

Teacher Support Pack

Political Awareness and Citizenship

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Introduction

Political Awareness and Citizenship

For many students, the idea that they can influence decisions made by government seems too abstract and the issues that engage and concern adults seem both out of reach and in many cases irrelevant to their current lives. Consequently, the focus of this title is to relate political concepts and issues to the students' personal lives and then extend their understanding to similar issues in the wider world. They will learn that responsible citizenship plays out in the home, at school, and in the wider community.

In exploring issues pertinent to their experiences, and in so doing beginning to understand how they can influence change, students will start to appreciate the purpose of government. Through the activities students will also develop effective communication skills and see how they can serve as productive and thoughtful citizens.

Why use Kar2ouche to teach Political Awareness and Citizenship?

Fundamentally, Kar2ouche is a storyboarding tool that enables students to engage in virtual role play, critical thinking for problem solving, and creative brainstorming. All of these skills are invaluable in exploring the complex issues involved in government, politics and citizenship.

The scenarios present engaging incidents that provide students with a real purpose for transactional and narrative writing, thus making a useful cross-curricular link. By working through the activities and sometimes doing additional research, students will become sufficiently involved and well informed to complete the writing tasks, many of which can be planned or completed in a Kar2ouche storyboard format.

Kar2ouche was developed specifically to help *all* students learn. For more information on the research that led to the development of Kar2ouche and why Kar2ouche works in the classroom, see Appendix 3.

Many students learn best by both hearing and seeing. The highly visual, auditory and interactive nature of the software motivates, engages and makes concepts memorable. With Kar2ouche, students build highly visual presentations that enable them to demonstrate their understanding.

In assuming a range of identities through the virtual role plays, students learn valuable social skills such as developing empathy and responding to different points of view. They can practise

communicating until they feel sufficiently confident to share their thoughts more widely.

Through discussion and collaborative working on storyboards, students should develop a number of key social studies skills, including the ability to research and organise materials, communicate ideas, effectively make queries, debate topics fairly and knowledgeably, and solve problems. Basically, with Kar2ouche, students are developing the skills that prepare them to assume productive, participatory lives as citizens.

National Curriculum

The activities in *Political Awareness and Citizenship* cover the following criteria for **Citizenship Key Stage 3**.

1. Knowledge and understanding about becoming informed citizens

Students should be taught about:

- a** the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how they both relate to young people
- c** central and local government, the public services they offer and how they are financed, and the opportunities to contribute
- d** the key characteristics of parliamentary and other forms of government
- e** the electoral system and the importance of voting
- g** the importance of resolving conflict fairly.

2. Developing skills of enquiry and communication

Students should be taught to:

- a** think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources
- b** justify orally and in writing a personal opinion about such issues, problems or events
- c** contribute to group and exploratory class discussions, and take part in debates.

3. Developing skills of participation and responsible action

Students should be taught to:

- a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
- b negotiate, decide and take part responsibly in both school and community-based activities
- c reflect on the process of participating.

The activities cover the following QCA/DfES Schemes of Work:

Citizenship Key Stage 3

Unit 06: Government, elections and voting

Unit 12: What is the point of voting today?

Assessment

During Key Stage 3 students study, reflect upon and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They learn to identify the role of the legal, political, religious, social and economic institutions and systems that influence their lives and communities. They continue to be actively involved in the life of their school, neighbourhood and wider communities and learn to become more effective in public life. They learn about fairness, social justice, respect for democracy and diversity at school, local, national and global levels, and through taking part responsibly in community activities.

At Key Stage 3, there will be a requirement for an end of key stage assessment in Citizenship. QCA's Schemes of Work include examples of activities to promote active, participatory assessment.

The end of key stage description is published with the CE Programmes of Study.

Assessment in Citizenship should enable students to:

- review the progress they have made during the key stage in each strand of the Citizenship Programme of Study
- reflect on their experiences across the curriculum and in broader community activities
- demonstrate some of the skills, knowledge and understanding they have acquired.

Structure

Political Awareness and Citizenship allows students to explore the purposes of voting and how they are represented. The activities are suggestions only and can be adapted according to your students' needs. The title is divided into four units.

Unit 1: Why Rules?

Unit 2: Why Vote?

Unit 3: How Are Laws Made?

Unit 4: How Do I Get Involved?

Unit 1: Why Rules? In the first activity of this unit students explore the purpose of rules. They are asked to consider what a day without rules might be like. After briefly discussing the pros and cons of a society without rules, the students use Kar2ouche scenarios to explore the concept in depth. In the second activity, students look at two very different societies: one that is strictly controlled and another that is very permissive. By focusing on issues such as money, order and social services, they examine the strengths and limitations of each society. The final activity encourages students to consider the strengths and weaknesses of each society and formulate ideas for what an ideal community might look like.

Unit 2: Why Vote? In the first activity of this unit students learn about the voting process and the different types of elections in the United Kingdom. They also learn that voters have given elected officials the power to serve as their authorities. In the second activity, students learn about the structure and the roles and responsibilities of government and parliament. Students also have the opportunity to find out about the main political parties in the United Kingdom and about their local Member of Parliament.

Unit 3: How Are Laws Made? In this unit students learn about the three branches of government (the House of Commons, the House of Lords and the Monarchy) and study how laws are made. They also learn how checks and balances in the structure of the British government system limit the power of the government.

