

**Darganfod  
Dadlau  
Dewis**

—  
**Discover  
Debate  
Decide**

## **Key Stage 3 activities Teachers' notes**



## **What is the National Assembly for Wales?**

**The National Assembly for Wales is made up of 60 Assembly Members from across Wales. They are elected by the people of Wales to represent them and their communities, make laws for Wales and to ensure the Welsh Government is doing its job properly.**

# Teachers' notes

## 01\_Get to know your Assembly

### **Purpose:**

- To learn about the National Assembly for Wales.
- To present facts about the Assembly and democracy to others.

### **PSE framework links:**

#### **Active citizenship**

Learners will be given opportunities to understand:

- The principles of democracy in Wales.

#### **Developing ICT**

Learners will be given the opportunity to:

- Find and develop information and ideas;
- Create and present information and ideas.

#### **Working with others**

Learners will be given opportunities to:

- Work both independently and cooperatively.

### **Activities:**

#### **Activity 01 – Dictionary challenge**

This activity is intended to introduce some of the vocabulary used in talking about the National Assembly for Wales. It should be used as an introduction to the activities in this unit.

#### **Required:**

- Copies of pupil's sheet; (Activity 01 – Dictionary challenge)
- Dictionaries or computer access.

### **Activity 02 – Who’s who?**

This quiz is intended to guide the pupils towards finding out information about the National Assembly for Wales, using the Assembly’s website. The questions below should be used as the basis of a class discussion.

#### **Required:**

- Internet access;
- Copies of pupil worksheet (Activity 02 – Who’s who?).

### **Activity 03 – Find your partner**

This activity will allow pupils to find out information about the way the National Assembly for Wales works.

Pupils are to go around the class looking for a person who has a card which complements their own. Once they have found a partner, both should sit down. Once everyone has found a partner, pairs can be asked to read out the cards in front of them.

#### **Required:**

- Pupil activity cards for Activity 03 (Find your partner). The cards need to be photocopied on card (or laminated) and cut up in advance (for a group of 32 pupils, you will need two sets of cards).

### **Activity 04 – Assembly timeline**

This activity is intended to allow the pupils to have an idea of the events of the 10 years since devolution. The pupils could work individually or in groups.

#### **Required:**

- Copies of the ‘Assembly timeline’ sheets;
- Computer access.

### **Activity 05 – Number quiz**

Pupils will work individually on this quiz, using the Assembly’s website to help them find the necessary information.

#### **Required:**

- Copies of the quiz for pupils;
- Answer sheet on the following page (for teachers);
- Internet access ([www.assemblywales.org](http://www.assemblywales.org)).

## **02\_What does the Assembly do?**

### **Purpose:**

- To find out more about what happens at the National Assembly for Wales.
- To understand which powers are devolved.

### **PSE framework links:**

#### **Active citizenship**

Learners will be given opportunities to understand:

- The principles of democracy in Wales.

#### **Developing ICT**

Learners will be given opportunities to:

- Find and develop information and ideas;
- Create and present information and ideas.

#### **Working with others**

Learners will be given opportunities to:

- Work both independently and cooperatively.

### **Activities:**

#### **Activity 01 – 20 Subjects**

The introduction to the activity will be a class discussion of the areas of responsibility of the Welsh Government, this should help the pupils to realise how relevant those powers are to their lives. They should also discuss their ideas of what areas are not included in that list (i.e. the non-devolved or reserved powers).

Pupils are to work in groups, first of all to discuss which areas of policy they see as being most important/relevant to them, then to produce a leaflet or poster to impart that information to others.

#### **Required:**

- Poster of 20 Subjects;
- Internet access;
- List of reserved matters (for teachers).

### **Activity 02 – Can the Assembly legislate?**

This is a quiz for pupils based on the information they should have gleaned from working on the previous activity. (20 Subjects) The idea is for the pupils to discuss in groups whether the Welsh Government would be able to pass legislation on the listed policies. A class discussion could then follow; this will ensure the pupils understand which are the devolved areas.

#### **Required:**

- Activity sheet Can the Assembly legislate?
- Internet access;
- List of reserved matters (for teachers).

### **Activity 03 – Internet quiz**

The purpose of this activity is to encourage pupils to look for information on the Assembly's website. The agendas, which are published in advance of the Plenary meetings, and the Record of Proceedings, which is published subsequently, will provide all the information required. It may be advisable to complete the first part of the exercise before the meeting takes place, for the pupils to watch a part of the Plenary meeting live and for the last part of the exercise to be done at a later date.

#### **Required:**

- Copies of the worksheet;
- Internet access, both for finding the agendas and for watching the meeting (on [senedd.tv](http://senedd.tv)).

