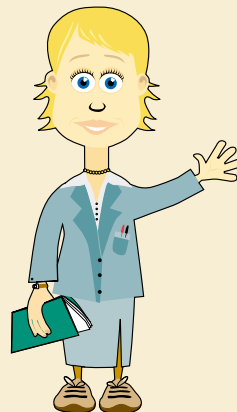
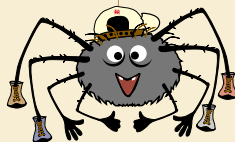
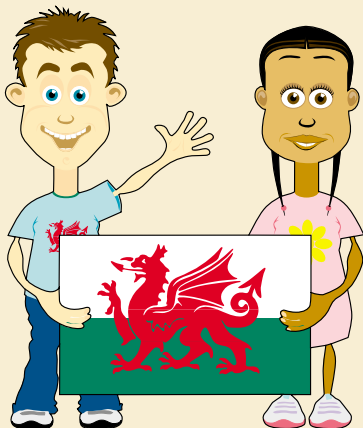


Contents

▶ About this pack	1
▶ How to book a visit to the National Assembly for Wales	2
▶ Teachers' Guide	3
1 Key Questions	3
2 Curriculum Links	5
3 Scheme of work	7
▶ Lesson Plans and Activities	
▶ Activity 1 - Where in Wales? Lesson Plan and Worksheet	11
▶ Activity 2 - Cyber the Spider Lesson Plan and Worksheet	13
▶ Activity 3 - Who is my Assembly Member? Lesson Plan and Worksheet	17
▶ Activity 4 - Constituency challenge Lesson Plan and Worksheet	19
▶ Activity 5 - Pierhead Post Lesson Plan and Worksheet	21
▶ Activity 6 - Design an election poster Lesson Plan and Worksheet	25
▶ Activity 7 - Sports results Lesson Plan and Worksheet	27
▶ Activity 8 - Budget bonanza! Lesson Plan and Worksheet	31
▶ Activity 9 - Face the press Lesson Plan and Worksheet	35
▶ Activity 10 - How to plan an event Lesson Plan and Worksheet	37
▶ Cyber's Puzzle Pages	41
▶ Glossary of terms	45
▶ Web Links	47



About this pack

The National Assembly's Key Stage 2 Education Pack is designed to introduce children to the work of the National Assembly for Wales and its relevance to them on a daily basis. The aim of the pack is to provide teachers with classroom resources to help them teach young people about democracy in Wales, linking in with the National Curriculum and the Personal and Social Education Framework.

The National Assembly for Wales KS2 Education Pack contains many important features for both teachers and pupils:

- ▶ A Teachers' Guide to support teachers delivering the activities including a scheme of work;
- ▶ Ten easy to photocopy, clearly numbered activities;
- ▶ Ten easy to follow lesson plans;
- ▶ Flexible activities to allow for differentiation and extension work;
- ▶ Symbols for each of the common requirements of the National Curriculum to clearly identify the skills covered during each activity;
- ▶ A quick guide to booking educational visits to the National Assembly;
- ▶ A glossary of terms;
- ▶ Web links.

The pack is designed for KS2 Years 5 and 6 but can also easily be adapted for Years 3 and 4. The lesson plans include a range of objectives that teachers can choose from and many follow-up/extension activities to allow for differentiation.

Pupils will learn about the location of the Assembly; its role and responsibilities; who their local representatives are; elections and turnout; how to plan an election campaign; why each vote counts; and how to handle a budget and allocate funds fairly. They can also role play an Assembly Member and learn how to organise an event.



How to book a visit to the National Assembly for Wales

Discover more about the Assembly by:

- ▶ Visiting the “Assembly at the Pierhead”, the National Assembly’s Visitor and Education Centre in Cardiff Bay.
Schools can spend 1½-2½ hours learning about the Assembly through curriculum-linked activities in the education rooms, interactive exhibition and debating Chamber.
- ▶ Visiting the National Assembly’s Visitor and Exhibition Centre at Colwyn Bay.
Schools can spend 1-2 hours learning about the Assembly through curriculum-linked activities and visiting the interactive exhibition.
- ▶ Arranging a presentation at your school by the North Wales Education Team.
Schools can arrange for a member of the Assembly’s North Wales Education Team to visit their school with curriculum linked presentations and a variety of classroom activities. North Wales schools only - please contact us for further details.

If you wish to arrange any of the curriculum-linked visits noted above please have the following details to hand when phoning the booking line on 029 2089 8477.

- ▶ School name
- ▶ Preferred date of visit
- ▶ Preferred time (between 9.30a.m-4.30p.m Monday to Friday)
- ▶ Organiser’s Details
 - Name
 - Address
 - Telephone Number

Please note the following:

- ▶ A confirmation letter, map and a booking form will be sent prior to a visit
- ▶ Ten working days cancellation notice is required for all visits
- ▶ Please ensure that the teacher to pupil ratio complies with local authority guidelines
- ▶ Unfortunately there are no eating facilities at the National Assembly for educational groups
- ▶ All visits are free of charge
- ▶ There are gift shops available at the Visitor Centres.

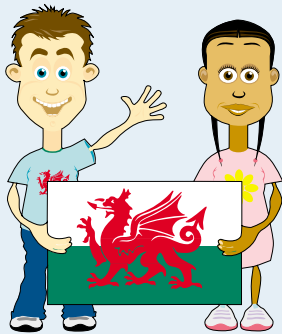


Teachers' Guide

1 Key Questions

It may be helpful to use these key questions as background information to the National Assembly.

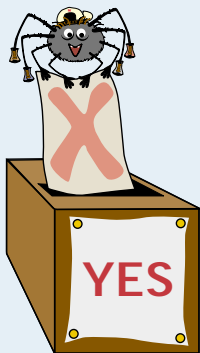
What is the Assembly?



The National Assembly is an elected body which:

- ▶ Has devolved powers and responsibilities;
- ▶ Decides on priorities;
- ▶ Allocates funds made available to Wales by the treasury.

How did the Assembly come into being?



The people of Wales were asked if they wanted an Assembly. A referendum was held and the outcome of the vote was " **Yes** ".

The first election was held on 6 May 1999.

Sixty Assembly Members were elected to represent the whole of Wales. They met for the first time on 12 May 1999.

What are the important dates to remember?

18 September 1997	Referendum held. 50.3% Yes, 49.7% No
6 May 1999	First elections.
12 May 1999	First plenary (meeting of all sixty Members) was held.
26 May 1999	Opening ceremony.



How are the Assembly Members elected?

The public are given two votes each:

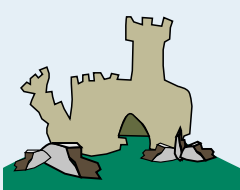
- ▶ One vote to elect a constituency Member, First Past The Post.
- ▶ The second for a political party, Additional Member System, which is a form of proportional representation.

Forty Assembly Members are elected on the traditional, First Past The Post system, twenty by the Additional Member System.

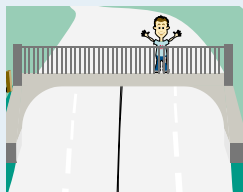
What responsibilities does the Assembly have?

The areas of responsibility devolved to the Assembly include powers within the following legislation:

- ▶ agriculture
- ▶ ancient monuments and historic buildings
- ▶ culture
- ▶ economic development
- ▶ education and training
- ▶ the environment
- ▶ health and health services
- ▶ highways
- ▶ housing
- ▶ industry
- ▶ local government
- ▶ social services
- ▶ sport and leisure
- ▶ tourism
- ▶ town and country planning
- ▶ transport & roads
- ▶ the Welsh language



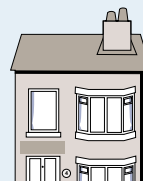
ancient monuments and historic buildings



transport and roads



health and health services



housing



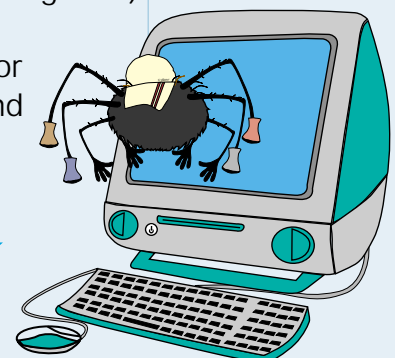
tourism

Where can I find out more?

The essential structures and procedures for the Assembly are laid down in the Government of Wales Act 1998. The more detailed processes are set out in the Assembly's Standing Orders, which are available on the Assembly's web site (www.wales.gov.uk).

This KS2 Education pack is available on The National Assembly for Wales' web site as well as further information and activities. To find the Primary Education site, click on public information/education/primary.

www.wales.gov.uk



2 Curriculum Links

The scheme of work in section 3 provides examples of classroom activities that can be adopted and adapted by teachers for their own use. These activities encompass a range of skills or common requirements and link to most subjects of the National Curriculum.

Where a task is explicitly linked to a particular common requirement of the National Curriculum, this is indicated by means of one of the symbols below in the scheme of work.



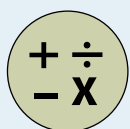
Curriculum Cymreig

Pupils should be given opportunities, where appropriate, to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.