Unit 4: How Do I Get Involved? In this final unit students learn that if they would like to see the government do something differently, they can speak out. Students then practise exercising this right with a school-related issue based on the disposal of the rubbish produced in a typical school canteen.

What is Kar2ouche?

Kar2ouche is a multimedia authoring tool, used in a series of titles focused on enhancing learning in a number of different subjects. In each instance the application's functions and interface are the same; it is just the backgrounds, characters, props and texts that change. Consequently, once students have learned to use Kar2ouche they are able to use it across a range of subjects.

Kar2ouche appeals to a range of learning styles: visual, aural and kinaesthetic. Engaging students of all abilities, Kar2ouche not only helps them develop skills relevant to particular subject areas, it also facilitates the development of more generic thinking skills. Thus students are encouraged to know *how* and *why* as well as *what*.

Information-processing skills	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> • read for meaning • identify key images, text and ideas • sort the relevant from the irrelevant and extract what is essential • organise and where necessary prioritise ideas • sequence events • develop cultural awareness.
Reasoning skills	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> • justify decisions using evidence • make informed choices • work out subtexts • consider alternative perspectives, interpretations, ambiguity and allusion • extract meaning beyond the literal.
Enquiry skills	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> • work collaboratively to question text • observe events and predict subsequent action • consider consequences • research key words • explore how ideas, values and emotions are portrayed • analyse the relationship between characters.

<i>Creative thinking skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• offer individual interpretations of texts or situations• empathise with characters and situations• create original multimedia texts• add imagined scenes and events• respond imaginatively to texts and situations.
<i>Evaluation skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• consider how meanings are changed when texts are adapted to different media• review, modify and evaluate work produced• reflect critically on written text, their own work and the work of peers• compare and contrast their work with the work of others.
<i>Communication skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• engage in collaborative working and dialogue• listen, understand and respond critically to others• articulate ideas in groups of different sizes• use visual aids and images to enhance communication.

Activities Using Kar2ouche

You and your students can use Kar2ouche in a range of contexts and in a number of ways. Roughly, Kar2ouche can be used to create:

- storyboards
- animations
- publications.

Storyboards

These are particularly useful in encouraging students to show their understanding and ability to extract key information. By producing storyboards, students often show their ability to summarise and synthesise key information. Students can be asked to create:

- a summary of a particular event or piece of text in a specified number of frames
- witness reconstructions – step-by-step – as if for the police
- a summary with speech bubbles or captions containing important quotations
- a storyboard with a commentary or summary written in their own words
- alternative beginnings
- alternative endings
- before and after shots
- additional episodes
- alternative interpretations of a key moment where the text is ambiguous or open to interpretation
- outlines of structure
- explorations of subtext through the use of thought bubbles
- illustrations of the difference between what people say and what they may think with reference to evidence
- presentations for class
- illustrations of alternative points of view/debate
- imagined meetings between characters
- photographs/freeze frames for a particular moment
- a proposal for a new film/advert/documentary etc to be presented to a board of executives.

In all of these, students can add sound, their own digital images, special effects and recordings of their own voices.

If time is limited, you can prepare partial storyboards for your students to complete in the lesson.

Partially completed storyboards may comprise, for example:

- the first and last frame – students make the frames for the central section
- storyboards that contain blank thought bubbles, blank speech bubbles and/or blank text boxes
- storyboards with questions in text boxes or caption windows
- storyboards with text in the caption window – students create the pictures
- storyboards with odd frames missing
- sequencing activities
- a quiz along the lines of ‘who says what?’ or ‘what happens next?’ etc.

Students can also create their own incomplete storyboards for other students to complete.

Animations

Students who have access to Kar2ouche out of class time, enjoy creating animations. As with storyboards, animations enable students to demonstrate their understanding and ability to extract key information. Most of the activities listed below *can also be created as still storyboards*. Students may be told that they have been commissioned to create:

- a news programme
- a documentary
- a TV chat show/interview
- a film trailer
- an advertisement
- a musical score
- a fashion show, to show fashions of the time.

Publications

As a plenary, students can present their storyboards to the class either using a data projector or on screen. Alternatively, they can use the print facility to create publications in Kar2ouche or copy into a word-processing/desktop publishing program. Within Kar2ouche you can produce a template for students who need the help of a scaffold. Writing scaffolds can be produced by completing step-by-step frames offering prompts and starter questions. The frames are then arranged in the correct order on a blank template in the printing screen. In this way you can set up letters, newspapers, diaries and the like.

The types of publications students create could include:

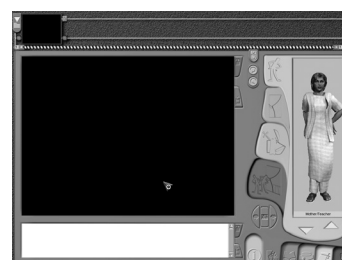
- newspaper front pages – using Kar2ouche to compose the pictures (students may choose to create broadsheets and tabloids to compare the differences)
- storybooks – picture above, story below (concentrating on structure/settings etc)
- cartoon strips (or film strips)
- graphic novels
- diary entries (with photos/pictures)
- letters (with pictures)
- photo albums
- magazine spreads
- advertising posters
- ‘wanted’ posters
- guides
- catalogues
- book and magazine covers.

