LESSON PLAN: OPTION 3
EXERCISING YOUR CIVIC AND DEMOCRATIC RIGHTS (EASY ACCESS) ✅

MATERIALS PROVIDED

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

MATERIALS NEEDED

- **Devices with internet connection for the scavenger hunt**

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? (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.
SLIDE 11	**Registering to vote**
	• Explain that normally people register to vote online. There are other ways to register, but this is the quickest.

LESSON PLAN CONTINUED:

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.
SLIDE 15	**Where can I find more information?**
	• Explain the different online resources that can be used. Use this opportunity to model how to search for something; elicit questions from the students that you can answer through using the websites shown.

How can you use resources to empower your civic and democratic rights? (15 mins)

SLIDE 16	**Set up for the democracy scavenger hunt**
	• For this section, students will need access to a device and worksheet. These worksheets can be shared digitally or printed off. Students can complete the scavenger hunt as individuals or pairs.
SLIDE 17	**Scavenger Hunt**
	• Explain the rules of the scavenger hunt and monitor students not using search engines to find answers. ◦ **Discussion opportunity**: Go through answers as a class and discuss differences in answers.

GREATER
LONDON
AUTHORITY

#NO
VOTE
NO VOICE
Register to vote www.gov.uk/register-to-vote

SOUK

LESSON PLAN CONTINUED:

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.
- The Scavenger Hunt can be adapted for the needs of your students, feel free to change the questions accordingly. For example, if you are using this in an EAL setting, consider if you can incorporate the students' language if there are FAQ resources available i.e. how do you say "register to vote" in Portuguese? If using this in an SEN setting, consider how the Scavenger Hunt activity could help students understand how to navigate their personal needs when voting through the FAQs i.e. "What support can I get at a polling station if I vote in person?"