

**Thank you to the schools who piloted these lesson plans and gave feedback to us:**

**- Dwr-y-Felin Comprehensive**

**- Pentrehafod Comprehensive**

**- Ysgol David Hughes**

**- Ysgol Plasmawr**

**And thanks to the following schools for their general advice:**

**- Heronsbridge School**

**- Ysgol Bryn Castell**

**- Ysgol Dyffryn Ogwen**

**Curriculum Links**

**The Four Purposes**

* **ambitious, capable learners who:**
  + set themselves high standards and seek and enjoy challenge
  + are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
  + are questioning and enjoy solving problems
  + can communicate effectively in different forms and settings, using both Welsh and English
  + can explain the ideas and concepts they are learning about
  + use digital technologies creatively to communicate, find and analyse information
  + undertake research and evaluate critically what they find
* **ethical, informed citizens who:**
  + find, evaluate and use evidence in forming views
  + engage with contemporary issues based upon their knowledge and values
  + understand and exercise their human and democratic responsibilities and rights
  + understand and consider the impact of their actions when making choices and acting
  + are knowledgeable about their culture, community, society and the world, now and in the past
  + respect the needs and rights of others, as a member of a diverse society
  + show their commitment to the sustainability of the planet
* **healthy, confident individuals who:**
  + have secure values and are establishing their spiritual and ethical beliefs
  + are building their mental and emotional well-being by developing confidence, resilience and empathy
  + form positive relationships based upon trust and mutual respect
  + face and overcome challenge
  + have the skills and knowledge to manage everyday life as independently as they can

**Areas of Learning and Experience**

* **Humanities** 
  + Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
  + Events and human experiences are complex, and are perceived, interpreted and represented in different ways.
  + Human societies are complex and diverse, and shaped by human actions and beliefs.
  + Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
* **Health and Wellbeing** 
  + Our decision-making impacts on the quality of our lives and the lives of others.
  + How we engage with social influences shapes who we are and affects our health and well-being.
* **Language, Literacy and Communication** 
  + Expressing ourselves through languages is key to communication.

**Lesson Plans**

**Lesson 1**

Lesson objectives:

1) Students know that their school is taking part in Project Vote, a parallel Senedd election designed for young people aged 11-15.   
If doing with a class where people will be turning 16 on or before 6 May 2021, make sure they have details of where they can register to vote - <https://www.gov.uk/register-to-vote>

2) Students can link elements of their own lives to politics

3) Students know that Wales makes its own laws in some areas, and this is separate to other UK nations

4) Students understand more about voting and why it matters

Note to teachers: the timings in this lesson plan are a guide. You may wish to allow students more or less time on each activity depending on the needs of the group.

