

## LESSON PLAN: OPTION 2 GETTING YOUR VOICE HEARD BEYOND THE BALLOT BOX (EASY ACCESS)

### MATERIALS PROVIDED

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

### MATERIALS NEEDED

No additional materials required

### 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
- Forming part of non-fiction writing for English Language
- Forming part of various curriculum subjects e.g. after learning about climate change in science, this lesson could be used to write to an MP about climate change, while also learning about democratic and civic rights.

### 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 on next page...

**LESSON PLAN CONTINUED:**

**SLIDE 3**

**Voting rights milestones (continued...)**

- **Discussion opportunity:** Have students discuss in small groups who was given rights and in which year.

**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? (5 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.

**LESSON PLAN CONTINUED:**

**SLIDE 11 Registering to vote**

- Explain that normally people register to vote online. There are other ways to register, but this is the quickest.

**SLIDE 12 Ways to vote**

- Explain the different ways you can vote and what this means. If you feel comfortable, it would be helpful to explain a personal experience of voting or someone you know, explaining the process.

**SLIDE 13 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.

**How can you follow, talk or meet the people you vote for (representative)? (5 mins)**

**SLIDE 14 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.

**What issues are important to you and how can you make change? (30 mins)**

**SLIDE 15 What issues are important**

- Present some of the issues people care about, highlighting that there are many more issues that people are passionate about.
  - **Discussion opportunity:** Discuss with students which issues are important to them. Ask students to select one issue that is the most important to them.

**SLIDE 16 Writing to your representative**

- Students can do this individually, in pairs or in small groups. Students can begin drafting their letter, while the teacher checks in with each group to help them find who they would address this to, using the WriteToThem link. Depending on the context you are working with, students might need further scaffolding for writing. This could be done by drawing on a topic in another class or a previous lesson, to encourage students to apply that vocabulary into this task.

### LESSON PLAN CONTINUED:

#### SLIDE 17

#### Your voice matters

- Explain that students can find more information on the GLA Democracy Hub, especially highlight that you can find resources in different languages, Easy Read and BSL to be informed about your rights.

#### SLIDE 18

#### Conclusion

- 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 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 cross-curricular opportunities for the writing section of this lesson. For example, have the students been studying climate change in Science? Can this learning be reinforced in this lesson through climate change being the topic of the writing?
- Consider opportunities for shared writing in this lesson. Can students work in pairs for this exercise? Can the teacher model how to begin, collaborating on shared paragraphs as a class?
- Consider how you might use additional scaffolding for some learners. Can you create a substitution table or cloze exercise that would allow all students to participate meaningfully?
- This lesson can be completed without the use of digital devices, however, for some learners it might be beneficial to consider which tools on a digital device might render this activity more accessible for them.