Unit 01 – What are young people's opinions about politics?
(Within this unit we have integrated research skills which will become useful when producing the individual study-design a questionnaire)

Title of activity	Activity	Resources	Extension work	Skills
Who influences our lives? What effect do different people have on our lives?	Split the group into smaller groups of 4-5. Hand out 1 pack of 'famous people' cards to each group. Ask the students to explain who of all the people on the cards is the most influential and who is the least influential. Note on the 'thinking pyramid' worksheet – the least influential at the bottom and the most influential on the top.	Teacher notes – <u>Unit 01</u>. *Resource 01:* Pack of 'Famous People' cards. *Resource 02:* 'Thinking Pyramid' worksheet. One for every group. *Resource 03:* Spider chart worksheet – they can work either individually or in pairs.	Research work – looking for data. Finding out: –Percentage of people who voted for candidates on television programmes such as Fferm Factor, Celebrity Big Brother, Strictly Come Dancing, X Factor, Britain's Got Talent etc. –Percentage of people who vote in local elections, National and British elections	Communication: discuss opinion Group work Pair work. Research: Collecting data and comparing. Offer Conclusions. Thinking Skills. Working with others. Problem Solving.

			and referenda.	Communication: Group Work Individual Work Pair Work. Thinking Skills. Discuss an opinion. Working with others. Asking questions.
This can lead us to the question:	From the previous task you should have two groups of people, politicians and other famous people. Of these people, who can they vote for? For whom else can they vote? eg. school councillors			
For whom would we vote? Who do we vote for and why?	**Class discussion – Who has influence on our lives?** Note answers on the spider chart worksheet. Note who is the most influential and ask them to expand on this by noting why they are influential and what this person's special features are and how these contribute to the fact that they influence their lives?			

| How to choose a leader | Pupils work in small groups to decide upon someone they consider to be a good leader. They then use the Internet to research and identify 5 reasons why this person is such a good leader.

Each group is given information on 7 political candidates. They must read through the information, and discuss the positive and negative features of each candidate, and then vote individually for the person they think would be best to lead Wales.

Reveal the names of all candidates at the end of the lesson. | Computers with internet access.

Resource 04 : Candidate information sheets and ballot paper.

Resource 05: The features of successful leaders. | Research online: Name 5 influential leaders in the world today | Communication: discuss an opinion.

Group work Pair work Individual work.

Thinking / problem-solving skills.

Numeracy: Collate data / present graphs.

ICT. |
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What is the opinion of your family/friends/ teachers about politics?	Ask the question "Does your view of politics change/ strengthen with age or are young people as political as the older generation?" Discuss as a class or in groups. What are political issues to them? Do they talk about political issues at home? Do they only talk about local issues or national issues? Read the article from the Western Mail and discuss in pairs or in groups. Design a questionnaire to find out whether your view of politics changes/ strengthens with age or are young people more interested in political issues than the older generation? (individual or pair	*Resource 06:* Copies of the Western Mail article. *Resource 07:* PowerPoint slides. 'How to write a questionnaire' assessment. The option of creating the questionnaire on a computer and to photocopy in school would be desirable.	Produce an online questionnaire or quick poll on the school's website.	Communication: Create and ask questions. Pair work / group / class. Research: Collect a range of data. Analyse the data and see if there are any connections. Numeracy – collect data - present graphs. ICT. Thinking skills / problem solving.

	work). Read the sheet 'How to write a questionnaire' as an aid. Complete a survey using the questionnaire. A wide ranging group of people, of all ages must be interviewed. Interpret the data and present in the form of a report, newspaper article, oral presentation etc. Summarise all the facts. Develop research skills- collect primary data, present information graphically and analyse. Individual assessment criteria (AS2, AS3, AS4). Evaluate the questionnaire. Which questions worked best? What would you change next time? Develop self evaluation skills.			

Unit 02 – What is the work of an Assembly Member?
(Within this unit we have integrated useful research skills which may be used when undertaking personal research in preparation for conducting an interview.)

Who represents you in the Assembly?	Option 01 – individual or pair work	Teacher notes:	Create an 'upbeat'	Communication:
		Unit 02.	Powerpoint presentation about one of their AMs to include background information about the individual, their political allegiance, the result of their election to the Assembly and how to contact them.	pair/group and class work
	You can visit the Assembly website to discover information about your Assembly Members by inserting your post code in the relevant window.	Computers with internet access.		Literacy: Create and write an interview.
		School and local libraries		
	Constructing and writing an interview with an Assembly Member. Develop the necessary skills to structure an interview – collect primary data. (AS2/AS3)	Websites - BBC, ITV, S4C, Channel 4, BBC, Radio 4, Radio Wales, Radio Cymru, Senedd TV, Democracy Live.		Research:
				Decision making: examples of good and effective interviews in magazines, televidion, radio and on the web.
	Research examples of good, relevant and short and sharp questions on the internet/in			ICT

	magazines e.g Question Time/ Pawb a'i Farn etc. or actors promoting their films. What makes a good interview? **Option 02 – Group work** Split the class into groups of 5 students asking each group to look for information about one of their Assembly Members and to create interview style questions for a 'Newsround' type of TV programme and present the information to the rest of the class.		To vary the task some may write the interview specifically for Twitter i.e short, sharp questions and answers only. Total not exceeding 140 characters. Create a one page A4 'bullet point' local AM information sheet.	Working with others. Problem solving. Thinking/ Problem Solving/Reading/ Understanding/ Oral/Writing/ Listening.
What is the work of an Assembly Member?	Design and organise the diary of an Assembly Member's day. To complete the task you could: a) Watch 3 videos which show the diverse work of Assembly Members.	Assembly Member videos and photos.	Visit the Assembly. Ask the opinion of a Member about a hot topic in their local area. Challenge that opinion.	Communication: Ask questions to Assembly Members Question their answers. ICT.