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| **Learning outcome** | **Activity** | **Additional information** |
| Students know that their school is taking part in Project Vote, a parallel Senedd election designed for young people. | Explain that in May 2021 there will be a big vote in Wales called an election.  Everybody 16 and over will be able to vote, and it will decide who runs Wales for the next 5 years, up until 2026.  The election will decide which politicians will become Members of the Senedd and will make decisions for people in Wales.  Explain that your school will take part Project Vote, a parallel Senedd election designed for young people aged 11-15. Their votes will be counted with all the other young people’s votes taking part across Wales, so that there is a set of results showing who young people under 16 would have voted for, if they could vote.  This vote won’t count towards the real election, but we hope it will help you learn all about the process so that when you’re old enough to vote, you’ll know a bit more about how it works.  Through taking part in Project Vote, students will learn more about the Senedd, why elections are important, and will get to vote themselves in the parallel election for young people.  (5 mins) | If doing with a class where people will be turning 16 on or before 6 May 2021, make sure they have details of where they can register to vote - <https://www.gov.uk/register-to-vote> |
| Students can link elements of their own lives to elections  Students know that Wales makes its own laws in some areas, and this is separate to the rest of the UK | Ask students whether they feel that elections affect them. You could do a hands up/hands down vote or a class discussion.  Tell them that the next activity will help them think about their day-to-day lives and the issues they care about.  **Option 1: Daily timeline**  Ask students to write a timeline of their typical day.  Ask them to include as many details as possible e.g. how they travel, where they go, what they do there, who they meet.  You could ask them to think about what they do roughly for each hour of the day, as a guide.  The purpose of the activity is for students to consider how they’re affected by decisions made by the Senedd.  (10 mins)  **OR**  **Option 2: Class discussion**  You could introduce a topic to the class, one which is likely to have differing viewpoints, and have an open discussion. There are some examples below:   * Education should be compulsory until age 18 * Public transport should be free for everyone * A new town or city should be built on your local green space (you could use an example in your community e.g. the Gower, Dyfi Forest) * All sports clubs in Wales should be closed in order to save money   (10 mins)  **Next**  After students have done one of these activities, go to the next slide. It gives examples of some of the areas that the Senedd has control over e.g. What you learn in school - this isn’t only decided by your school. Schools have to follow laws that are made by politicians.  It includes examples that may have been discussed in the last exercise.  Ask students to think back on the last activity and consider whether they feel elections have an impact on their day-to-day lives and the things they care about. You could ask them to raise their hands again to demonstrate their answer and see whether their opinion has changed.  (5 mins) | Students may have queries about what the UK Parliament in Westminster controls. These include immigration, Brexit, armed forces and social security (benefits). |
|  | **Game: Senedd or Westminster?**  Explain to students that some of the laws which affect people in Wales are made by politicians in Cardiff Bay in the Senedd, or the Welsh Parliament (both terms mean the same thing). Some laws are made by politicians in London in Westminster also affect us in Wales, as well as the rest of the UK.  Tell the students you will play a game called ‘Senedd or Westminster’. You’ll have facts on the powerpoint slide that relate to each - they will have to say whether they think the facts are about the Senedd or Westminster.  Ask the questions noted on each slide. The answers are in the slide notes.   * Which parliament’s building collects rainwater to flush toilets and burns recycled material for heating? (Senedd) * Which parliament's members decide who can get free school meals in Wales? (Senedd) * Which parliament's members decide the Coronavirus restrictions in Wales? (Senedd) * Which parliament's members affect how hospitals are run in Wales, and how you get help with your mental health? (Senedd) * Which parliament did Guy Fawkes try to blow up on November 5th 1605? (Westminster) * Which parliament's members decide if children in Wales should sit GCSE and A-Level exams? (Senedd) * Which parliament’s members were the first to introduce the 5p plastic bag charge? (Senedd) * Which parliament's members decide where members of the armed forces in Wales go and what they do? (Westminster) * Which parliament's members affect how much money your council has to spend on youth clubs? (Senedd) * Which parliament's members decide the cost Welsh students pay when they go to university? (Senedd) * Which parliament's membes can make rules for social media companies to keep young people safe online? (Westminster) * There are 100 staircases, more than 1,000 rooms and three miles of corridors in this parliament. Which one? (Westminster)   Now that students know that different decisions are made by politicians in different parliaments, how does that make them feel?  Do you know what decisions are made by their local councils (e.g. Rhondda Cynon Taf CBC or Conwy CBC)? These could be:   * + When bins should be collected   + Repairing roads   + How your local park is looked after   + Keeping local paths tidy   (15 mins) | You could facilitate this activity as a quiz, where students write down their answers and you go through them at the end. Otherwise, you could ask students to show their answer for each question and reveal the answer as you go along, for example   * Hold up a whiteboard or piece of paper with Senedd/Westminster written on it * ‘Show’ their answer e.g. hands on their head for Senedd and hands in the air for Westminster.   When answering the prompting questions at the end of the activity, you could use Mentimeter/Padlet or set the questions as a written task. |
| Students understand more about elections and why they matter | Explain to the students that every 5 years people in Wales vote in an election, from a list of people in their local area, to be their next Member of the Senedd.  Members of the Senedd are in charge of making and changing laws that affect people in Wales.  Different members of the Senedd want different things, and they all vote in the Senedd on the laws they want.  Tell the students you are going to show them how people use their vote in an election to make changes in the country they want to see. |  |
|  | Ask for three volunteers to act as candidates.  Explain that they want to be Members of the Senedd, and the other class members are going to vote to decide which one of them will win.  Explain that one of the big issues the Senedd wants to decide is what time school starts and finishes.  Ask the three students what time they want school to start and finish. This is the change they will fight for if they get elected to the Senedd.  Write their answers on the board. Answers must be different to each other.  Now ask the class which one of the three would they want to represent them in the Senedd? Hold a class vote to decide the winner.  Explain that the winner will now stand up for that option in the Senedd, making it more likely that the law will be changed in that way.  Ask students to consider how their vote in an election could affect how laws are made.  (10 Mins) | You may wish to introduce political parties at this stage. You could explain that often candidates who belong to the same political party will campaign for the same issue in different parts of the country. What impact does it have on the Senedd, if lots of people from the same party win? |
| Reinforce learning | Close the lesson by asking some prompt questions to re-cap the lesson:   * How does voting have an impact on the country? Your community? On you? * Can you remember a fact about the Senedd?   You can end by asking students to raise their hand if they feel that politics and voting affects them. Compare whether the number of students who say yes has changed since the beginning of the lesson.  Explain that you will build on their learning from this session in the next lesson.  (10 mins) | You could use Mentimeter/Padlet to ask these prompt questions and display the responses on screen. This may give you an opportunity for further discussion. |

