

**Darganfod  
Dadlau  
Dewis**

—  
**Discover  
Debate  
Decide**

## **Key Stage 3 Activities**



## **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.**

## **Key Stage 3 activities**

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## **Introduction**

This teaching resource is intended to educate young people in secondary schools about the National Assembly for Wales. Learning about the National Assembly, together with active citizenship, is an important part of the PSE framework, a statutory element of the school's wider curriculum. The work has been grouped into activities which are suitable for Key Stages 3 or 4, but teachers may decide to use the resources with other age groups as they wish. The activities in this pack have been updated from the previously published Secondary Schools' Pack.

The activities are designed to meet the requirements of the PSE Framework guidelines issued in 2008. In particular, activities will fulfil the requirements of the following skill areas:

**Developing Thinking**  
**Developing Communication**  
**Developing ICT**  
**Developing Numeracy**

The following aspects of learning across the Curriculum:

**Curriculum Cymreig**  
**Wales Europe and the World**  
**Personal and Social Education**  
**Careers and the World of Work**

As well as the following theme of PSE:

**Active Citizenship**

## **01\_Get to know your Assembly**

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

Use a dictionary to find the meanings of the following words, then write a sentence for each word which illustrates its meaning.

eg **Constituency**

Dictionary definition: a body of voters in a specified area who elect a representative to a legislative body.

My sentence: The local constituency elected a new Assembly Member in 2011.

**01\_Government**

**02\_Elected**

**03\_Represent**

**04\_Policy**

**05\_Scrutiny**

**06\_Democratic**

**07\_Committee**

**08\_Laws**

## Activity 02 – Who’s who?

### Internet quiz

Answer the following questions by looking for the information on the Assembly’s website ([www.assemblywales.org/memhome.htm](http://www.assemblywales.org/memhome.htm)):

- Which political parties are represented in the National Assembly for Wales?
- How many Assembly Members belong to each of these parties?
- Who is the First Minister?
- Who is the Presiding Officer?
- Who is the Deputy Presiding Officer?
- Who is the Leader of the Opposition?
- Who is the Counsel General?

### Discussion questions:

- What is the job of the Opposition?
- Why is it important to have Opposition parties?
- Which parties make up the Opposition in the National Assembly for Wales?

### Rules / standing orders

There are rules about what Members are allowed to do in their Siambur. These rules are called Standing Orders:

- What rules do you think should apply in a meeting?
- Why are rules important?
- List some other situations where very definite rules apply.

### Activity 03 – Find your partner

**Cards for pupils:** These cards will need to be photocopied, laminated and cut up before the lesson.

<b>Assembly Members</b>	They are elected by and represent the people of Wales.
<b>Presiding Officer</b>	This is the person who keeps order in the Siambr.
<b>First Minister</b>	This person leads the Government.
<b>Record of Proceedings</b>	A word for word record of the meetings held at the National Assembly for Wales.
<b>Voting system</b>	The ways in which representatives are chosen.

<b>Constituency Assembly Members</b>	The Members who represent constituencies in Wales and are elected by a First Past the Post system.
<b>Regional Assembly Members</b>	The Members who represent the regions of Wales and are elected using a form of proportional representation.
<b>Coalition Government</b>	This is when the Government consists of representatives from more than one political party.



## Activity 04 – Assembly timeline

In 2009, the National Assembly for Wales celebrated 10 years of devolution. Look at this list of important dates. Use the internet to help you find information and images, then produce a poster.

<b>18 September 1997</b>	Referendum – result 50.3% in favour, 49.7% against setting up a National Assembly for Wales.
<b>06 May 1999</b>	First Assembly elections held.
<b>26 May 2009</b>	Royal Opening of the First Assembly.
<b>01 May 2003</b>	Elections held for the Second Assembly term (2003 – 2007).
<b>01 March 2006</b>	Royal Opening of the Senedd building, Cardiff Bay. The Mace is presented by the Speaker of the Parliament of New South Wales, Australia.
<b>25 July 2006</b>	The Government of Wales Act (2006) receives Royal Assent.
<b>03 May 2007</b>	Elections held for the Third Assembly (2007 – 2011).
<b>12 June 2007</b>	First LCO (Additional Learning Needs) is published.
<b>06 May 2008</b>	First Measure is passed by the National Assembly for Wales, (The NHS Redress Wales Measure 2007), given Royal Assent in July 2008. This was the first bilingual law to be passed since the tenth century.
<b>26 June 2008</b>	The Official Opening of Siambr Hywel, the National Assembly’s Youth Debating Chamber, took place in the presence of H.R.H. The Prince of Wales.
<b>09 December 2009</b>	Carwyn Jones becomes the new First Minister, succeeding Rhodri Morgan.
<b>03 March 2011</b>	A referendum is held on further law-making powers for Wales. Result: 63.5% in favour, 36.5% against.
<b>05 May 2011</b>	Elections are held for the Fourth Assembly (2011 – 2016).

### Activity 05 – Number quiz

Find the answers to these questions (the answer will always be a number).  
Put the number in the oval shape (choose from the numbers below).

5, 5, 60, 40, 1999, 2016, 20

Number of Assembly Members.

