

LESSON PLAN: OPTION 1 REGISTERING TO VOTE (EASY ACCESS)

MATERIALS PROVIDED

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

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 rights - discuss some rights that students have as they get older. Explain that we will look at some specific rights about how we improve our community. 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 for different communities. Discuss who can vote now.
 - **Discussion opportunity:** Have students discuss in small groups who was given rights and in which year.

LESSON PLAN CONTINUED:

SLIDE 4

Setting up discussion

- Explain that we will be looking at some different rights together and to put their hands up if they have taken part in this or if they know someone who has.
 - **Discussion opportunity:** When students put their hands up you can prompt a longer discussion and share experiences of these rights.

SLIDE 5

Civic Rights

- Explore the different civic rights and clarify any gaps in knowledge.

SLIDE 6

Democratic Rights

- Explore the different democratic rights and clarify any gaps in knowledge.

SLIDE 7

Why people use these rights

- Elicit some responses from the students first, encouraging them to recall the different rights they have explored. Afterwards, show them some of the reasons people use these rights.

Who can vote and who do you vote for? (10 mins)

SLIDE 8

Zooming in on voting

- Use this slide to prompt discussions about any recent elections that might have happened. Use the images to discuss what happens on voting day.

SLIDE 9

Who you vote for

- Present the three different structures that Londoners vote in. You could use this opportunity to look up the specific representatives in your local area.

SLIDE 10

Voting eligibility

- Students will likely need an explanation of what 'eligibility' means i.e. people who are able to vote. For further definitions of [eligible EU citizens](#) and [eligible Commonwealth citizens](#) please click on the Electoral Commission links provided.
 - **Discussion opportunity:** allow students an opportunity to ask about their eligibility. This will set them up for registration. Remind students that there are other ways to engage in their civic and democratic rights (slides 5 & 6).

LESSON PLAN CONTINUED:

How do I register to vote? (20 mins)

SLIDE 11

Register to vote

- At this stage it would be helpful for students to have access to a device with internet access to be able to register to vote. It is helpful, but not necessary, to have your National Insurance number available to start the process.

SLIDE 12

Register online

- Guide students to navigate to this part of the website, it can be helpful if this is modelled by the teacher using the actual link to register to vote.

SLIDE 13

How to vote

- Explain that there are different ways of voting and that we will explore these in more detail. You can elicit knowledge from students that they might already have on this topic.

SLIDE 14

Voting in person

- Explain the process of voting in person, using the pictures to help signpost to students what the process looks like.

SLIDE 15

Voting by post

- Explain the process of voting by post, using the pictures to help signpost to students what the process looks like, explaining the different reasons that someone might choose this option.

SLIDE 16

Voting by proxy

- Explain the process of voting in person, using the pictures to help signpost to students what the process looks like.
 - **Discussion opportunity:** Discuss which option students would prefer and why. Make it clear that if they do not wish to vote in person they would have to apply for a proxy or postal vote, you must inform the electoral services if you wish to vote these ways.

SLIDE 17

Photo Voter ID

- Discuss different forms of ID. Highlight that student IDs and a young person's Oyster card are not accepted forms of photo Voter ID.

LESSON PLAN CONTINUED:

SLIDE 18 Voter Authority Certificate

- Explain what a Voter Authority Certificate is and why someone might apply for one. Explain that this is not a form of ID that is accepted in other places, this is only for voting.

How can you continue to get your voice heard by your representatives? (15 mins)

SLIDE 19 How can you engage

- Discuss the different ways you can engage with your representatives. There might be discussions about other ways of engaging, for example through social media.
 - **Discussion opportunity:** Discuss the way students would prefer to have their voice heard.

SLIDE 20-32 Democracy mini quiz

- This can be completed as a class or in groups! The answers provide follow-up information. Use this quiz to explore some of the learnings from the session and answer any further questions students might have.

Conclusion and plenary (5 mins)

SLIDE 33 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:

- This lesson plan is an easy access version that can be adapted to different contexts such as for EAL and SEN learners. You may need to adjust the complexity of language and examples accordingly for the needs of your learners.
- Consider the use of role play to bring voting to life! You can use this resource as part of wider work with role play exercises where students create a polling station in the classroom: this can include having one student checking photo Voter ID, one student giving ballot papers, a designated area for voting privately, etc. Students could vote for candidates in the classroom, or you could create a class referendum on an issue that matters to them.
- 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.
 - 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.
 - 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).