

LESSON PLAN: TUTOR TIME/ASSEMBLY (EASY ACCESS)

MATERIALS PROVIDED

- Slide deck for 15-minute session
- Easy Access slide deck for 15-minute 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

LESSON PLAN:

Introduction (2 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? (6 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.
 - **Tutor Time Adaptation:** Have students discuss in small groups who was given rights and in which year.
 - **Assembly Adaptation:** Read out each year and what happened. Ask students to volunteer if they know which community was given the right to vote that 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.
 - Tutor Time Adaptation: When students put their hands up you can prompt a longer discussion and share experiences of these rights.
 - Assembly Adaptation: If there is one right that a lot of students have engaged in/know about you can discuss this in more detail.

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)? (2 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.
 - **Tutor Time Adaptation:** Discuss the way students would prefer to have their voice heard.
 - **Assembly Adaptation:** Use a hands up poll to see how students would prefer to engage.

SLIDE 15 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 16 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.
- For tutor time, focus on discussion and smaller group activities. Provide opportunities for students to listen to each other's viewpoints and ask questions.
- For assemblies, consider opportunities for students to discuss the content further in follow-up tutor time.