**Lesson 2**

Lesson objectives:

1. Students learn more about elections and the Senedd
2. Students know more about constituencies and regions
3. Students understand what a member of the Senedd does, and why they would contact their MS
4. Students understand what a party is and what they do

Note to teachers: the timings in this lesson plan are a guide. You may wish to allow students more or less time on each activity depending on the needs of the group.

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| **Learning outcome** | **Activity** | **Additional information** |
| Students learn more about elections and the Senedd | Remind students that Wales has its own parliament that makes laws only for Wales. It’s called the Senedd, or Welsh Parliament - both terms mean the same thing. There are certain areas where the Senedd can’t make laws - the UK Parliament in Westminster is responsible for making laws in these areas.  Explain that you are going to show an animation about the Senedd and how elections in Wales work.  Students **will need to make notes** to help them with a quiz at the end of the lesson.  Play the video. <https://www.youtube.com/watch?v=WoSG115QpCY>  Ask them to reflect on what they’ve learned.  Did they know they have 5 Members of the Senedd that represent them in the Senedd? They only have one MP (Member of Parliament) to represent them in Westminster.  (10 mins) | **Extension task:**  As a starter, you could ask students to share 3 things they would prioritise if they were First Minister. |
| Students understand what a member of the Senedd does, why they would contact their MS, and how to do this | Tell students you are going to learn more about what a Member of the Senedd does.  **Option 1**  Use the ‘What do Members of the Senedd do?’ slide. It has 9 statements about what Senedd members do - 5 are wrong and 4 are right.  Ask students to work in pairs to find the four correct answers.  The next slide reveals the four right answers.  **OR**  **Option 2**  Use the ‘[What do Members of the Senedd do?’ handout](https://www.projectvote.wales/wp-content/uploads/2021/01/what-do-members-do.pdf) to do this activity. It has the same options as the slide. This can be completed individually or in pairs.   * The correct answers are:   + Challenge the Welsh Government to make things better for people in Wales   + Vote for new laws in the Senedd and take part in debates   + Listen to their local community members and raise their issues in the Senedd   + Some are asked to be part of the Welsh Government. They help decide how to run the country and how money is spent.   (10 mins) | **Extension Activity:**  Give students some scenarios and ask them to consider whether it’s something they could contact their MS about. Examples:   1. You regularly use the bus to go to your youth club in the city centre. You've heard that your local bus station is being closed and no buses will stop there. - YES 2. The local nature reserve has been polluted by a nearby factory and is being destroyed. - YES 3. You went to GAME to buy the latest FIFA game but they haven't had any in stock for 2 weeks - NO (Members of the Senedd have no control over shop stock!) 4. You want to have your say about plans for the UK to send troops to a foreign country. NO - One for your MP   It's worth telling students not to worry too much about contacting the right person. Your MS should help you contact the right person if that person is not them.  Remind students they have 5 Members of the Senedd they could contact (1 in their constituency and 4 in their region). |
| Students know what their constituency is and what their region is | The slide reinforces that in Wales we have:   * 40 smaller areas known as ‘constituencies’ e.g. Arfon, Cynon Valley * 5 larger areas known as ‘regions’ e.g. North Wales, South Wales Central   Tell students that everybody is part of both a constituency and a region.  In the election, you get two votes - one for your constituency, and one for your region.  One person is elected from every constituency and four people are elected from every region.  Using this information, ask students how many Members of the Senedd represent each person in the Senedd? The answer: every person in Wales has five members of the Senedd to represent them (1 from their constituency and 4 from their region). They stand up for their local people in the Senedd.  Most politicians are a part of a team, called a party, who work together to change laws. Politicians from the same party will have similar opinions and ideas about how the country should be run. Some stay on their own and are called ‘independents’.  At the end of the election, the amount of Members of the Senedd from every party is counted. The party with the most members can form a Government (Welsh Government).  This means they can decide how the country is run, decide how money is spent and suggest new laws to be voted on in the Senedd by all the other members.  (10 mins) | **Extension Activity:**  This might be a good place to run the ‘Mini Senedd’ activity which is included at the end of the document. |
|  | Show pupils [the coloured constituencies/regions map.](https://www.projectvote.wales/wp-content/uploads/2021/01/Map-English.jpg)  Explain that this shows all the constituencies in Wales and what region they’re in.  Remind pupils that the constituencies are the smaller areas and that regions are the larger areas.  In pairs, ask students to work out both their constituency and their region.  Remind pupils about the number of candidates that will be elected from their constituency and region (e.g. 1 in Swansea East and 4 from South Wales West)  (10 mins) | You could print the map and cut the regions into 5 pieces. Ask students in pairs to put the jigsaw together again. |
| Reinforce learning | Re-cap the lesson by taking part in the Kahoot! Quiz. All the answers to the questions were covered during the lesson.  <https://create.kahoot.it/share/quiz-2021-senedd-elections/2c90f476-0971-4b89-bc17-153ef2dfd353>   * Questions and answers:   + How many members of the Senedd are there? (60)   + There are 40 of these smaller areas in Wales, what are they called? (Constituencies)   + There are 5 of these bigger areas in Wales, what are they called? (Regions)   + How many votes will you have when you take part in Project Vote? (2 - constituency and region)   + How many Members of the Senedd represent you? (5)   + What does the party who gets the most Senedd members normally do? (Form a Government)   + Who chairs (takes charge of) meetings in the Senedd? (Presiding Officer)   + Who do Members of the Senedd choose to lead the Welsh Government? (First Minister)   + Which one of these things does a Member of the Senedd do? (tri ateb cywir) Vote for new laws in the Senedd, Keep asking the Government to make things better for people in Wales, Listen to their local community members and raise their issues in the Senedd   (10 mins) | Students can use notes from the lesson to help them. Notes taken during the video at the beginning of the lesson will be particularly helpful!  You could still do the quiz in class, if you can’t access Kahoot!  For an extra challenge, ask them to do the quiz without looking at their notes. |