	b) Watch BBC democracylive/ www.senedd.tv c) Invite an Assembly Member to the school to question them directly. This would tie in with the work of creating a questionnaire.			Thinking/ Problem Solving/ Reading/Oral/ Writing/ Listening.
How to present a campaign or an idea for a new Law for Wales to Assembly Members	Watch a video which explains the work of the Petitions Committee. Divide the class into 5 groups and ask each group to discuss one petition. Would they support the petition? If they were Assembly Members, which questions would they ask petitioners who came to give evidence to the Petitions Committee? Present the petition to the rest of the class, noting what their opinion is about the petition.	Teachers' notes: Unit 02 Petitions video Teachers' notes showing details of various petitions. Teachers' notes. Tips for submitting a successful petition. *Resource 08:* Petition sheet.		Communication: Pair/group/class work. Oracy: Creating scrutiny questions. Presenting an idea in front of an audience.

	At the end of the presentations a class election could be arranged to choose the best petition.	*Resource 09:* Reserved Powers. *Resource 10:* The 20 Subjects.		

Unit 03 – What is your opinion?

Should we ban smacking children? A debate about a topic that has been debated in the Siambr in Cardiff Bay.	Preparation time – make sure that they read the notes and facts on smacking children and that they know the facts before voicing their opinions. What are the pros and cons of having a smacking ban? Ask them to note the pros and cons of having a smacking ban. They can note the main points in the form of a thinking map first if they wish. Appoint one person in the group to be the Presiding Officer.	Teacher notes <u>Unit 3</u>. *Resource 11:* Notes to present the topic of debate to teachers. *Resource 12:* Notes to present the topic of debate to pupils. Include facts, pros and cons and what Assembly Members had to say. Video clip of Assembly Members debating in	Look at other clips of similar debates on www.senedd.tv	Communication: Pair Work Individual Work Group Work Speaking: Summarise viewpoint and present orally. Responding to objections in front of an audience. Thinking skills.

	You can ask individuals to volunteer to be Presiding Officer. If there is more than one candidate use the voting cards to vote for who should be the Presiding Officer. Once you have appointed the Presiding Officer the debate can begin. At the end of the debate, use voting cards to show their opinion. Hold a discussion about the outcome and effective methods of persuading. Watch a video clip of the Assembly Members debating the same topic in the Siambr in Cardiff Bay (19 October 2011). What have they learnt from	the Siambr www.senedd.tv (19 October 2011) *Resource 13:* Graph to show the result of the Assembly Members' vote. Voting cards: Green – Agree. Red – Disagree. White – Abstain.		Problem solving.

	watching the politicians speaking in public? What is their opinion on the way the Assembly Members voted at the end of their debate?			
What idea would you present to the Petitions Committee?	Divide the class into focus groups to discuss either a local issue, or a new law that would affect all of Wales. Present the issue / new law in the format of either a poster, PowerPoint, podcast or speech. Hold a year-group competition to select the best one and send it to the petitions committee: petitions@cymru.gov.uk	Computers with Internet Access. Resource 14: Examples of petitions submitted to the National Assembly for Wales.	Read directions on the Assembly's website on how to submit a petition. Read through and vote for petitions that are on the Assembly's website.	Communication: Group work Pair work Individual work. Reading instructions. Consider and decide upon the best petition. Thinking / problem-solving skills.

| How would you present a Short Debate in the Assembly? | Explain what the Short Debate session in Plenary involves i.e a session that lasts no longer than 30 minutes.

Whole class decide upon set rules of behaviour for the debate e.g no bad language, no nasty comments about fellow debaters etc.

Class is split into groups of 5.

Each group to be given a topic to research/debate – picked from the Debate Topic Ballot Box.

Each group to elect a chairperson - (Presiding Officer).

Each group to have two speakers for the given topic | Teacher Notes and Guidelines Unit 3

01 - Extract from Standing Orders of the National Assembly for Wales.

02 – Members ballot for Short debate.

Short Debate Ballot Box.

Debate topics on strips of paper or card to be picked from Ballot Box.

Information about the role of Presiding Officer.

03 – Rules of the Short Debate in the National | Find out about local/ national/international debating competitions. | Communication/ group work/class work.

Research skills.

Expressing an opinion.

Verbal skills.

Responding to criticism.

Select and decide. |

	and two speakers against the given topic. All members of the group to research their given topic. Maximum Short Debate time slot – 10 Minutes. As Each group debates the audience of fellow students decide who has 'won' on the strength of their subject content, presentation skills etc. Or hold a secret class vote using the Short Debate Ballot Box. No group is allowed to vote for themselves!	Assembly for Wales. 04 – Classroom Activities – Suggestions for group discussion topics. Clock or timer. 05 – Assessment of Group Discussion. Short Debate Ballot Box.	