In all of these activities, students may be asked to consider audience and purpose. You can stipulate this audience and thus develop appropriate communication skills.

The possibilities are almost endless. As you get used to the software and use it within your area of expertise, other activities will suggest themselves.

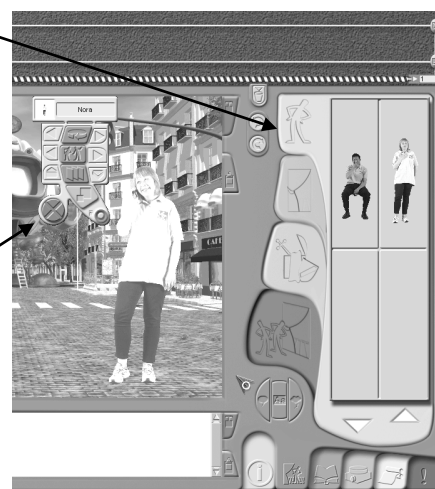
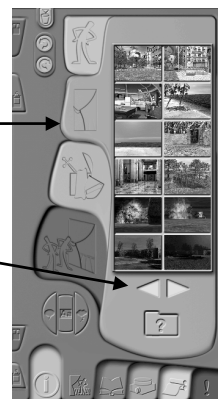
If You Haven't Used Kar2ouche Before – A Starter

If students have not used Kar2ouche before, QuickStart and User Guides are available on Disc 2 within your CD pack, on the hard drive for schools with Kar2ouche *Unlimited* service or can be downloaded via our website <http://www.immersiveeducation.co.uk/support/kar2ouche/>. A good way of showing them the main functions is to demonstrate how to create a title frame. This introduces selecting backgrounds, adding and posing characters, introducing text bubbles, as well as adding text and sound. Students can pick up other skills as they go.



To create a title frame

1. Ask students to open Kar2ouche – the first screen they see is the composition screen.
2. Next ask them to select a background by clicking on the **blue background tag**. They should click again to see six backgrounds and yet again to see twelve. (Do not click again, otherwise they return to a single view.) They can scroll through the backgrounds using the **green arrows** at the bottom. Once they have browsed the backgrounds they should select one they like by left clicking on it. It will appear in the composition window.
3. Having selected a background, students should choose a character to add to the frame. They do this by clicking on the **green character tab** (click once more to see four characters, click again to see sixteen) and scrolling through using the green arrows at the bottom. They select the character by left clicking (holding down) and dragging it into the frame. Now for the fun. This character can be resized, posed and rotated by right clicking on it in the frame. This brings up the **manipulator tool**.

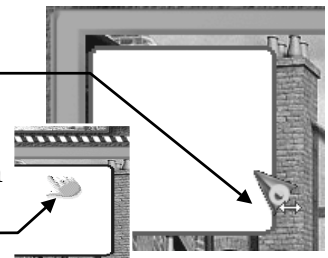
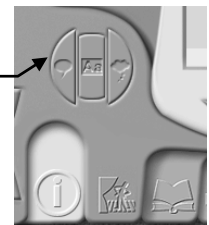


- To rotate the character students click on the left and right facing arrowheads at either side of the top icon.
- To repose the character they click on the arrow heads either side of the central characters icon.
- To resize the character students should left click on the blue squares at the bottom of the manipulator tool, then drag the mouse towards them to make the character bigger or backwards to make it smaller.
- The bottom icon allows the layering of characters and/or props.
- The character can be moved around by left clicking and dragging.



4. Next ask students to add a text bubble. They can do this by left clicking on the **text bubble icon**.

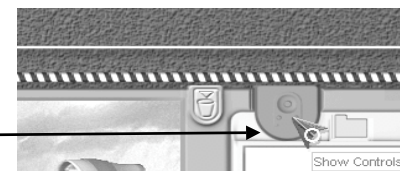
The text bubble will appear in the top left hand portion of the screen. Students can then write in their name, form and the title of the storyboard they are about to complete. If they need to make the bubble bigger, they do this by passing the cursor over the right or bottom borders until a **double arrowhead** appears. They should then click and drag to size. To move the bubble to elsewhere on the screen students should **hover over the top of the bubble** until the **hand** appears, left click to grab it and then drag to position.



5. Finally, students could be asked to add some sound, either in the form of a sound effect or a recording of their own voice. In either case they should begin by clicking on the **text/audio tab** at the bottom of the screen.



Next they should click on the **show controls icon** at the top of this text/audio frame. This will bring up the audio control panel.



To add a sound effect they should click on the orange folder, then select one of the sound effects offered by clicking on it and then on open. If they want to preview these sound effects they should click on the effect and then on play. To record their own voices students press on the red microphone icon and speak into their microphones. To stop the recording they should press the square red button. They will be prompted to give their soundfile a name. They type this into the box and then click on save. The sound is attached to their frame.



Students will now know how to use the main functions of Kar2ouche. Encourage them to play in order to learn what other things it can do, for instance how to attach a soundfile to a frame.

Useful Websites

The following websites were active at the time of publication, but before using with students it is worth checking their current availability and the suitability of the coverage for the students you are teaching.

