

LESSON PLAN: TUTOR TIME/ASSEMBLY

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 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? (6 mins)

SLIDE 3

Voting rights milestones

- Present the image highlighting the significance of different years in terms of rights to vote.
 - **Tutor Time Adaptation:** Have students discuss in small groups which rights/dates surprised them.
 - **Assembly Adaptation:** Ask for a show of hands asking “how many of you were aware that in 1774 the first person of African descent was able to vote?”. Do this for the three significant dates.

LESSON PLAN CONTINUED:

SLIDE 4

Mind Map

- Display the mind map showing reasons people participate in democracy and civic life.
 - **Tutor Time Adaptation:** Have students discuss their own reasons to the mind map.
 - **Assembly Adaptation:** 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.
 - **Tutor Time Adaptation:** Discuss which democratic and civic rights students have already started participating in.
 - **Assembly Adaptation:** Use hands up polling to gauge student participation in democratic and civic rights.

Who can vote and who do you vote for? (4 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 on the following page...**

LESSON PLAN CONTINUED:

SLIDE 8 Who you vote for (continued...)

- **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.

How can you continue to have your voice heard by your representatives beyond an election? (3 minutes)

SLIDE 11 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 the GLA, including the roles and responsibilities of the Mayor of London versus those of the London Assembly.

SLIDE 12 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.

SLIDE 13 Engaging with representatives

- Explain how students can engage with their representatives. It's important to highlight that everyone can do these actions, you do not need to be eligible to vote to do so.
 - Tutor Time Adaptation: With your class, explore some of the links to find out information about your local area.
 - Assembly Adaptation: Conduct a quick quiz to test knowledge about local representatives. Ask questions such as "Who knows the name of the MP for our constituency?" or "Who knows the name of the Mayor of London?"

LESSON PLAN CONTINUED:

SLIDE 14

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 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.
- 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.