Communication Skills

Pupils should be given opportunities, where appropriate, to develop and apply their skills of speaking, listening, reading, writing and expressing ideas through a variety of media.



Mathematical Skills

Pupils should be given opportunities, where appropriate to develop and apply their knowledge and skills of number, shape, space, measures and handling data.



Information Technology Skills

Pupils should be given opportunities, where appropriate, to develop and apply their IT skills to obtain, prepare, process and present information and to communicate ideas with increasing independence.



Problem-Solving Skills

Pupils should be given opportunities, where appropriate, to develop and apply their skills of asking appropriate questions, making predictions and coming to informed decisions.



Creative Skills

Pupils should be given opportunities, where appropriate, to develop and apply their creative skills, in particular the development and expression of ideas and imagination.





Personal and Social Education

Pupils should be given opportunities, where appropriate, to develop and apply the attitudes, values, skills, knowledge and understanding relating to Personal and Social Education.

At Key Stage 2, children are encouraged to understand the importance of democratic decision-making and involvement and how injustice and inequality affect people's lives. There is a growing need to prepare young people to be active citizens in the community and beyond. To make effective decisions and judgements, young people need to develop their knowledge of political systems.

The National Assembly for Wales KS2 Education Pack aims to make an important contribution to the delivery of these objectives as outlined in the Personal and Social Education Framework in Wales.



3 Scheme of Work

Introduction

The scheme of work identifies ten activities including follow-up/extension work that teachers might adopt in teaching young people about the National Assembly. Each activity works well as a separate unit and need not follow the same order as laid out in this pack. The teachers' guide/lesson plans that accompany each worksheet activity are highlighted as follows:

Activity 1

Lesson Plan

Each teachers' section includes a clearly laid out lesson plan for each activity and a list of objectives to choose from.

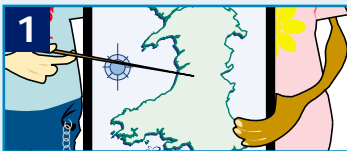
Pupil 1

Worksheet

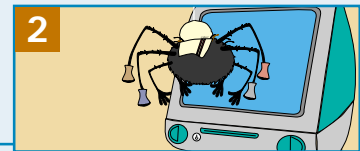
Each pupil section includes a worksheet for completion by the pupils.

Timescales for the completion of each activity are not included.

The 10 activities include :



Where in Wales?



Cyber the Spider



Who is my Assembly Member?



Constituency challenge



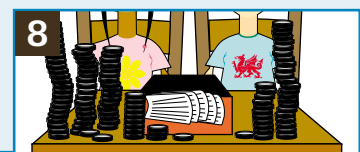
Pierhead Post



Design an election poster



Sports results



Budget bonanza!



Face the press



How to plan an event

Where in Wales?

Activity 1

Lesson Plan

Aim

- ▶ To help pupils to become more familiar with the geography of Wales and to identify where they live or where their school is, in relation to the National Assembly.

Objectives

- ▶ Develop geographical knowledge of towns in Wales.
- ▶ Use and extend geographical vocabulary.
- ▶ To mark the location of the National Assembly on the map.
- ▶ Enhance knowledge of directions.

Curriculum Programme of Study Links

Geography:

Skills (4)

Common Requirements



Resources

Worksheet 1 'Where in Wales?'
Atlas

Tasks and Answers:

Pupils are asked to:

- ▶ Find where they live on the map.
- ▶ Where in Wales is the National Assembly building? Mark on the map.
- ▶ Name the towns and cities shown on the map.

Answers: Bangor, Aberystwyth, Wrexham, Carmarthen, Newport, Swansea.

- ▶ Name the capital city.

Answer: Cardiff

- ▶ Complete the compass.
- ▶ Note the direction of travel from school to the Assembly.



Suggested Follow-up/Extension Activities

- ▶ Estimate and calculate distance using scale.
- ▶ Draw a route from where they live to the Assembly.
- ▶ Study of local area.
- ▶ Compare the Cardiff Bay locality with their own area.

Discussion Points

- ▶ Do you think that the Assembly should be in Cardiff, or should it be in a different part of Wales?

Where in Wales?

1 B _____

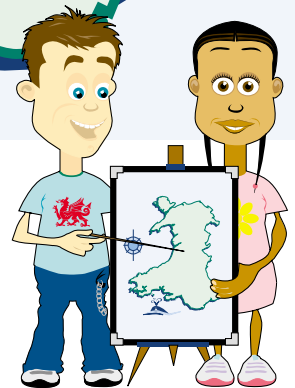
2 A _____

3 W _____

4 C _____

5 N _____

6 S _____



1. Put an 'X' where you live.
2. Draw a circle to show where the National Assembly for Wales is based.
3. Name the towns and cities shown on the map.
4. Name the capital city
5. Complete the compass.
6. I would travel in a direction to the National Assembly for Wales from my school.

Cyber the Spider

Activity 2

Lesson Plan

Aim

- ▶ To understand the role and responsibilities of the National Assembly for Wales.

Objectives

- ▶ Encourage pupils to think about what the National Assembly does and makes decisions about.
- ▶ Introduce new vocabulary.
- ▶ Understand how changes and decisions affect their daily lives.
e.g education/health/roads.

Curriculum Programme of Study Links

English:

- Oracy; Range (4)
- Oracy; Language Development (3)
- Writing; Skills (6)

Common Requirements



Resources

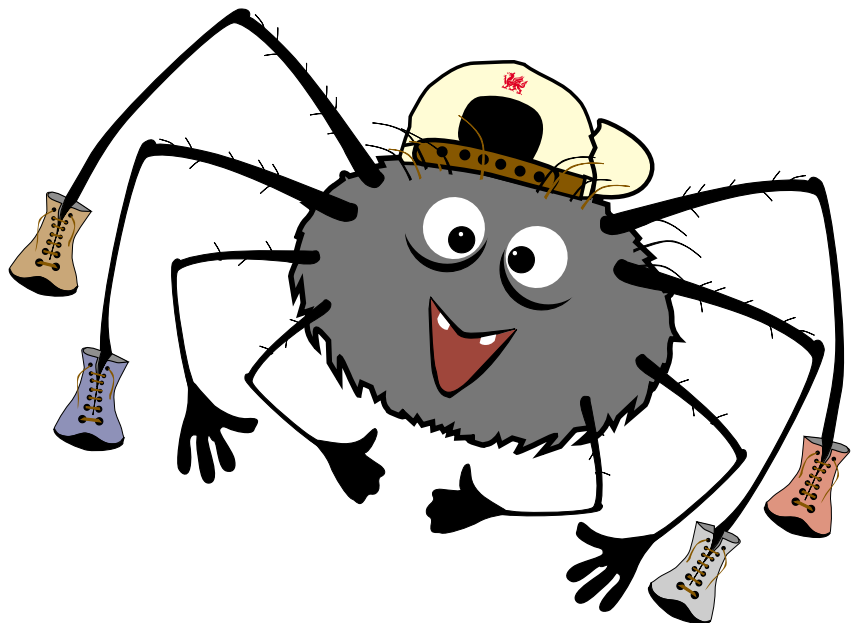
- Worksheet 2 'Cyber the Spider'
- White board/overhead (optional)

Tasks

- ▶ Begin the lesson by asking the pupils what do they think the National Assembly does.
- ▶ As a whole class the pupils could brainstorm their views of what they think the Assembly makes decisions about. You may wish to expand on the pupils' answers and introduce new words.
- ▶ Give the pupils a copy of the spider diagram to complete the missing letters with the knowledge received at the beginning of the lesson.

Answers:

- ▶ Agriculture
- ▶ Jobs
- ▶ Sport
- ▶ Housing
- ▶ Schools
- ▶ Environment
- ▶ Tourism
- ▶ Roads
- ▶ Hospitals
- ▶ Welsh Language



Activity 2

Lesson Plan cont.

Cyber the Spider

Suggested Follow-up/Extension Activities

- ▶ Following completion of the worksheet, the pupils could transfer their answers into a list, starting with the one they think is most important.
- ▶ As a group/class pupils could compare their lists and discuss why people have different priorities.
- ▶ Pupils to come up with ideas of what they would like achieved under each of the headings.
- ▶ Collate further information from the website www.wales.gov.uk

Discussion Points

- ▶ How difficult is it to prioritise the list?
- ▶ Are some more important than others?

