

## LESSON PLAN: OPTION 2

### GETTING YOUR VOICE HEARD BEYOND THE BALLOT BOX

#### 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 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.
  - **Another discussion opportunity is on the next page...**

**LESSON PLAN CONTINUED:**

**SLIDE 3**

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

- **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.

**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.

## LESSON PLAN CONTINUED:

### How can you have your voice heard in the voting system? (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”.
  - **Stretch 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.

#### 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.

### What issues are important to you and who is the appropriate representative to address this with? (30 mins)

#### SLIDE 11 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. Begin with issues in the local area, at a London-wide level and at a national level. Ask students to select one issue that is the most important to them.

#### SLIDE 12 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 13 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.

### LESSON PLAN CONTINUED:

#### SLIDE 14 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.

#### How can you continue to have your voice heard by your representatives beyond an election? (5 mins)

#### SLIDE 15 Other forms of engagement

- Present the different forms of engagement. Highlight that you do not need to be eligible to vote in order to do anything on this slide.
  - **Discussion opportunity:** Discuss with student's which engagement channels they are most looking forward to.

#### Conclusion and plenary (5 mins)

#### SLIDE 16 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.