 Mini quiz

- This can be completed as a class or in groups! The answers provide follow-up information.

Conclusion and plenary (5 mins)

SLIDE 36 Conclusion

- As a plenary, ask students to discuss what they learnt today that they didn't know previously. Ask the students to feedback to the class. Wrap up the session by encouraging students to get their voices heard and emphasise that they are at the beginning of their relationship with democracy and civic life, but this is something that continues for the rest of their lives. It is in their hands to shape the future of London!

NOTES:

- The lesson plan is adaptable to different age groups, but is targeted at KS4 and KS5. You may need to adjust the complexity of language and examples accordingly for younger age groups.
- You can adapt the materials for the following political contexts:
 - Before an election:
 - At the beginning of the session, contextualise it in terms of the upcoming election, explain key dates for the election.
 - On Slide 9 signpost which elections are coming up.
 - On Slide 17 explore the "Who Can I Vote For" site to see candidates in your area.
 - After an election:
 - At the beginning of the session, contextualise it in terms of the recent election, explain what people voted for.
 - On Slide 9 signpost which elections have just taken place.
 - On Slide 16 explore who the current representatives are, especially those who have recently been voted in. Emphasise how to engage with them.
 - No election imminent:
 - At the beginning of the session, contextualise it in terms of democratic and civic rights being a constant of our lives, it is not election-specific.
 - On Slide 10 emphasise the importance of being registered to vote and how this also has benefits beyond just voting (it can improve your credit score and allows you to be selected for jury service).