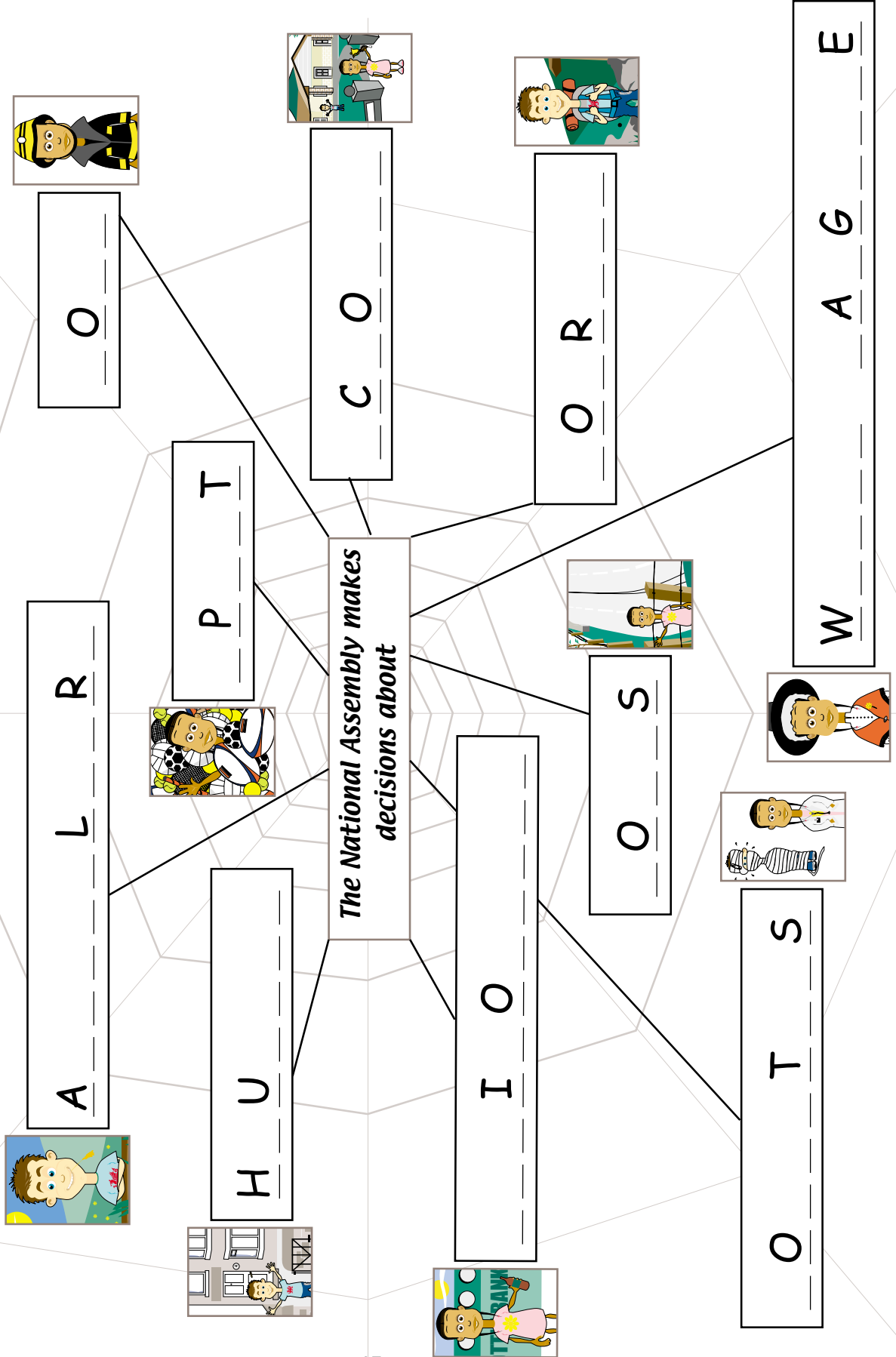
Cyber the Spider

Pupil 2

Worksheet



Unfortunately Cyber the Spider has forgotten what the National Assembly makes decisions about... can you help?



The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial data. This includes not only sales and purchases but also expenses and income. The document provides a detailed list of items that should be tracked, such as inventory levels, accounts payable, and accounts receivable. It also outlines the procedures for recording these transactions, including the use of double-entry bookkeeping to ensure that the books balance.

The second part of the document focuses on the analysis of the financial data. It explains how to calculate key financial ratios and metrics, such as the gross profit margin, operating profit margin, and return on equity. These metrics are used to assess the company's financial performance and to identify areas for improvement. The document also discusses the importance of comparing the company's performance to industry benchmarks and to its own historical performance.

The third part of the document deals with the preparation of financial statements. It provides a step-by-step guide to the preparation of the income statement, balance sheet, and cash flow statement. It also discusses the importance of auditing the financial statements to ensure their accuracy and reliability. The document concludes with a summary of the key points and a final note on the importance of transparency and accountability in financial reporting.

Activity 3

Lesson Plan

Who is my Assembly Member?

Aim

- ▶ To aid pupils in identifying their local representatives in the National Assembly for Wales.

Objectives

- ▶ Interpret, understand and summarise specific information to complete a passport.
- ▶ To recognise their local representatives.
- ▶ To develop research techniques.
- ▶ To extend their use of non-fiction reading and writing.
- ▶ To find specific information about their local Assembly Member.

Curriculum Programme of Study Links

English:

- Reading; Range (4)
- Reading; Skills (7) (8)
- Writing; Range (1) (5)

Common Requirements



Resources

- Worksheet 3 'Who is my Assembly Member?'
- Assembly Members Poster
- Internet (optional)

Tasks

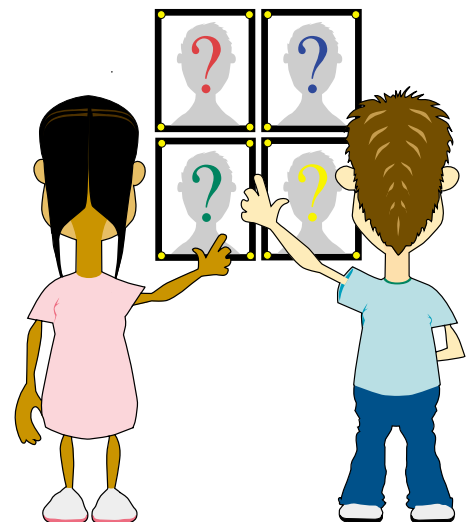
- ▶ Class discussion on who can help us in our communities and who our local representatives are. Introduce the term Assembly Member.
- ▶ Pupils to list ten things they would like to find out about their Assembly Member.
- ▶ Pupils are asked to complete a passport for their Assembly Member. Teachers may find the Assembly's website [www.wales.gov.uk/public-information/education/primary/who is my Assembly Member?](http://www.wales.gov.uk/public-information/education/primary/who-is-my-assembly-member/) useful.

Suggested Follow-up/Extension Activities

- ▶ Pupils to suggest people that they know or a famous person that they think would make a good Assembly Member. They must give reasons for their answer.
- ▶ Pupils to complete own biography.

Discussion Points

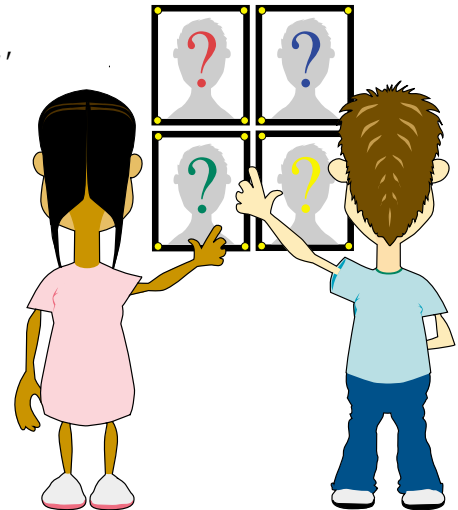
- ▶ Would you like to be an Assembly Member and why?
- ▶ What would you like to change if you were an Assembly Member?
- ▶ What makes a good local representative?

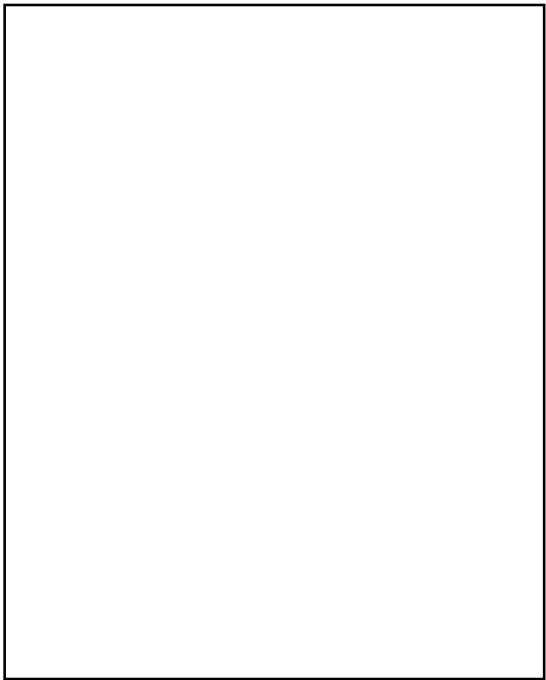


Who is my Assembly Member?

Assembly Members are men and women who are voted for by the people of Wales. Each Assembly Member looks after an area called a 'constituency' or a region.

1. Find out who looks after the area where you live.
2. What does he or she look like?
3. Prepare a passport for your constituency Assembly Member. Fill in their name, party and constituency. Draw their picture in the photograph box:



Name	
Party	
Constituency	
Additional Information	
.....	
	PHOTOGRAPH

Constituency challenge

Activity 4

Lesson Plan

Aim

- ▶ To introduce pupils to vocabulary associated with democracy / National Assembly for Wales.

Objectives

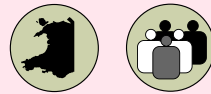
- ▶ For pupils to find out the meanings of the newly encountered words.
- ▶ To enhance dictionary skills.
- ▶ To extend their use of non-fictional material to find specific information.
- ▶ To create new words within the word 'Constituency'.