BBC

Gives students the opportunity to find out about communities, recycling, helping others, making decisions and being responsible.
<http://www.bbc.co.uk/education/id/citizen.html>

Learn UK

Provides information and resources on local democracy and the community.
<http://www.learn.co.uk/citizenship/onlinelessons/democracy/activity3.asp>

**Explore
Parliament**

Consists of information for teachers and activities for students on the British parliament.
<http://www.explore.parliament.uk/>

Parliament

More information on how parliament works.
<http://www.parliament.uk>

**School Councils
UK**

Includes information for teachers on how to set up and run a school council.
<http://www.schoolcouncils.org/how.php>

Teaching Ideas

Contains activities and information for teachers and students on the need for rules and laws in society.
<http://www.teachingideas.co.uk/re/rulesand.htm>

Political Parties

<http://www.labour.org.uk/home>
<http://www.conservatives.com/>
<http://www.libdems.org.uk/>

**Members of
Parliament**

Find out information about your local MP.
<http://www.locata.co.uk/commons/>

Write To Them

This website enables students to contact their local councillors, Member of Parliament and Members of the European Parliament.
<http://www.faxyourmp.com>

- Vote at 16** A coalition of organisations campaigning to lower the voting age for all public elections in the United Kingdom.
<http://www.votesat16.org.uk/>
- 10 Downing Street** Petition the Prime Minister.
<http://www.number-10.gov.uk>
- History of the Vote** <http://www.spartacus.schoolnet.co.uk/resource.htm>
- Parliamentary Education** This website includes a list of a number of (free!) written publications that are available to schools.
<http://www.parliament.uk/directories/educationunit.cfm>

All web addresses were correct at the time of going to press, but are subject to change. *You may like to add other addresses you come across below:*

Website	URL	Comments

Unit 1 Why Rules?

Activity 1 No rules!

Activity 2 Rulestown and Freeville

Activity 3 Idealopolis

Teacher Notes

Unit 1: Activity 1 No Rules!

Key Stage/Year	Key Stage 3/Years 8–9
Group Organisation	If a multimedia projector is available, you may wish to begin by introducing the No Rules! storyboard to the whole class and then divide the class into groups to complete. Alternatively, ask small groups of students to take turns completing the storyboard on class computers and then have an introductory discussion before delving into the development portion of the activity. Use the storyboard as the basis for discussion about the reasons for school rules and the consequences of no rules.
Suggested Timing	One lesson for the introduction, and two to three lessons for the development and plenary.

Overview of Task

Students explore the purpose of rules by considering what a day without rules might be like. After briefly discussing the pros and cons of rules, the students use Kar2ouche scenarios to explore the concept in greater depth.

Objectives

All students will: recognise that rules are a sensible part of everyday life.

Most students will: describe rules as being necessary to guide behaviour and establish order.

Some students will: explain the necessity and purposes of rules to protect individuals and to promote the common good. They will also understand the probable consequences of the absence of rules.

National Curriculum References

KS3 Citizenship	1. Knowledge and understanding about becoming informed citizens Students should be taught about: 1a the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how they both relate to young people.
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2. Developing skills of enquiry and communication

Students should be taught to:

- 2b** justify orally and in writing a personal opinion about issues, problems or events;
- 2c** contribute to group and exploratory class discussions, and take part in debates.

3. Developing skills of participation and responsible action

Students should be taught to:

- 3a** use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

Outcomes

During this activity students will:

- create storyboards that reflect an understanding of the need for rules
- compile a list of five rules they think make good sense.

Resources

- **No Rules!** storyboard
- **Newspaper Scaffold** storyboard

Sheet 1.1 *Hold the Front Page!*

Flip-chart, markers, scissors and glue

Key Words: rules, security/insecurity, conflict, dispute, short- and long-term consequences, common good

Activities

Introduction

1. Begin the class by asking students to discuss what they think about rules. Encourage conversation with questions such as:
 - Are rules good?
 - Are rules tiresome or unnecessarily restrictive?
 - Do you think the school has too many rules?
 - What might be some of the reasons for rules?

Let students brainstorm as a class without providing much feedback at this stage.

2. Tell students that in this lesson they will use Kar2ouche to explore what a day without rules might be like.

Development

3. Watch the **No Rules!** storyboard, in which a teacher announces that students are about to experience an entire day at school without rules. She tells the class that if the experiment succeeds, rules may be suspended indefinitely. Students work through the given scenarios and discuss possible consequences of various actions.

Content of the No Rules! storyboard

Introductory frames: Title and instructions. The teacher announces that, as an experiment, the school will be going without rules for an entire day. 'If the experiment is a success,' she announces, 'we'll continue it for the rest of this term and maybe the whole school year.' The students are thrilled. In each frame, students are asked to consider the consequences, or what might happen next, in a variety of scenarios.

Subsequent frame 1a: Image of students running in the corridor saying they'll race each other to the library.

Subsequent frame 1b: Image of students in corridor with question, 'What do you think happens next?' Students are instructed to pose the characters and create a scene that shows the possible consequences of running in the corridor. They can add thought bubbles to the students involved and a commentary in the caption window.

Subsequent frame 2a: Image of students entering the classroom and talking about where they want to sit.

Subsequent frame 2b: As above, but without speech, and with the question, 'What do you think happens next?' As before, students are instructed to complete the scene by adding to thought bubbles and inserting a comment about the possible consequences of totally free choice.

Subsequent frame 3a: Image of student insisting on taking another student's lunch. A teacher is just watching.

