



VOTING & MAKING OUR VOICES HEARD:

An introduction to the themes of Rise Voice Vote over the last 100 years

SESSION 1: Celebrating Our Past

SESSION OUTCOME FOR STUDENTS:

Understand some of the key political issues people in the UK have campaigned about over the last 100 years and how they have made their voices heard.

SESSION LENGTH: Designed for 45 minutes, activities can be extended

CURRICULUM & KEY STAGE: All of the sessions in the Rise Voice Vote toolkit are generic, and can be taught as part of a number of key stages. A range of resources are provided that would support making the session suitable for different key stages and abilities.

CRITICAL QUESTIONS:

What issues have people protested and campaigned about over the last 100 years?

What methods have they used to make their voices heard?

How have people participated in voting at key points since 1918?

How does voting enable people to make their voice heard?

SESSION PLAN:

	ITEM	TIME ESTIMATED	WORKSHEETS & DOWNLOADABLE RESOURCES
1.	Introduce session	5 mins	
2.	Classroom and/or small group discussions to list the issues people have campaigned about and how	10 mins	Houses of history interactive timeline: 1000 years of Parliament
3.	WATCH: Put Your X Where Your Mouth Is (4 min) Ask students to complete the Quick Quiz on voting Have a reasons to vote ballot, count the ballot Class discussion on why people vote	15 mins	Important reasons to vote ballot Take the Quick Quiz on voting
4.	TASK: Writing a petition See worksheet and could continue as homework	15 mins	

ADDITIONAL OPTIONS & ACTIVITIES:

[Organising a petition as part of your campaign](#), Resource Centre.

Starting petitions and [guidance at 38 degrees](#).

Use [data on voter turnout](#) as part of a discussion on what affects people's voting.

WATCH: [Peterloo film](#) (12A) or clip of. See Peterloo1819.co.uk for more resources.

WORKSHEET 1: Starting a petition

ABOUT:

A petition is a list of signatures of people who want a particular change to happen. Petitions work well to influence decision-makers when they show that a lot of people agree.

Petitions can be developed in hard copy (paper), on-line or both. There are a number of on-line platforms that can be used. If your petition is to national government you can use petition.parliament.uk. 10,000 signatures will result in a government response; 100,000 signatures requires a debate in parliament.

Check out the petitions people care about currently petition.parliament.uk

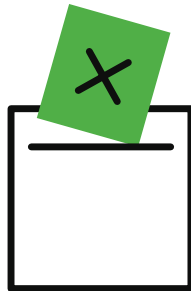
Collecting people's postcodes demonstrates they are real people with a stake in the issue.

DESIGN YOUR PETITION:

1.	SET A GOAL: What is it that you want to change?	
2.	TITLE: Short, specific, catchy	
3.	WHO IS THE DECISION-MAKER? Who can make your change happen?	
4.	WHAT IS IT THAT YOU ARE ASKING FOR? Be specific and clear about your ask	
5.	WHY IS IT IMPORTANT? Use accurate information that says what the benefit will be and to who	
6.	WHO WILL YOU ASK TO SIGN? Who will also care? Where can you find them? Will you do an online or paper petition?	
7.	GROW YOUR CAMPAIGN: How will you let more people know about the change you want to make?	
8.	CONTACT DECISION MAKER: When is the right time? How many signatures do you want to have to demonstrate support?	
9.	AND IF IT HAPPENS? How will you tell people about your success?	

SESSION 1 ADDITIONAL RESOURCE: Important reasons to vote

WHAT DO YOU THINK IS THE MOST IMPORTANT REASON TO VOTE?



Put a X in the box that you most agree with and post your voting slip in the ballot box

LOTS OF PEOPLE HAVE FOUGHT FOR YOU TO HAVE THE RIGHT TO VOTE WHEN YOU GROW UP

VOTING GIVES YOU THE POWER TO MAKE CHANGES IN THE WORLD

POLITICIANS WORK TO MAKE THINGS BETTER FOR LOCAL PEOPLE, SO IT'S IMPORTANT TO VOTE FOR WHO YOU THINK WILL MAKE THE CHANGES YOU SUPPORT

SESSION 1 ADDITIONAL RESOURCE: Rise Voice Vote quiz

	QUESTIONS	ANSWERS
1.	You cannot vote in England unless you are A. 18 B. 21 C. 16	
2.	In England we currently vote in elections for: A. Councillors - politicians to represent people in local government B. MPs - politicians to represent people in national government C. Police & Crime Commissioners - to hold Chief Constables of police forces to account D. Mayors - in Combined Authorities, Mayor of London and some other directly elected E. Mayors F. Referendums - to give our view on a specific issue G. All of the above	
3.	When you are too young to vote you A. Cannot take part in any democratic processes B. You can, but only by representing others through groups and organisations like pupil C. councils, youth forums and youth parliaments D. You can make your views known to politicians locally and those in Government in a E. whole range of ways and expect them to listen to you and to take your views into F. account, regardless of your age	
4.	You cannot put yourself forward to be a councillor or an MP until A. You are 21 B. You are 18 C. You are a member of a political party	
5.	Being a politician is a job that A. involves making sure our laws and policy (what makes our laws real in people's lives) B. represent the views of the people and are in the people's best interests C. means your own views and interests are the most important thing in influencing how D. the country runs E. means the agreed views and interests of the party in power is what calls the shots	
6.	There are equal numbers of men and women politicians in local and national government today in the UK A. YES B. NO - only 32% are men C. NO- only 32% are women D. It depends on which part of the country you are talking about - nationally women E. MPs are 32% and the % in local government varies	
7.	No matter if you are old enough to vote or stand for election or not - your voice being heard, being listened to and your views being taken account of by people in power is a fundamental human right protected under international law A. YES - that is right B. This is only true for adults C. NO - this is not a human right and governments can pick and choose who they listen to	