Curriculum Programme of Study Links

English:

- Writing; Skills (6)
- Reading; Skills (8)

Common Requirements



Resources

- Worksheet 4: 'Constituency challenge'
- Dictionary.

Tasks

- ▶ Pupils to suggest meanings of words in the table.
- ▶ Find out the correct meaning of the words provided (refer to glossary page or dictionary).
- ▶ Identify 12 words within the word 'CONSTITUENCY'. These could include: son, sun, sit, nun, it, ton, on, tin, ten, none, sent, scone, cone, tune, you, one, test, tent, nits, scent.
- ▶ Learn how to spell the new words provided and put in sentences.

Suggested Follow-up/Extension Activities

- ▶ Pupils could list some of the stem or word families associated with the original word. (decision . . . decide; discuss . . . discussing; election . . . elect; debate . . . debated; assembly . . . assemble; constituency . . . constituent etc.)
- ▶ Introduce further new terms from the glossary.

Discussion Points

- ▶ As a class the pupils can discuss the words that they have created from the word "constituency".
- ▶ Who has found the most words?



Constituency challenge



1. Here are some new words for you to learn.
Follow the instructions to complete the table below:

Read	What do you think the word means?	Correct meaning from dictionary
Constituency		
Assembly		
Election		
Debate		
Discuss		
Decision		

2. Can you find 12 words within the word **constituency**? List them below:

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.

Aim

- For pupils to learn about elections through the writing style of a newspaper article. To create a discussion on voting age and turnout.

Objectives

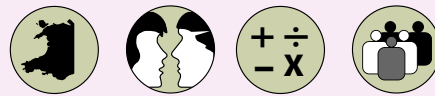
- To enhance knowledge of the language and layout used in newspaper articles.
- To encourage pupils to debate the current voting age and why voter apathy is so high amongst young people.
- To develop understanding of what is meant by turnout, voting apathy and election.
- To give pupils an opportunity to practice oral and written communication skills.
- To understand both sides of an argument.

Curriculum Programme of Study Links

English:

- Reading; Skills (8)
- Reading; Range (4)
- Reading; Language Development (1)

Common Requirements



Resources

- Worksheet 5a 'The Pierhead Post'
- Worksheet 5b 'The Pierhead Post'

Tasks and Answers

- Pupils to read the newspaper article and comprehend the issues discussed.
- The Pierhead Post is a fictional newspaper set in the future which covers the story of young people under the age of eighteen voting for the first time.

Question 1 - Answers

- a) Ten year olds were able to vote for the first time on 1st May 2023.
- b) The first elections were held in May 1999.
- c) The voting age was reduced from 21 to 18 in 1969.

Question 2

- The fifth Assembly elections were held in 2015 (2023 minus 8yrs).

Question 3

The definition of terms could be a whole class discussion.

- Turnout**
Percentage of the population who turn out to vote.
- Voter apathy**
Lack of interest in the voting process.



Activity 5

Lesson Plan cont.

Pierhead Post

Question 3 continued

▶ **Ballot box**

A black box where ballot papers are placed after a vote.

▶ **Democracy**

Giving an opportunity for everyone to choose the government.

Question 4

▶ Mr Gorky Jones thinks that politics is not relevant to children and that they cannot contribute to their community. Blodwen Tatws-Pierce believes that voting is very important, and that young children can contribute to the community.

▶ Pupils to give reasons for their answers.

Question 5

▶ Pupils need to understand that elected representatives speak on their behalf. Assembly Members discuss issues that affect them on a daily basis.

Question 6

▶ It is important to vote because:

- Voting is a way of expressing your voice and opinions.
- If you don't use your vote then you lose your say.
- You are choosing the best representative in your area.
- Various other answers will also be acceptable.

Suggested Follow-up/Extension Activities

- ▶ Pupils could write a newspaper article based on a youth parliament.
- ▶ Design a logo/poster to boost voting amongst the young.
- ▶ Set up a mock youth parliament in class, chaired by the teacher and hold a debate. Each child should have an opportunity to vote on an issue that is of concern in the local community.

Discussion Points

- ▶ Would they vote themselves in the future?
- ▶ Why do they think that the turnout amongst the 18-25 age group has been so low?
- ▶ Should the current voting age of eighteen be lowered?
- ▶ What could be done to encourage more people to vote?
- ▶ Should people be fined if they don't vote?

THE PIERHEAD POST

Volume 237, No.2

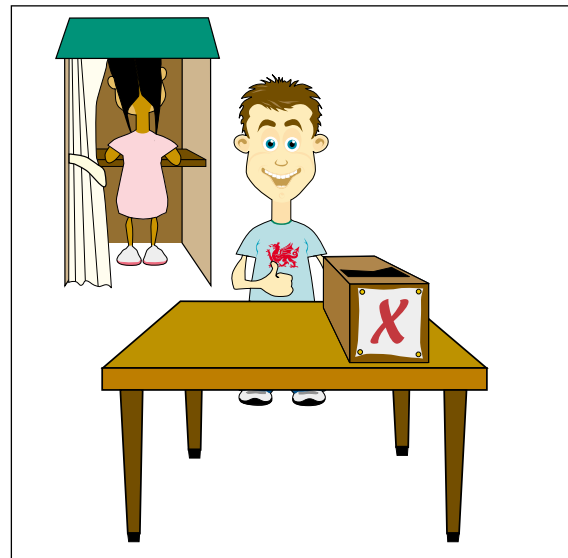
2 May 2023

Record turnout as ten-year-olds vote for the first time

Children as young as ten had the day off school yesterday to vote for the first time in the 7th Assembly elections. Following years of campaigning by PFP (Primary Fun Party), children were finally given the right to the ballot box. A party spokesperson commented: “Young people now have a voice in Wales”.

Not since 1969, when the voting age was first reduced from 21 to 18, has public opinion on such an issue been so divided. Mr Gorky Jones, speaking on behalf of the Mature Vote Party said: “What does politics have in common with children; they cannot contribute to their community, so why bother to vote!”

Blodwen Tatws-Pierce, 10, from Llantatws disagrees: “I voted today because I wanted to get the best person to represent me. If people don’t vote then they don’t have a say in how our country is run.”



The possibility that a new youth parliament could be set up by law looks even more likely. Topics for discussion could range from funding the new children’s hospital to providing free sweets in school.

Democracy was the biggest winner of the election when turnout reached its highest levels since the first elections in May 1999. Voter apathy amongst the 18-25 age group had threatened to halt the previous election.

1. (A) When were 10 year olds allowed to vote for the first time?

.....

(B) When were the first National Assembly elections held?

.....

(C) In which year was the voting age reduced from 21 to 18?

.....

2. If Assembly elections are held every four years, in which year would the fifth Assembly election have been held?

.....

3. What is meant by the following: (Use a dictionary to help you)

Turnout

Voter apathy

Ballot box

Debate

4. (A) What are the two different views expressed by Mr Gorky Jones and Blodwen Tatws-Pierce?

.....

.....

(B) With whom do you agree? Give reasons for your choice.

.....

5. What do you understand by the phrase "the young now have a voice in Wales?"

.....

.....

6. Why is it important to vote?

.....

.....



Design an election poster

Activity 6

Lesson Plan

Aim

- ▶ Understand one of the ways in which people decide who to vote for.
- ▶ How to plan an election campaign.

Objectives

- ▶ To encourage pupils to think about how to get a 'message' across.
- ▶ To design an election campaign poster.

Curriculum Programme of Study Links

Information Technology:
Communicating and Handling Information(1)

Common Requirements



Resources

Worksheet 6 *'Design an election poster'*
Plain A3 Paper

Tasks

- ▶ Pupils have to pretend to stand for election as the Assembly Member for their school.
- ▶ As a class discuss what information should be included in an election campaign poster.
- ▶ Give pupils a photocopy of the worksheet provided to ensure that all relevant information is included.
- ▶ Pupils to list on their poster what they would like to change in the school.
- ▶ Pupils should then prepare a poster selling themselves and their ideas using any art form they wish – paints, murals, IT etc.