Subsequent frame 3b: As above, but without speech, and with the question, 'What do you think happens next?' As before, students complete the scene by inserting a commentary in the caption window.

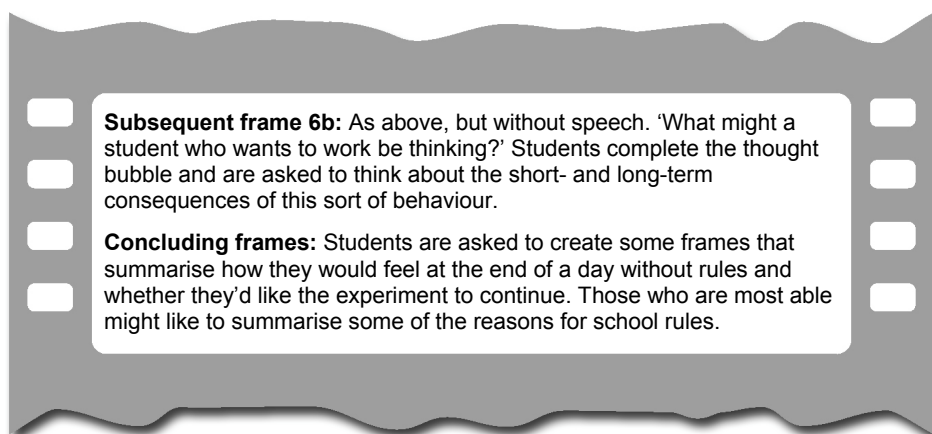
Subsequent frame 4a: Image of students in school playground discussing the length of break and saying they don't want to go back to class just yet.

Subsequent frame 4b: Image of an empty classroom and a teacher. Students are asked, 'What might happen if lunch time were as long as you liked? What might be the short- and long-term consequences?' As before, students complete the scene and add their thoughts.

Subsequent frame 5a: Image of students in an empty canteen. One student is telling the others that the cooks have decided to take the day off.

Subsequent frame 5b: As above, but without speech, and with the question, 'How do the students feel?' Students complete the thought bubbles and predict what the students involved might do next.

Subsequent frame 6a: Image of students in class talking. The teacher is trying, unsuccessfully, to get their attention.



4. Students should share their thoughts about the consequences of the unrestrained behaviour and the reasons for school rules. For instance, they may come up with some or all of the following reasons:
 - ensure safety
 - prevent disputes and conflict
 - protect the weak
 - provide structure and routine so that individuals know what to expect
 - provide benefits to individuals as well as the masses.
5. Explain that rules exist to guide behaviour, establish order and promote the common good.

Plenary

6. Divide the class into groups of about six students, and ask them to talk about rules in their own homes.
7. After they have had a chance to talk widely, ask them to compile a list of what they believe to be the top five rules in each of their homes. You may wish to put the following headings on the board:

Top Five Family Rules

Rule	Purpose	Opinion
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8. Next ask students to cut out the rules and rank them according to how strict they think each one is. Organise the rules with the strictest at the top of the chart and the most lax at the bottom. Ask students to discuss each rule and describe what its purpose might be.
9. Finally, ask students to put an asterisk next to the five rules they think make the most sense and be prepared to explain why. Alternatively, students could create a five-frame storyboard demonstrating each rule and presented in rank order.



**Extension/
Homework**

10. Have students create the front page of a local newspaper to report the incidents that took place at the fictional school when the rules were suspended. If students have access to Kar2ouche, they can use the **Newspaper Scaffold** storyboard. This framework provides a step-by-step procedure to create a lively and creative front page.
11. Less advanced students might prefer to create a single paragraph. They could do this by opening a **new** storyboard. Those who don't have access to Kar2ouche for this part of the activity could refer to Sheet 1.1 *Hold the Front Page!* This sheet provides a structure for the front page as well as some leading questions to get students started.

Student Notes

Unit 1: Activity 1 No Rules!

Objectives

In this activity you are going to explore the purpose of rules. You are asked to consider what a day without rules might be like. After briefly discussing the pros and cons of rules, use Kar2ouche scenarios to show your understanding of them.

Outcomes

Working through this activity you will:

- make storyboards showing what you understand about rules
- create a list of five rules you think make good sense.

Resources

Sheet 1.1 *Hold the Front Page!*

Flip-chart, markers, scissors and glue

Activities

Introduction

1. What would school life be like without any rules? Just think—you could do anything you wanted! Would you like that?
2. Think about why your school might have rules. What do rules do?

Development

3. Open the **No Rules!** storyboard. Explore what happens one morning when a teacher at school tells the class there will be no rules for the entire day.



to open the **No Rules!** storyboard.

4. As you move through the storyboard, talk with your partner about what life would be like in your school if you didn't have to follow rules.

Plenary

5. What kinds of rules do you have in your own home? Discuss this with a few other students. Use the flip-chart and markers to compile a list of the top five rules in each of your homes. There might be some overlap. Use the following headings:

Top Five Family Rules

Rule	Purpose	Opinion

6. Cut out the rules and rank them according to how strict you think each one is. Put the strictest rule at the top of the chart and the weakest rule at the bottom. Discuss each rule and describe what its purpose might be, as well as what you think of it.

Student Notes

7. Finally, put an asterisk next to the five rules you think make the most sense and be prepared to explain why. If you have time, make a storyboard for your top five family rules.



for a **new** storyboard.