The next Assembly Election.

Number of constituencies in Wales.

Number of Subjects of responsibility.

The total number of Assembly Members who represent **you**.

The number of regions in Wales.

The year of the first Assembly election.

## Answers – Number quiz

- 60** Number of Assembly Members.
- 2016** The next Assembly Election.
- 40** Number of constituencies in Wales.
- 20** Number of Subjects of responsibility.
- 5** The total number of Assembly Members who represent you.
- 5** The number of regions in Wales.
- 1999** The year of the first Assembly election.

02\_What does the Assembly do?

## 02\_What does the Assembly do?

### Activity 01 – 20 Subjects

a) Look at the poster of the 20 Subjects of responsibility for the National Assembly for Wales. These illustrations show what the National Assembly for Wales is responsible for. Can you think of any matters that a Government would normally discuss and which are not included? Discuss in groups, share your ideas.

b) Choose **ONE** of the Subjects shown and design a poster or a leaflet to show all the different ways in which that is important in our everyday lives (eg health or education).

02\_What does the Assembly do?

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

Look at these situations in conjunction with the poster of the 20 Subjects.  
Can the National Assembly legislate (make laws) in these areas?

01\_The content of the school curriculum.

02\_Raising the rates of taxation paid by employees.

03\_The cost of prescriptions.

04\_Student finance.

05\_School menus.

06\_Animal welfare.

07\_Bonus payments to bankers.

08\_Building a barrage off the coast of South Wales.

09\_The cost of alcohol (ie should the price be raised in order to discourage underage drinking?).

10\_Remove unhealthy snacks from vending machines in hospitals.

### Activity 03 – Internet quiz

Look at the National Assembly's website at:

[www.senedd.assemblywales.org/ieListMeetings.aspx?Committeed=153](http://www.senedd.assemblywales.org/ieListMeetings.aspx?Committeed=153)

and choose a Plenary agenda. Then answer the following questions:

- On what day and date will the meeting be held?
- At what time will the meeting start?
- Which Minister(s) will be answering questions at the beginning of the meeting?
- Write down **TWO** of the questions tabled and say which Assembly Member will be asking the questions.
- Find one of the topics for debate on that afternoon and write it down.

You could watch the meeting live on Senedd.tv (on the Assembly's website); this would allow you to observe the questions being asked and answered.

After the meeting has taken place, you will be able to read the minutes of the meeting on the Assembly's website. This document is called the **Record of Proceedings** or the Record. In the Record, you will be able to read the answers to your questions in full.

02\_What does the Assembly do?

### **Activity 04 – New law**

For this activity, you will need to look again at the poster of the 20 Subjects for which the Assembly has responsibility. You will work in groups of four or five. Each group will need to choose **ONE** of these 20 Subjects. The job of each group will be to sell their Subject to the other groups, ie to show them how important that Subject is in their everyday lives.

You will need to present your Subject in a creative and imaginative way, you may wish to use PowerPoint presentations, music, role play, artwork, slogans, speeches etc.

At the end of this activity, the whole class will vote on the best presentation.

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

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

You will work in groups for this activity.

As a group, think of the people who represent us and the people you might turn to for help. What qualities do these people need? Discuss these qualities with your group, then make a list of adjectives which would describe the ideal candidate.

Now work with your group to produce a job description for an Assembly Member, and write a paragraph to describe the ideal candidate.

Compare your answers with those produced by other groups. How similar are they? How do they differ? Can you come up with a list of qualities which you can agree on as a class?



## Activity 02 – Who are my representatives?

	Local Councillor	Assembly Member (choose 1)	Member of Parliament	Member of European Parliament (choose 1)	School Council Representative
<b>Name</b>					
<b>Email</b>					
<b>Postal Address</b>					
<b>Two interesting facts about this person</b>					
<b>How long have they had this responsibility?</b>					

- [www.writetothem.com](http://www.writetothem.com) (to find your local councillors, MEPS, MP, AMs).
- [www.theyworkforyou.com](http://www.theyworkforyou.com) (to find your MP).
- [www.assemblywales.org](http://www.assemblywales.org) (to find your representatives in the National Assembly for Wales).
- Your local council’s website (to find your local representatives).

### **Activity 03 – Meet your representatives**

Choose one of your representatives and write a letter or email, inviting them to visit you in your school (different groups could write to different representatives).

When you have arranged a visit, discuss as a class how you will organise things on the day. Who will meet the person when they arrive? Will you offer refreshments such as tea or coffee? Will you need someone to chair the questioning session? Who will thank the person at the end of their visit? After the visit, you will need to write to the person to thank them for giving up their time to visit you. Should one person do this on behalf of the class or should everyone write?

Once you have arranged a visit, make a list of questions that you could ask your visitor. Is there a local issue which you would like to discuss? Perhaps you would like to know why that person chose to enter politics? Ask your teacher to check that all the questions are suitable.

After the visit, you may like to discuss how successful it was. What worked well? Were there some things that you would do in a different way if you were to repeat this exercise?