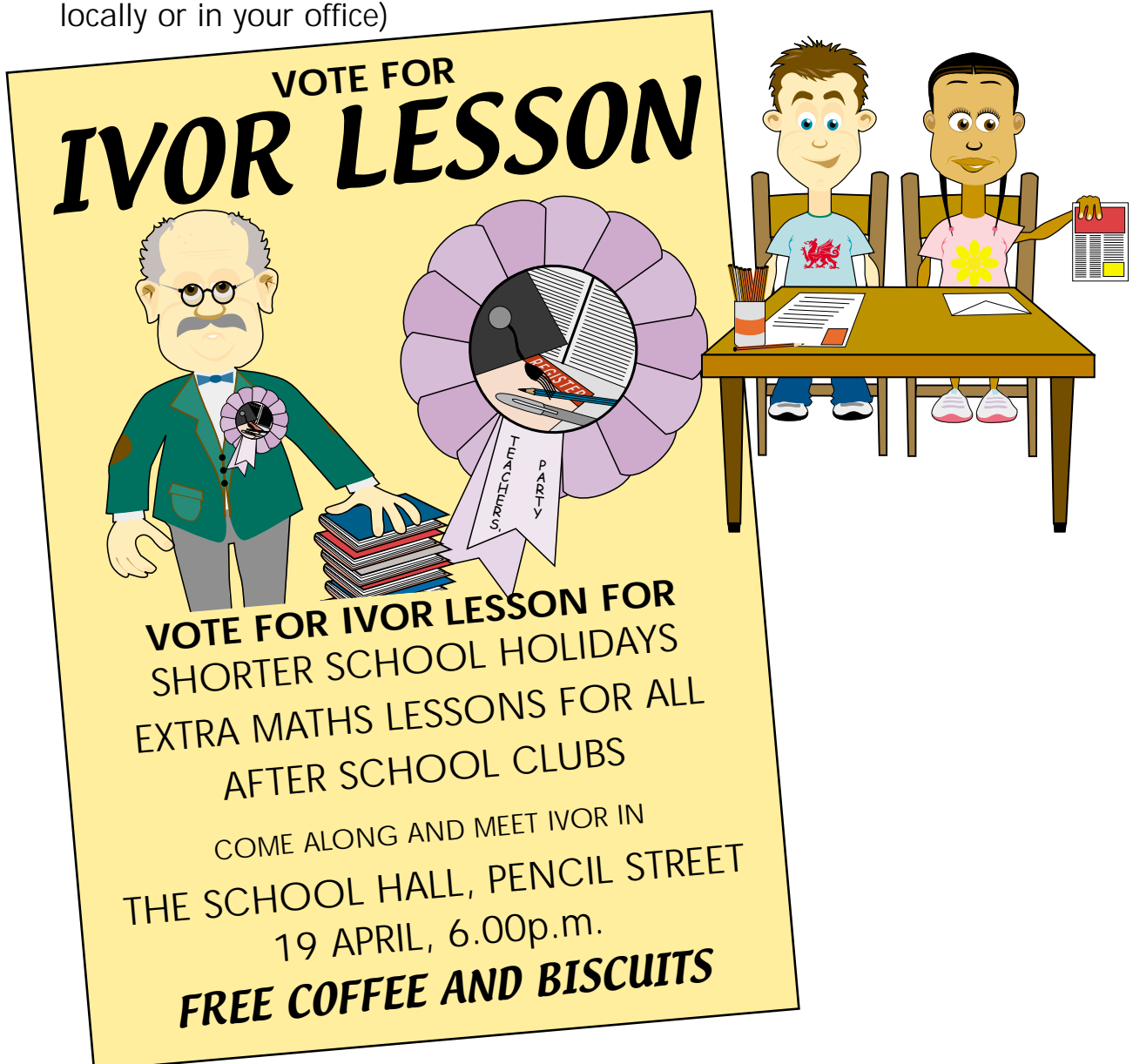
Suggested Follow-up/Extension Activities

- ▶ You may wish to hold a competition for the best poster.
- ▶ Posters could be displayed around school and other classes invited to vote for the best poster or best idea to improve the school.
- ▶ Alternatively, 6 or 8 posters could be selected and an election held in class.
- ▶ The pupils' ideas could be collated and converted into graph work to identify the 3 most popular changes required to the school.
- ▶ The pupils' ideas could be collated, discussed and the best passed to the school council or Head Teacher for consideration.
- ▶ Pupils might wish to design and write a more detailed pamphlet/manifesto outlining their ideas.

Design an election poster

You are standing for election as the Assembly Member for your school. You need to let all the other children know who you are and what you will do for them if they vote for you. Prepare a poster for your election campaign to include the following information:

- ▶ Your name.
- ▶ The name of your party (you will have to make this up).
- ▶ Your picture.
- ▶ List of promises (what you will do for people who vote for you). In a real election this list is called a 'manifesto'.
- ▶ Where voters can see you (this might be on TV, at a meeting locally or in your office)



Sports results

Activity 7

Lesson Plan

Aim

- ▶ To learn that each vote counts.
- ▶ To represent data appropriately.
- ▶ To draw meaningful conclusions from statistics.

Objectives

- ▶ Interpret and complete practical mathematical tables.
- ▶ Enhance numerical skills.
- ▶ Transform information into a bar graph.
- ▶ Use skills to draw meaningful conclusions from statistics.
- ▶ Develop pupils' awareness of the importance of voting.
- ▶ Understand that everybody's vote is important and could change the outcome of the result.

Curriculum Programme of Study Links

Mathematics:

Collecting; Representing and Interpreting Data
(1)(2)(3)

Common Requirements



Resources

Worksheet 7 'Sports results'
Graph Paper



Tasks and Answers

- ▶ Give a copy of the worksheet to the pupils.
- ▶ Read the scenario given, and discuss the importance of each of the pupil's votes. Explain that this system of democracy is fair as it gives everyone a chance to express their opinions and views.
- ▶ The pupils then need to complete the calculations in the table. Transfer the information into a bar graph on graph paper. If time allows some of the pupils could then represent the information into a line graph or pictogram.
- ▶ The pupils should interpret the graph and discuss their understanding of the data.
- ▶ Pupils to answer the questions on the worksheet.

Team	Girls	Boys	Total
Football	35	36	71
Swimming	1	1	2
Cricket	3	8	11
Netball	45	23	68
Hockey	9	5	14
Rugby	19	43	62
Totals	112	116	228

(a) Football and Netball

(b) 3

(c) 238 (228 + 10 absent pupils)

(d) 228

(e) 6% (14 ÷ 228 X 100)

(f) The total for rugby would then be 72 which would have made rugby first, football second, a difference of 1 vote! The netball team would miss out, highlighting the importance of each vote.

Activity 7

Sports results

Lesson Plan cont.

Suggested Follow-up/ Extension activities

- ▶ The whole class could hold a similar vote where the pupils imagine that they are going to vote for a new kit in their school. As a whole class the pupils could devise a simple ballot paper with the name of the sports teams and captains, and hold a secret vote.
- ▶ Emphasise that you only put a cross on the paper and if someone makes any other mark on the paper it would be considered spoilt and not counted (which could affect the outcome of the result!)
- ▶ The results would be counted and the children would first record the information in a table in order to transform into a bar graph.
- ▶ You may want to think of appropriate questions to enhance the pupils' data skills and assess their understanding of the work.
- ▶ Pupils to create a database and graph the results using Excel.

Discussion Point

- ▶ Why is voting important?
- ▶ Will the children use their vote when they are able to do so at 18?

Sports results

Pupil 7

Worksheet

Pierhead Primary needs to buy new kits for its sports teams. Unfortunately it only has enough money in the budget this year to kit out two teams. The Head Teacher thought the fairest way to decide which teams receive the new kits was to allow pupils at Pierhead Primary to vote. The results of the vote are given in Table 1. Each pupil was allowed one vote but 10 pupils were absent.

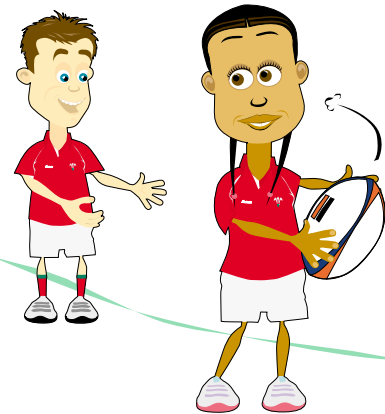
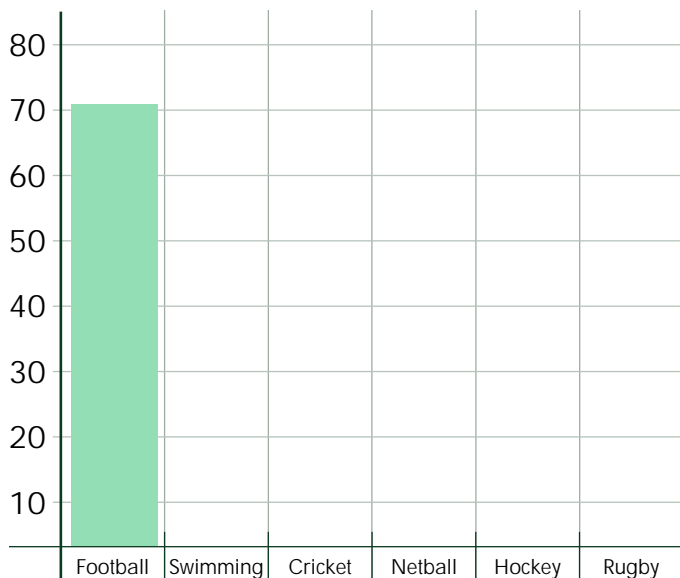
1. Fill in the missing numbers in the table

Table 1

Team	Girls	Boys	Total
Football	35		71
Swimming		1	2
Cricket	3		11
Netball	45	23	
Hockey	9	5	
Rugby	19		62
Totals			

2. Transfer the results into a bar graph on graph paper

The result of the vote for the football kit has been done for you.



3. Answer the following questions:

(a) Which two teams got a new kit?

.....

(b) What was the difference in the number of votes between the 1st and 2nd?

.....

(c) How many pupils are in the school in total?

.....

(d) How many pupils voted?

.....

(e) What was the percentage vote for the hockey team?

.....