**Mini Senedd activity**

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| Understand how seats in the Senedd translate to power | Tell the class that to show them how the Senedd works you will pretend that your classroom is the Senedd, and they are all politicians.  Write three parties down on the whiteboard - Party A, Party B, and Party C, along with some of the things they want. These are called policies.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Party A**  Party A wants school to start at 10am and finish at 4pm.  Party A wants every class to have a pet dog.  Party A wants to ban buses and cars so all students walk or cycle to school, even if you live miles away. They’ll give every student a new bike and build new bike sheds.  **Party B**  Party B wants school to start at 8am and finish at 2pm.  Party B wants every class to have a pet cat.  Party B wants every school bus to have wi-fi and charging points.  **Party C**  Party C wants school to stick to the current start and finish times.  Party C doesn’t want any pets in class.  Party C wants everyone to get to school as they normally do.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Ask the students which party they would want to be a part of if they were a Member of the Senedd.  Ask them to put their hands up if they would want to be in Party A, then Party B, then Party C.  Count how many of them are a part of each party. Write their names under each Party on the whiteboard then count the amount of ‘seats’ (members) each party has.  Count the amount of seats in the class - how many would one party need to have a majority?  If there is one party with a majority, this party can go ahead and make a Government and try to make their policies come true.  They do this by holding votes on any new policies they want to make. For instance, let’s pretend Party A had a majority. Because they want school to start at 10am and finish at 4pm, they need to let all the other Senedd members vote to see if they want it too. But because they have a majority, they can all vote for it and there wouldn’t be enough other Senedd members to stop them.  (20 mins) | * This activity should demonstrate that the more members from the same party in the Senedd, the easier it is to pass laws. * If there isn’t a party with a majority, the biggest party would need to work with one of the smaller parties to make sure their policies are voted for.   For instance, if Party A have the biggest party, but have less than half the seats, they could agree with a smaller party that they will help them with one of their policies, if they help them with school timings in return.   So Party A could agree to vote for no pets in class, if Party C agrees to vote for school to start at 10am. * To follow what would happen in Plenary, you could give the opposition (minority) parties the opportunity to put forward an amendment (a different suggestion). This could then get voted on too. |

**Lesson 3**

If you have signed up to Project Vote at www.projectvote.wales you will receive an email when Lesson 3 is available.

This lesson will help pupils consider political parties' manifestos, and will be available after party manifestos are published.