### **Activity 04 – New law**

The class will be divided into groups of four or five pupils. Each group will have a Subject to concentrate on (choose some of the more interesting!) Each group is to devise a new law in their field of interest. The job of each group will then be to 'sell' their law to the other groups. The pupils will present their law (as creatively as they like, including ICT!) before the whole class votes on the most popular choice.

Pupils could work on posters, slogans, Power Point presentations, speeches etc as part of their campaign.

**Required:**

- Copies of 20 Subjects poster;
- Computer access for producing posters or leaflets.

## **03\_Who represents me?**

### **Purpose:**

- To find out who represents them and how they can be contacted;
- To find out more about their representatives;
- To discuss the qualities they think an Assembly Member should have.

### **PSE framework links:**

#### **Active citizenship**

Learners will be given opportunities to understand:

- The principles of democracy in Wales;
- How representatives, eg School Councils, Councillors, AMs, MPs, MEPs are elected and understand their roles;
- How young people can have their views listened to and influence decision-making.

#### **Developing ICT**

Learners will be given the opportunity to:

- Find and develop information and ideas;
- Create and present information and ideas.

#### **Working with others**

Learners will be given opportunities to:

- Work both independently and cooperatively.

### **Activities:**

#### **Activity 01 – Qualities of a representative**

The purpose of this activity is to encourage pupils to think about what kinds of personal qualities our representatives need, and then to create a person specification for a new Assembly Member. Pupils can then compare their conclusions with those reached by other groups.



**Required:**

- No specific requirements.

**Activity 02 – Who are my representatives?**

This activity will help pupils to understand that a number of different people represent them. Pupils will also learn who all these different representatives are. This activity should be completed before embarking on Activity 03 ('Meet your representatives').

**Required:**

- Copies of pupil worksheet;
- Internet access.

**Activity 03 – Meet your representatives**

Pupils will contact some of their representatives and invite them to come into the school to meet them and to answer their questions. Groups within the class could be responsible for different aspects of making the arrangements, writing letters or e-mails, coordinating a list of questions, arranging refreshments for the guests etc.

**Required:**

- Copies of completed pupil worksheets from previous activity.
- No other specific requirements, but arrangements will need to be made before the visit takes place and could involve the use of resources.

**Activity 04 – A day in the life ...**

This activity should help pupils to understand how varied and how busy an Assembly Member's working week is.

**Required:**

- Copies of the diary page for pupils;
- Paper and pencils or access to computers.

## **04\_Democracy lives – ok!**

### **Purpose:**

To begin to understand the process of decision making;  
To take part in class discussions and debates.

### **PSE framework links:**

#### **Active citizenship**

Learners will be given opportunities to understand:

- The principles of democracy in Wales.

#### **Developing communication**

Learners should be given opportunities to:

- Express opinions clearly and justify a personal standpoint;
- Take part in debates and vote on issues.

#### **Developing ICT**

Learners will be given the opportunity to:

- Find and develop information and ideas;
- Create and present information and ideas.

#### **Working with others**

Learners will be given opportunities to:

- Work both independently and cooperatively.

### **Activities:**

#### **Activity 01 – Class debate**

A class debate could be held, based on one of the topics suggested. It would be possible to tell the pupils in advance of the debate and to allow them time to prepare arguments. This kind of class debate could be a regular occurrence, and a list could be kept of suitable topics for future debates. Before embarking on this activity for the first time, the teacher may like to give examples of the kinds of arguments for and against a motion that pupils might produce.

### **Required:**

- Pupils should be given copies of the worksheet in order to help them prepare for the debate. For second and subsequent debates, this should not need to be provided to them.

### **Activity 02 – How difficult is it to make a decision?**

Completing this activity should help pupils to understand that decisions are not always clear-cut and that there will always be competing pressures on those making the decisions.

Pupils will work in groups to present different viewpoints on a topical issue. Each group should have a spokesperson, who will be responsible for a 3-4 minute presentation to the class before the discussion is opened to contributions from any member of the class. There is also a table available for the pupils to record the results of their deliberations on the effects of this decision.

#### **Required:**

- Copies of information sheets;
- Copies of the table for use in the discussions.

### **Activity 03 – Votes at 16?**

The pupils should first of all discuss the arguments in favour and against the idea of lowering the voting age to 16 in groups. They should aim to add to this list by suggesting more arguments.

They could also look at [www.votesat16.org.uk](http://www.votesat16.org.uk) or [www.ukyouthparliament.org.uk/votesat16](http://www.ukyouthparliament.org.uk/votesat16) for further ideas.

This initial work could be followed by a class debate and a vote.

#### **Required:**

- Copies of the student worksheet;
- Internet access.