**Project Vote KS2 – Lesson 3**

This lesson is part of the Project Vote 2022 scheme of work, [click here to see previous lessons.](https://www.projectvote.wales/resources/)

Context:

* Candidate names and information for the local council elections will be released on 11th April, which means you will need to run this lesson AFTER the Easter holidays and before our parallel vote, taking place between 3-5 May.
* Every local authority is split into lots of wards. In a local election we all vote for candidates to represent our ward. So in your class, you might have young people from lots of different wards. Focusing on one ward together, (e.g the ward that the school is in), will make it easier to do as a class. You can find your ward by typing the postcode in to the website www.whocanivotefor.co.uk
* We recommend running this session as close to the vote being open as possible.

**To do before you start the lesson:**

* Prior to the lesson you will need to collect information about the candidates.
* Go to the website [www.whocanivotefor.co.uk](http://www.whocanivotefor.co.uk) and use your school postcode to find out which candidates are standing
* You could use:
  + Send a direct email to the candidates [using our template email](https://www.projectvote.wales/wp-content/uploads/2022/03/Email-template-for-teachers-2.docx)
  + Any personal statements that might be on the www.whocanivotefor.co.uk website
  + [Our web page](https://www.projectvote.wales/useful-info/) with useful links, including links to local party websites
  + Links to candidates' social media posts (they might have posted their priorities there, and content like videos)
  + Leaflets that you or pupils receive through the post
* You might want to highlight which year you are working with so the candidate can consider the information they may wish to share with your class.
* If you think pupils would benefit from **extra support** you could [use our candidate template](https://www.projectvote.wales/wp-content/uploads/2022/03/Candidate-template.pdf) to break the information down for them by highlighting three topics that are important to the candidate.

As well as the suggestions above, [you can find more useful information to help you with this lesson on this web page](https://www.projectvote.wales/useful-info/), which we'll keep updating. Please get in touch with us with any questions or if you need help

We have left timings off this lesson plan so you can deliver the lesson in a way that suits the needs of your pupils.

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| **Activity** | **Extension/ Scaffolding** |
| **Introduction:**  Start the lesson by reminding pupils that you have been learning about councils and the election that is happening in May.  Remind pupils that they will have a chance to vote in the Project Vote parallel election for children and young people.  **Ask:**  “Who can remember what this is?” (share the logo for the council)  “Can you remember what a council controls?” ([share the picture to remind pupils)](https://www.projectvote.wales/wp-content/uploads/2021/12/streetscene_colour_finalflatcircled-scaled.jpg)  “Who can remember what an Election is?”  Explain that in this lesson you will be learning more about the people who are standing in this election.  These people are called Candidates.  Explain that you will be learning more about the candidates and their priorities. Priorities means the things they find important. |  |
| **Finding out Information:**  Ask the class to help you think about the different ways you can find out information.  Create a list at the front of the class.  Highlight the different sources that candidates in your ward have used. Explain that you are going to share candidates' information with pupils so they can find out more about the candidates' priorities.  This will help them make a decision about who they would like to vote for. | **Scaffolding:** Places some ideas at the front of the class/ on the table to support pupils thinking.  **Extension:** Ask pupils to identify which of these sources of information would be reliable. |
| **Main:**  **Research**  Split the class into groups, so that each group has a candidate to research.  Explain that each group is going to use the information they’ve been given to consider the candidates standing in their ward.  Explain that they will work as a group to write about the candidate. They will use [the template/ handout](https://www.projectvote.wales/wp-content/uploads/2022/03/Candidate-template.pdf) and make sure they include:   * The candidate's name * The party the candidates represents (the Candidate might be Independent so pupils can write independent for them.) * 3 things that the Candidate think are important/ a priority.   You might want to model how to complete this research task at the front with one of the candidates as an example prior to setting this as a task.  Once pupils have finished researching the candidates and have completed their handouts. Invite a group at time to present to the rest of the class. Ask them to share the information they have found out and explain a bit about the candidate’s priorities.  You may want to support their presentations by highlighting the priorities they have shared.  You could also point out the similarities and differences between the candidates when pupils have finished presenting. | **Scaffolding:**  Use [our candidate template](https://www.projectvote.wales/wp-content/uploads/2022/03/Candidate-template.pdf) to provide pupils with some key information about a candidate's priorities.  You could highlight/ underline key phrases and words that show the Candidates priorities.  **Extension:**  Ask pupils to create posters/ leaflets about the candidates.  Ask pupils to imagine that they were standing as a candidate in an election. What would be their priorities for their local area?  Ask them to create their own poster/ leaflets.  **Extension:**  Ask pupils to take time to study the information, can they spot any similarities or differences? |
| **Voting**  Explain to pupils that the research they have done will help them to make up their mind about who they would like to vote for.  Give pupils time to revisit the information in the handouts.  Ask pupils to look at the list of things that a council has control over. What do they think is important?  Take feedback from the class.  Ask pupils to look at their own priorities and see if any of the candidate’s priorities match their own?  **Take Part in the Vote**  You might want to explain to pupils that the parallel election has an e-ballot. The normal election is done using paper and people visit a polling station to vote.  You'll receive a link to your e-ballot on 29 April, and they will work between 3-5 May.  **Please note:**  The large number of wards across Wales mean it's not practical for us to make an e-ballot for every ward, like you'd have in real life. So our e-ballot covers the whole local authority. And because there are so many individual candidates across the whole local authority, we have instead listed the names of parties. So Pupils will need to vote for the party, rather than the candidate name. If a pupil wants to vote for an independent candidate (i.e. one who isn't a part of a party), they will need to choose 'Independent Candidate' from the list. | **Extension:**  Pupils could write about their own priorities for their local area.  Pupils could imagine they were a candidate standing in a local election – what would their priorities be?  **Extension/ Scaffolding:**  You could create paper ballots that reflect your ward and give pupils the opportunity to cast their vote using a paper ballot. A member of staff will then need to input the votes electronically.  This would support pupils with additional learning needs to match their preferred candidate’s name rather than matching by party. |
| **Close**    Once all pupils have taken part in the vote explain that they will find out the results on 7 May, the day after the real election.  Explain that they will be able to see who people over the age of 16 voted for too and compare it to their vote.  Remind pupils that once they are 16 years old they will be able to take part in the vote. |  |