Extension/Homework

8. Suppose you are a famous reporter who has just heard about a school that is going an entire day without rules. You get to the scene just in time, and write an article about what happens during the day. Your story will be on the front page of the local newspaper. If you need some help with your article, open the **Newspaper Scaffold** storyboard. If you don't want to use the newspaper scaffold, you can create your own front page by opening a **new** storyboard. Refer to Sheet 1.1 *Hold the Front Page!* if you wish.



to open the **Newspaper Scaffold** storyboard.



to open a **new** storyboard.

Sheet 1.1

Hold the Front Page!

Create a front page for a local newspaper reporting on what happened at the school on the day when there were no rules. Follow the structure below to create your front page.

Give your newspaper a title	<h1>The Daily Story</h1>		
Think of a headline – use alliteration or a pun to catch your readers' attention.			<h2>Snappy Title Here!</h2>
The summary paragraph is often in bold text and allows the reader to decide whether to read the whole article or not.	<p>Write a brief paragraph that summarises the whole story in two or three simple sentences.</p>	<p><i>You can add a photograph, draw a picture, or create a picture in Kar2ouche to stick here.</i></p>	
Subheadings let readers scan the article.	<p>Add a subheading</p> <p>Write first paragraph explaining how the day started. Make the paragraph two to five short sentences in length.</p>		<p>Give your picture a caption to explain what's going on.</p>
Many newspaper articles keep their paragraphs short and snappy to get their messages across simply and clearly.	<p>Write second brief paragraph looking at the students' reactions to the teacher's announcement.</p>	<p>Write a third paragraph explaining what happened in the canteen. What do the cooks and servers have to say?</p>	<p>Write a paragraph looking at the students' reactions. Do they want to continue with the experiment?</p>
Quotations from on-the-spot witnesses can make your writing more interesting.	<p>Add second subheading</p> <p>Write a paragraph on one of the things that happened. Include a quotation from someone who was there.</p>	<p>Add subheading</p> <p>Write a paragraph looking at the parents' reactions.</p>	<p>Comment</p> <p>Write a paragraph giving the reporter's point of view.</p>
	<p>Write a second paragraph under this subheading on something else that happened.</p>	<p>Write a paragraph looking at the teachers' reactions.</p>	

Teacher Notes

Unit 1: Activity 2 Rulestown and Freeville

Key Stage/Year	Key Stage 3/Years 8–9
Group Organisation	If time permits, have students complete both storyboards so they can compare what each town has to offer the aliens. However, if time is limited, divide the class into two groups, with one group working on the Rulestown storyboard and the other group working on the Freeville storyboard. Then allow time for the two groups to share their ideas.
Suggested Timing	One lesson for the introduction and development and one lesson for the plenary.

Overview of Task

Students look at two very different societies: one that is strictly controlled and another that is very permissive. By focusing on issues such as money, order and social services, they examine the strengths and limitations of each society.

Objectives

All students will: look at how rules are used in two different societies.

Most students will: describe how too many rules or not enough rules can cause problems for a society.

Some students will: explain the necessity and purposes of government to protect the rights of individuals and to promote the common good. They will also understand the probable consequences of the absence of government, rules and laws.

National Curriculum References

KS3 Citizenship 1. Knowledge and understanding about becoming informed citizens

Students should be taught about:

- 1a** the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how they both relate to young people.

2. Developing skills of enquiry and communication

Students should be taught to:

- 2b** justify orally and in writing a personal opinion about issues, problems or events;
- 2c** contribute to group and exploratory class discussions, and take part in debates.

3. Developing skills of participation and responsible action

Students should be taught to:

- 3a** use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

Outcomes

During this activity students will:

- create storyboards showing how one or two societies are structured
- write a persuasive letter.

Resources

- **Rulestown** storyboard
- **Freeville** storyboard
- **Settle** storyboard

Sheet 1.2 *Settle With Us*

Key Words: rules, society, government/governance, dictator/dictatorship, asset, skills, cultural habits and traditions, power, fair/unfair, control, freedom, citizen, consensus, majority rule

Activities

Introduction

1. Explain to students that a group of friendly aliens have been invited to relocate to the United Kingdom. Ask what these aliens, who are from a completely different world, might have to offer people on Earth. Students will probably mention specific examples such as a different language, new habits, unique skills, and unusual arts and crafts.
2. Summarise the discussion by ensuring that students understand the benefits of immigration. Explain that the aliens will be an asset for the area in which they settle because they will bring new

skills, knowledge, and fascinating cultural habits and traditions. In addition, the aliens are prepared to invest money in local industries and support services. For these reasons, many town representatives hope the aliens will choose their town. The primary contenders for alien settlement are two very different towns: Rulestown and Freeville.

Development



3. After students open the **Rulestown** storyboard guide their progress with questions about the level of order in the town, where money in the town comes from, how money is spent, and any services that might or might not be available. If you have time, you might also like to explore the stereotypes presented and explain that such extremes are rare.

Content of the Rulestown storyboard

Introductory frames: Aliens arrive to meet the town's smartly dressed representative, who informs them that he has the power to do anything he likes in the town and that the town doesn't waste time or money on elections.