(f) If all absent pupils had voted for rugby how would this have effected the outcome?

.....

(g) Colour the graph.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial data. This includes not only sales and purchases but also expenses and income. The document provides a detailed list of items that should be tracked, such as inventory levels, accounts payable, and accounts receivable. It also outlines the procedures for recording these transactions, including the use of double-entry bookkeeping and the importance of regular reconciliations. The second part of the document focuses on the analysis of the recorded data. It describes various financial ratios and metrics that can be used to assess the company's performance, such as the gross profit margin, operating margin, and return on equity. It also discusses the importance of comparing these metrics to industry benchmarks and historical data to identify trends and areas for improvement. The final part of the document provides a summary of the key findings and recommendations. It highlights the need for continued vigilance in record-keeping and the importance of seeking professional advice when necessary. The document concludes with a statement of the author's commitment to providing accurate and reliable information to the reader.

Budget bonanza!

Activity 8

Lesson Plan

Aim

- ▶ To learn how to allocate funds fairly and to justify budgetary decisions.

Objectives

- ▶ To understand the basic idea of budgeting/sharing.
- ▶ To encourage pupils to consider the views of others.
- ▶ To begin to get a feel for a difficult decision making process.
- ▶ To practice presenting the results of a difficult decision.
- ▶ To encourage pupils to think through and justify the decisions they make.

Curriculum Programme of Study Links

Mathematics:

Number; Solving Numerical Problems (1)

English:

Oracy; Range (4)

Oracy; Skills (6)

Common Requirements



Resources

Worksheet 8 *'Budget bonanza!'*

Tasks

- ▶ Read through the worksheet as a whole class.
- ▶ In pairs work through each of the five-proposals marking each one 'yes' or 'no' depending on whether or not they are to be financed.
- ▶ Pupils to decide how much of the extra money to allocate to each proposal.
- ▶ Information to be transferred onto the table on the second page of the worksheet.
- ▶ Complete the statement at the end of the worksheet.

Suggested Follow-up/Extension Activities

- ▶ Hold a class discussion on how difficult it was to decide which projects to fund.
- ▶ Compare which projects each group decided to fund and why:
 - hold a class vote
 - produce a graph



Budget bonanza!

Pupil 8

Worksheet

You are the Assembly's Finance Minister. It is your job to decide how and where the Assembly spends its money. This year you have an extra £9,000 to spend and have asked the other Ministers in the Assembly to put forward some ideas of how the money could be spent. Look at the other Ministers' ideas below and decide whether to:

- (a) Give all the money to one project.
- (b) Give some projects money but not others.
- (c) Divide the money equally between all the projects.

Remember: You do not have to give all the requested money to each project but you should spend the full £9,000.



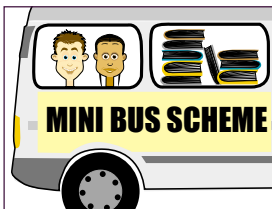
Tick either the **Yes** box or **No** box under each idea. Then fill in the Amount box with the amount you are going to spend on that project.



Environment Minister

Needs £5,000 for a recycling scheme

Yes **No** Amount £



Education Minister

Needs £9,000 for a mini bus scheme

Yes **No** Amount £



Health Minister

Needs £4,000 for an anti-smoking campaign

Yes **No** Amount £



Farming Minister

Needs £7,000 for a farm school

Yes **No** Amount £



Sports Minister

Needs £3,000 for an after school sports club






Yes **No** Amount £

Now, fill in the table overleaf.

Pupil 8

Worksheet cont.

Budget bonanza!

<i>Idea</i>	<i>Are you going to give this idea money? Write yes or no</i>	<i>How much money?</i>
 <i>Recycling scheme</i>		
 <i>Mini bus scheme</i>		
 <i>Anti-smoking campaign</i>		
 <i>Farm school</i>		
 <i>After school sports club</i>		
<i>Total money spent £</i>		

I have decided to give most of the extra money to the

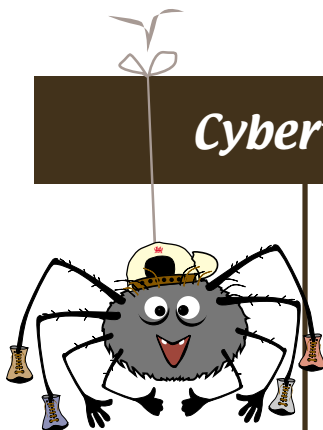
..... *project*

because

.....

.....

Cyber's Assembly Facts



The real Assembly Finance Minister has to decide how to spend billions of pounds fairly across the whole of Wales with the help of all the Assembly Members.

Face the press

Activity 9

Lesson Plan

Aim

- For pupils to learn how to communicate their own opinions and to consider the views of others by role playing an Assembly Member.

Objectives

- To encourage pupils to develop oral skills by presenting difficult issues to the class.
- To encourage pupils to think through and justify the decisions they make.

Curriculum Programme of Study Links

English:

- Oracy; Range (4)
- Oracy; Language Development (3)
- Writing; Skills (6)

Common Requirements

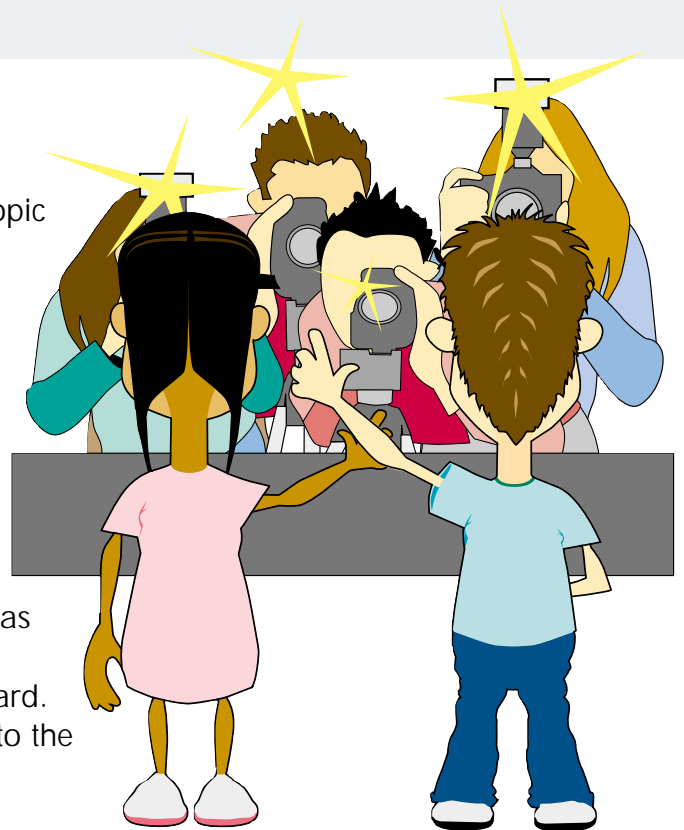


Resources

Worksheet 9 'Face the press'

Tasks

- Divide the class into groups of 4-6 and give each group a different square or discussion topic from the worksheet.
- Each group should:
 - Discuss their allocated topic.
 - Decide whether they agree or disagree with the statement.
 - Make notes on why they agree or disagree with the statement.
 - Elect a spokesperson to role play an Assembly Member.
 - Create appropriate sentences/sound bites as statement notes for the Assembly Member. These should include the words on each card.
- Each group in turn should make a statement to the press (the teacher and the rest of the class) to announce their opinions on the issue.
- The teacher to question the spokesperson based on their statement.



Suggested Follow-up/Extension Activities

- Write a letter or article on an issue that concerns the pupils in the local area.

EDUCATION

"School holidays must be shortened"



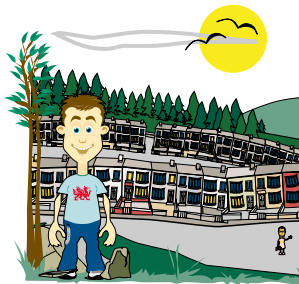
football

sand castles

exams

HOUSING

"All homeless people must be swept off the street"



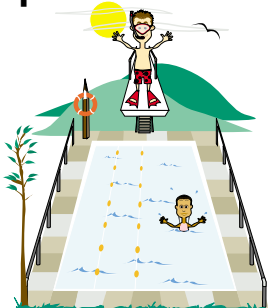
bike

holiday

chocolate

SPORT

"Admission to swimming pools should be free for all"



disco

banana

television

ENVIRONMENT

"People must be fined if they do not recycle"



landfill

cat

compost

LANGUAGE

"All year 5 and 6 pupils must learn to spell 100 new words a day"



hat

green

weather

HEALTH

"To promote our healthy eating plan all sweet shops in school must be banned"



carrot

bed

charity

How to plan an event

Activity 10

Lesson Plan

Aim

- ▶ To understand the process of planning and organising an event.

Objectives

- ▶ For pupils to understand how to organise an event and write a formal letter to a specific audience.