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

Look at this example of an Assembly Member's diary, and then complete the exercises below:

06.00	Catch train to Cardiff. Read papers for this morning's Committee meeting.
08.30	Breakfast meeting with Minister for Health and Social Services.
09.30	Committee meeting to discuss student finance and to take evidence from student representatives.
11.30	Party Group meeting.
12.30	Meet with visiting school group in the Senedd Public Gallery.
13.00	Lunch meeting with constituent.
13.30	Plenary meeting: Asking a question to the First Minister about the progress of plans for a new local hospital.
18.00	Plenary ends.
18.30	Television interview.
19.00	Reception for NSPCC workers and volunteers – Senedd.
20.00	Read emails and catch up with correspondence.
21.00	Leave for home.

- Create a story board which shows a day in the life of an Assembly Member
- Write an account of the day (a full report in the first person)
- Do you think you would like to work as an Assembly Member? Why, or why not?
- What might be the advantages / disadvantages of this kind of job? (list some of them).

## **04\_Democracy lives – ok!**

### **Activity 01 – Class Debate**

You will need to prepare for your debate by researching the topic using a variety of sources such as newspapers and magazines, the internet, the local library or your school library, asking people such as members of your family or neighbours who may know something about the topic.

You will need to make sure that you collect information which is in favour of and against the motion (suggestion), so that you can have a fair and balanced discussion. You may wish to divide the class into groups for this purpose.

Here are some topics which you could discuss (why not add to this list?):

- We should make Wales a plastic bag free country
- No fast food outlets should be allowed within half a mile from a school
- We should all use the greenest means of travel
- Young people should be allowed to vote in elections once they are 16 years old.
- Automated tanning booths should be banned.

Why not look at the agendas for Plenary meetings and Committee meetings at the National Assembly for Wales to see whether something which is currently being discussed would be a suitable topic for your class?

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

In this task, you 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 you to record the results of your deliberations on the possible effects of this decision.

### **The situation:**

As a result of cuts in the Education budget, the local council has to consider closing a local school. This will mean:

- the loss of teaching posts
- the children currently attending the school will have to travel some considerable distances
- the school is also used as a local community centre hosting a number of activities. This facility will be lost.

A public meeting has been called to discuss the situation. You will role play the characters outlined on **page 19**. It is suggested that you work in groups of four or five.

It would be possible to repeat this exercise using a different situation – possibly something which is currently causing controversy in the local area. Again, you could be given roles to prepare in advance of the discussion.

## Activity 02 (continued)

### Cards for role play

<p><b>Tom Davies, Constituency Assembly Member</b> Is not really in favour of closing the school, but is aware that the building is old and in desperate need of expensive repairs</p>	<p><b>Helen Jones, parent and secretary of the Parent-Teacher Association</b> Clearly against the closure. She has no car and would have to take her children to school by bus. Her children are very happy in the present school.</p>
<p><b>Mike Smith, representative of the National Union of Teachers</b> Is very concerned about the possible loss of teachers' jobs.</p>	<p><b>Jenny Thomas, Head Teacher of the school</b> Obviously doesn't want the school to close. Her own daughter went to the school and was very happy there.</p>
<p><b>Richard Hughes, local councillor</b> He represents the ward in which the school is located and is very concerned about the closure and the resultant loss of local community facilities. However, he is a member of the party that runs the local council and is aware of the need to make cuts.</p>	<p><b>Jim Roberts, local shopkeeper</b> Jim owns a shop next door to the school. He is very concerned that he will lose business when the school closes.</p>
<p><b>Robin Williams, parent</b> Robin has two children at the school already and a younger child who is due to start there in September. His two children have been very happy there and he wants them as well as his younger child to continue to be educated there.</p>	<p><b>Mary Vaughan, parent</b> Mary is the parent of a child who has learning difficulties. She has been very pleased with the support her son has received and is worried that the move to a new school will upset him and hinder his progress.</p>
<p><b>Frank Barber, Leader of the Council</b> Knows that the decision will not be a popular one, but the council has to make huge savings and he does not feel that they have any choice. He is satisfied that there will be enough spare places in local schools for all the pupils displaced.</p>	

## Activity 02 (continued)

**Table to be used in your initial discussions on the issue of closing the local school.**

You should consider possible solutions to the question of school closure, and then fill in the table. For each suggested solution, you should consider the financial implications and who will be affected.

Possible solution	Financial implications	Who will be affected?

## Activity 03 – Votes at 16?

A number of people and organisations have raised the possibility of lowering the age at which youngsters are allowed to vote. Many are suggesting that this age should be 16. Look at these arguments in favour and against the suggestion, then discuss in groups. Maybe a class debate could be held, followed by a vote.

Look at [www.votesat16.org.uk](http://www.votesat16.org.uk).

Young people have to pay tax when they're 16, so they should be able to vote.

Will it make any difference?  
Will young people be more interested at 16?

It is over 40 years since the voting age was lowered to 18.

Not all 16 year olds are mature, but neither is every adult!

Politicians would be more likely to listen to young people if they could vote.

Voting figures for 18 – 25 year olds are very low. Would 16 year olds vote?

It was only in 1928 that all women were given the vote. That seems ridiculous now.

There would need to be more political education in schools.