Subsequent frame 1: Image of dictator saying, 'We have no crime in this town because people who break the law are locked away forever.' Alien has blank thought bubble for students to complete. Prompt in caption window says, 'How fair is the dictator's policy? What sorts of crimes do people commit? Should all crimes receive the same punishment?'

Subsequent frame 2: Image of dictator saying, 'It's so good here. You'll never have to make a decision again. We'll tell you what to wear, what to watch on TV, and what to eat.' Alien has a blank thought bubble for students to complete. Prompt in caption window says, 'How would you feel about a government leader making all your decisions for you? What might be good about it? What might be bad about it?'

Subsequent frame 3: Image of dictator saying, 'You'll earn good money – the same money as everyone else – and we'll give you the job we need you to do to serve the community.' Alien has a blank thought bubble for students to complete. Prompt in caption window says, 'How would you feel about the government telling you which job you should do? What might be good about it? What might be bad about it?'

Following three frames: These frames are blank with instructions for students to think of three other rules suitable for a town in which everything is tightly controlled.

Final frames: Image of two aliens in conversation, with instruction for students to summarise what might be good and bad about life in Rulestown.

Content of the Freeville storyboard

Introductory frames: Aliens arrive to meet a group of the town's rather casual representatives, who inform them that things happen in town by consensus. As a result, they do a lot of talking and some voting. They prefer for everyone to agree, which can take some time.

Subsequent frame 1: Image of one representative saying, 'Hey, you guys, you can just take what you want here, when you want it, because no one's going to stop you.' Alien has blank thought bubble for students to complete. Prompt in caption window says, 'Do you think the openness of this society would work? Why or why not? Who would benefit from this type of government? Who would suffer?'

Subsequent frame 2: Image of a different representative saying, 'Just relax and do your own thing. You can do what you want, when you want. We love street art and music, so just paint where you like and listen to whatever music you like. Eat, drink and be happy!' Alien has a blank thought bubble for students to complete. Prompt in caption window says, 'How would you feel about everyone doing what they wanted all the time? What might be good about it? What might be bad about it?'

Subsequent frame 3: Image of the third representative saying, 'If you want to do a job, just go and do it. When you're bored, do something else or take a break. Take what money you want from the bank until it runs out.' Alien has a blank thought bubble for students to complete. Prompt in caption window says, 'How would you feel about this way of handling jobs and money? What might be good about it? What might be bad about it?'

Following three frames: These frames are blank with instructions for students to think of three other declarations about a town in which everything is very loosely organised.

Final frames: Image of two aliens in conversation, with instruction for students to summarise what might be good and bad about life in Freeville.

Plenary



4. Have students assume the role of a town representative and persuade the aliens to choose their town. Sheet 1.2 *Settle With Us* provides a structure for this assignment and the **Settle** storyboard provides a writing scaffold for those who have access to Kar2ouche.

Content of the Settle storyboard

Introductory frame: Instructions

Subsequent frames: Step-by-step instructions enabling students to complete the scaffold.

**Extension/
Homework**

5. Ask students to consider whether the children in Rulestown and Freeville would be likely to receive pocket money. If so, why, how much, and what would they probably have to do to earn it? Also encourage students to consider how the inhabitants would expect the children to spend any pocket money; for instance, would the children have to buy some of their own clothes, school equipment, etc.?
6. Extend the discussion outside of the imaginary towns and ask, 'In an ideal world, what amount of pocket money would children receive and why?'

Student Notes

Unit 1: Activity 2 Rulestown and Freeville

Objectives

In this activity you are going to look at two very different societies: one that is strictly controlled and another that is very relaxed. By considering issues such as money, order and social services, you will examine the strengths and limitations of each society.

Outcomes

During this activity you will:

- create storyboards showing how one or two types of society are structured
- write a persuasive letter.

Resources

Sheet 1.2 *Settle With Us*

Activities

Introduction

1. A group of friendly aliens have been invited to make a new home in the United Kingdom. Many town representatives hope the aliens will choose their town because the aliens have much to offer. What might someone from a totally new community have to offer? Brainstorm with a partner.
2. The two main towns the aliens are considering are called Rulestown and Freeville. In this activity, you will see how these two towns have very different ideas about how to run a town.

Development

3. Ask your teacher whether you are to work on the **Rulestown** or **Freeville** storyboard. If time permits, you might do both.



to open the **Rulestown** storyboard.



to open the **Freeville** storyboard.

4. While you are working with your storyboard, keep the following questions in mind:
 - Who has control in the town?
 - How safe are the citizens?
 - How is money organised in the town; for example, how do people earn and spend money?
 - Who provides services for the townspeople?

Student Notes**Plenary**

5. Choose one of the towns. (If you were only assigned one town, let that town be your choice.) Imagine you are the town leader and write a letter using Kar2ouche persuading the aliens to live in your town. If you'd like help with this task, open the **Settle** storyboard.



to open the **Settle** storyboard.

Extension/Homework

6. Do you think children in Rulestown and/or Freeville would receive pocket money? If so, why, how much, and what would they probably have to do to earn it? How might they spend it; for instance, would they have to buy some of their own clothes and/or school equipment?
7. In an ideal world, what amount of pocket money would children receive and why?

Sheet 1.2

Settle With Us



The residents of Rulestown and Freeville are very interested in the aliens settling in their communities. Following the aliens' visit, representatives from the two communities both send letters trying to persuade the aliens to choose their town. Choose one of the towns and write a letter explaining what is good about **your** town.