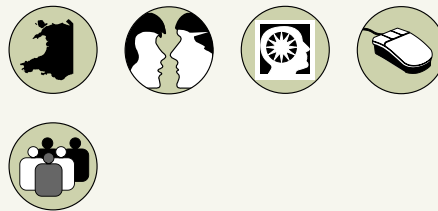


Curriculum Programme of Study Links

English:

- Writing; Range (4)
- Writing; Skills (3)
- Writing; Language Development (2)

Common Requirements



Resources

- Worksheet 10 'How to plan an event'

Tasks

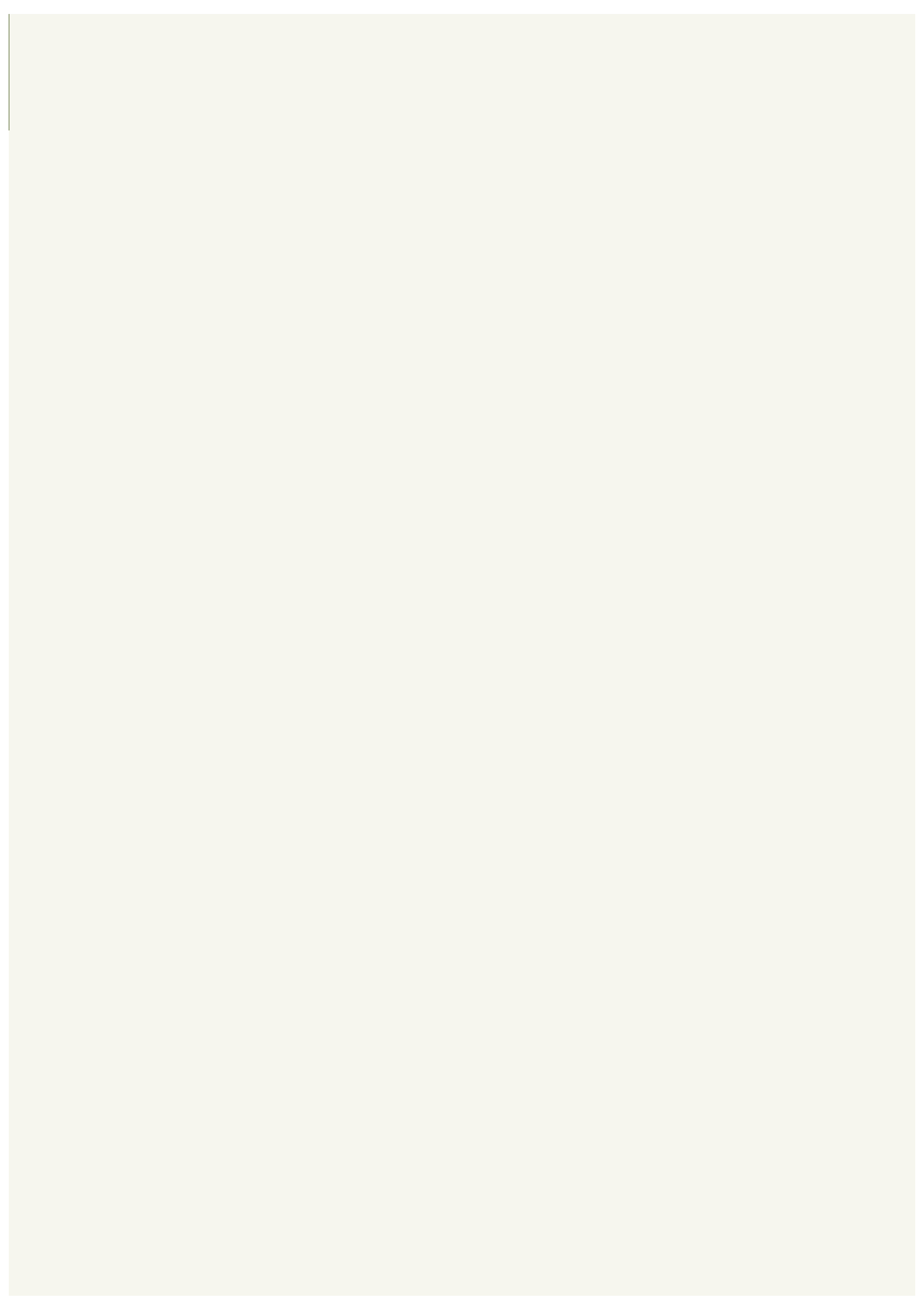
- ▶ Complete Worksheet 10.
- ▶ It is up to the teacher whether the activities need to be completed individually, in groups or as a whole class.
- ▶ As a group, discuss pupils' ideas on who to invite to the school.
- ▶ Decide, possibly by voting, who to invite to the school.
- ▶ Write a letter inviting the guest to the school.
- ▶ Look at an example of a formal letter emphasising format and language.
- ▶ As a whole class, make a list of the content of the letter.
- ▶ Proof read, check spelling and punctuation.
- ▶ Prepare questions to ask the visitor.
- ▶ After the visit, write a letter thanking them.

Suggested Follow-up/Extension Activities

- ▶ Write an article for the school's newspaper describing the visit.

Discussion Point

- ▶ How do we plan an event?
- ▶ How do we behave appropriately in different circumstances?
- ▶ What are the issues of concern in the local area?



How to plan an event

Pupil 10

Worksheet

In this exercise you are going to think about and plan for someone to visit your school. These are some of the things that you need to consider (make notes in the spaces provided).

Who do you want to invite?

(Assembly Member, police officer, local councillor or businessman/lady etc)

.....

Why do you want to invite them?

.....

How are you going to contact the person?

.....

If they accept your invitation, what do you want them to do?

(Speak to your class about what they do, look at a special piece of work, tell you about how they chose their career?)

.....

.....

If you decide to write to the person what will you need to include in your letter?

(For example how will they know where to go and at what time?)

.....

.....

If the person accepts your invitation, what will you do when they arrive? Who will meet them and what will they say?

.....

.....

How to plan an event

Are you going to ask the visitor any questions?

If so, you might want to prepare them beforehand and write them down.

.....

.....

When the visitor is ready to leave, is one pupil, the teacher or the whole class going to thank them?

.....

After the visit are you going to write to the person to say thank you?

If so, who is going to do this – the Head Teacher, your class teacher, every pupil or just one person?

.....

What do you need to say in the letter?

(For example what was the best part of the visit, do you want to do what this person does etc)

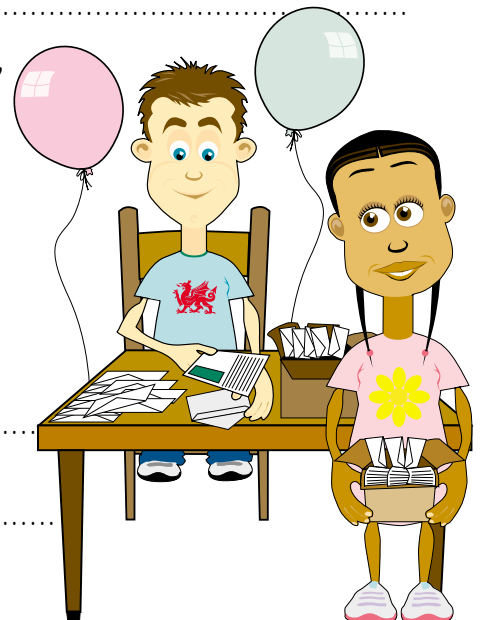
.....

.....

Finally, you could write an article for your school magazine or the local newspaper about the visit or you might prefer to write an account of it in your school diary/book. Should you send a copy to the visitor?

.....

.....

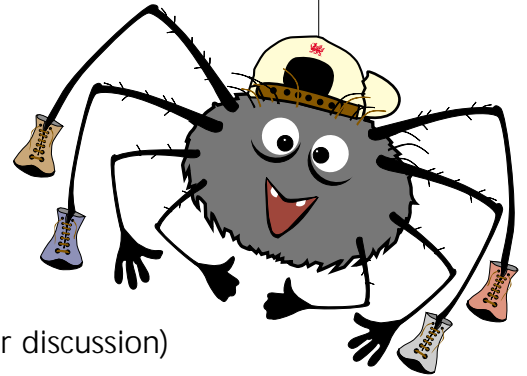


Cyber's Puzzle Page 1

Code Busters

Follow the code and find the hidden words

1 ABC	2 DEF	3 GHI
4 JKL	5 MNO	6 PQR
7 STUV	8 WXYZ	9 0



2 2 1 1 7 2
(Another word for discussion)

6 2 6 6 2 7 2 5 7
(Assembly members do this for the community)

1 7 7 2 5 1 4 8
(You gather together)

Make some new mobile phone codes for your friends to de-code!



code:

solution

code:

solution

code:

solution

code:

solution

code:

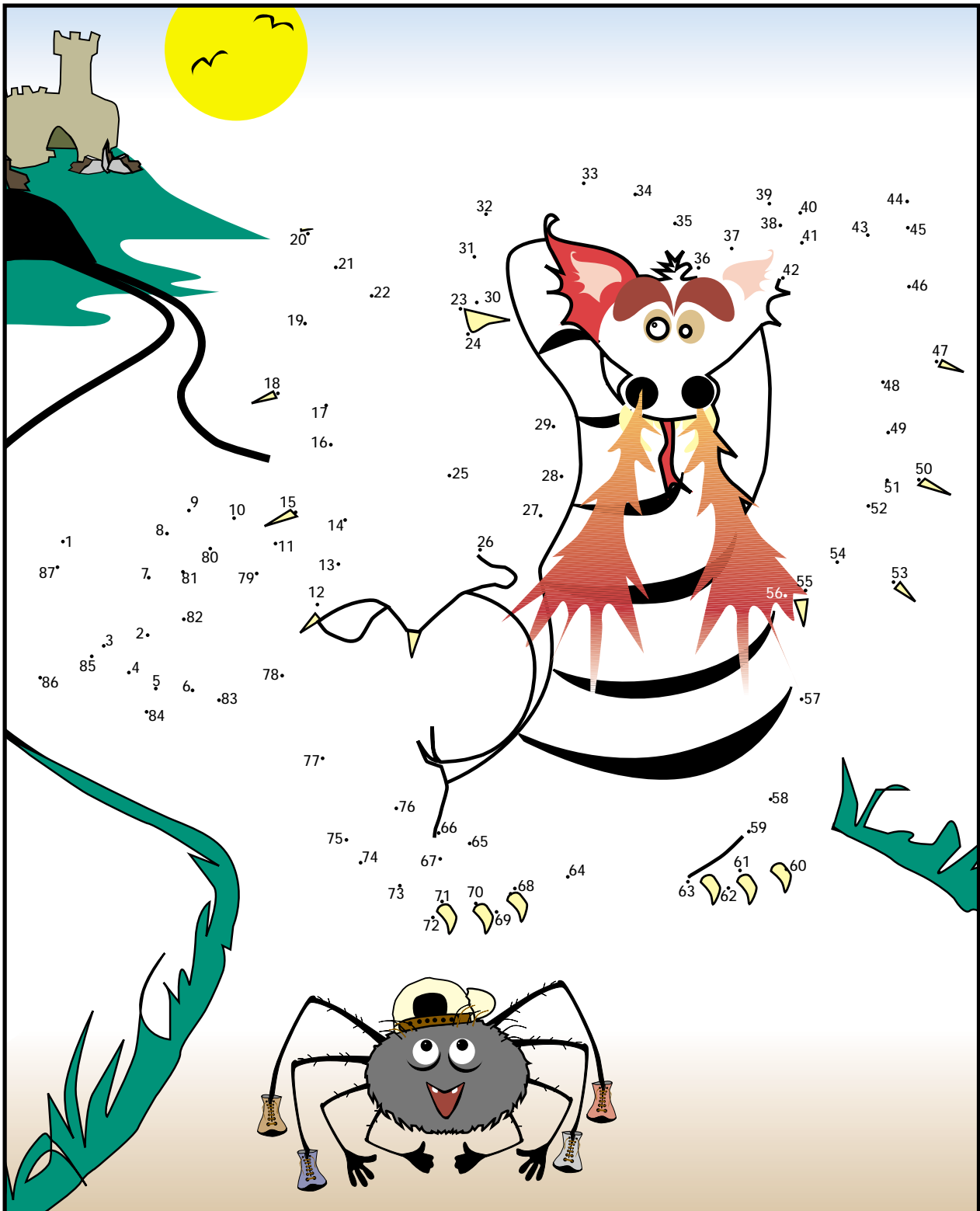
solution

Now see if you are correct.

Cyber's Puzzle Page 2

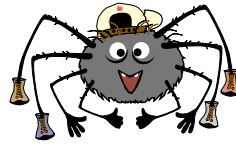
Dot to Dot

Join the dots to find out what Cyber is up to.

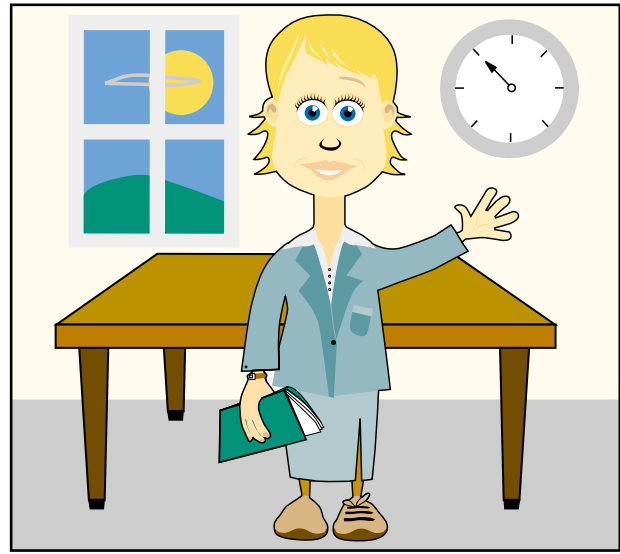
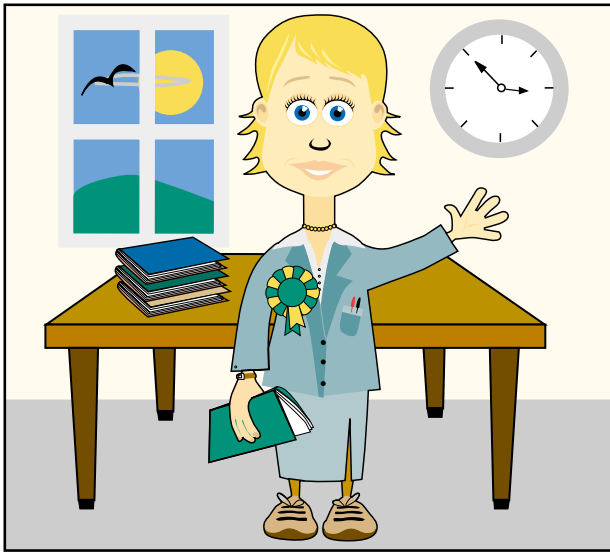


Cyber's Puzzle Page 3

Spot the difference



Can you find the ten differences between the two pictures?

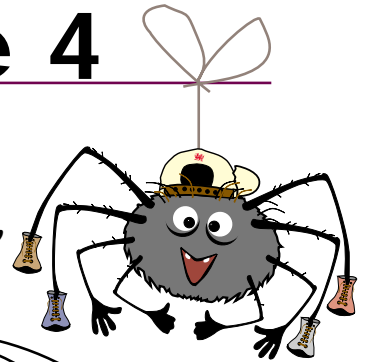


1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Did you spot them all? Ask your teacher for the answers.

Answers: Teachers - don't forget to cover this up when photocopying this sheet!
1. Bird missing, **2.** Clock hand missing, **3.** Eyebrow missing, **4.** Necklace missing, **5.** Rosette missing, **6.** Buttons missing on jacket, **7.** Shoelaces missing, **8.** Table leg missing, **9.** Pens missing from pocket, **10.** Books missing from table.

Cyber's Puzzle Page 4



Match the Party with the correct colour

Fill in the missing letters

L _ b _ _ r -

L _ ber _ l D _ m _ cr _ t -

C _ ns _ rvat _ ve -

Pla _ d Cymr _ -

In _ epe _ d _ nt -

P _ rty of Wales

Glossary of terms

Some of the following words may be new to pupils. Teachers may find the explanations of how they apply in respect to the Assembly useful.

Additional Member System	This system is how 20 of the 60 Assembly Members are elected. Members of the public were offered a second vote – for a party rather than a specific person.
Assembly	The political platform of Wales.
Cabinet	A group of no more than 9 Assembly Members (including the First Minister) who are given specific roles and responsibilities and advise the First Minister on these areas of responsibility.
Constituency	A geographical district or area of Wales which elects a Member to the Assembly.
Debate	Discussion, deliberation, argument held in the Assembly Plenary or committee meetings.
Decision	Outcome, verdict, result or conclusion.
Discuss	To talk or chat about a specific issue.
Environment	The natural world, background, atmosphere or situation.
Election	The method by which Assembly Members are nominated to office by the votes of the people of Wales.
First Minister	The leader of the Welsh Assembly Government.
First Past the Post	This is the system by which 40 of the Assembly's 60 Members are elected. The person who receives the most votes in that constituency wins the seat.



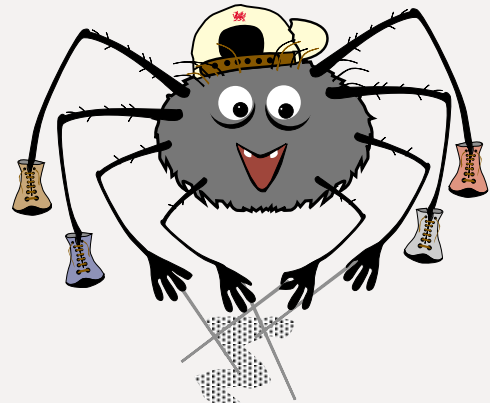
continued overleaf

Government	The administration or management of Wales.
Minister	An Assembly Member who has been appointed to the Cabinet and given a specific responsibility by the First Minister.
National	In respect of the Assembly, national refers to Wales.
Officer	An employee of the Assembly but not an elected representative.
Plenary	Full meeting of the Assembly.
Represent	To symbolise or act on behalf of or for someone else.



Web links

These will provide the user with additional research material.



- ▶ The National Assembly for Wales
www.wales.gov.uk
- ▶ The UK Parliament
www.parliament.uk
- ▶ The Northern Ireland Assembly
www.ni-assembly.gov.uk
- ▶ The Scottish Parliament
www.scottish.parliament.uk