Create and
insert the
town crest
here

Write your street address here

Write your town here

the county here

post code here

Write today's date in full here

Write the name of the aliens' ship here

Write the town here

county here

post code where the aliens have landed here

Dear Mr Alien,

First paragraph: Thank the aliens for their visit and say you hope to see them again.

Second paragraph: Begin to explain why the aliens would be wise to settle in your town by describing something they would like about your town. Describe what the aliens would like and why.

Third paragraph: Give another example of something the aliens would like about your town. Describe what the aliens would like and why.

Fourth paragraph: Give another example of something the aliens would like about your town. Describe what the aliens would like and why.

Final paragraph: Remind the alien briefly what the benefits of your town are for his alien community.

Yours sincerely,

Add your signature

Print your name underneath

Teacher Notes

Unit 1: Activity 3 Idealopolis

Key Stage/Year	Key Stage 3/Years 8–9
Group Organisation	These lessons are designed to encourage reflection and help students synthesise what they have learned so far. You may wish to begin by showing the first Idealopolis storyboard to the class. If you have a microphone, students can add their own sound recordings to personalise their work.
Suggested Timing	One lesson for the introduction, and one or two lessons for the development and plenary.

Overview of Task

Students consider the strengths and weaknesses of Freeville and Rulestown. They explore more fully why neither society works very well and are asked to form ideas about what an ideal society might look like. They also think about the role of government in structuring an ideal society. As an extension, students are encouraged to explore various options for governing by researching types of government in other countries.

Objectives

All students will: compare two different types of government and explore their faults.

Most students will: recommend how the two imaginary communities could be improved.

Some students will: discuss elements of an ideal society and how practical those elements are; determine how many 'ideal' characteristics exist in the student's own town/community.

National Curriculum References

KS3 Citizenship	1. Knowledge and understanding about becoming informed citizens Students should be taught about: 1d the key characteristics of parliamentary and other forms of government.
------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2. Developing skills of enquiry and communication

Students should be taught to:

- 2b** justify orally and in writing a personal opinion about issues, problems or events;
- 2c** contribute to group and exploratory class discussions, and take part in debates.

3. Developing skills of participation and responsible action

Students should be taught to:

- 3a** use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

Outcomes

Working through this activity students will:

- write a comparative analysis of two different systems of government
- create a storyboard exploring the concept of an ideal town
- produce a creative work, such as a poem, short story, film or series of still images, comparing an actual to an ideal town.

Resources

- **Idealopolis** storyboard

Sheet 1.3a *Compare and Contrast*

Sheet 1.3b *Order from Chaos*

Key Words: rules, security, conflict, dispute, short- and long-term consequences, common good, society, citizen, consensus, majority rule, government, dictator, democracy/democratic, ideal society, public order

Activities

Introduction



1. Students may benefit from a warm-up activity. Using Sheet 1.3a *Compare and Contrast*, ask students to write down the good and bad things about Rulestown and Freeville. Then have the class call out the good and bad things and record their responses on the board. If necessary, prompt students to think about public order, money and services, and how they were different in each town.

Development



2. Introduce the activity by explaining that the aliens are not too pleased with the towns they visited. So, they decide to visit the Prime Minister of the United Kingdom and complain. Students will play the role of the aliens and present the aliens' ideas for the sort of town they'd like to settle in. This town will be called Idealopolis. The **Idealopolis** storyboard is relatively blank so that students can show how much they have understood from the previous activities.
3. Encourage more advanced students to add reasons for the aliens' requests, such as, 'We'd like a police force and laws to keep the population safe and to protect the weak.'

Content of the Idealopolis storyboard

Introductory frames: The aliens explain that they're not quite happy with the towns they've seen so far. Students summarise the reasons for the aliens' unhappiness by completing unfinished and blank speech bubbles.

Subsequent frame 1: Public Order. An alien is shown with a blank speech bubble for students to complete.

Subsequent frame 2: Public Money. An alien has a partial speech bubble that says, 'We'd like to see money for the community raised by ... and to be used for ...' Students complete the sentence.

Subsequent frame 3: Private Money. An alien has a partial speech bubble for students to complete: 'We'd like to live in a community where people earn ...'

Subsequent frame 4: Public Services. An alien has a blank speech bubble for students to complete.

Final frames: These frames are blank for students to add other things they would like to see in Idealopolis.

Plenary



4. Ask students to compare their own town with the aliens' Idealopolis. Encourage students to form groups to complete this assignment, sharing their results in a creative way. For example, students may wish to create a short story, poem, poster, film or series of still images. They can use Kar2ouche to create an illustrated version of the script, a poem or a poster, or to display their images with a soundtrack.

Extension/ Homework



5. Ask students to research a country that is suffering political unrest as a result of a war or natural disaster. They can use Sheet 1.3b *Order from Chaos* to take notes and organise their thoughts. Be sensitive to the needs of individuals who may have arrived in the United Kingdom as refugees.
6. If there is time, students should discuss the issues arising as a class.

Student Notes

Unit 1: Activity 3 Idealopolis

Objectives

By working through this activity you'll compare two different imaginary governments and understand some of their faults. You'll also make recommendations for improving a government.

Outcomes

During this activity you will:

- write a comparison of two different types of government
- create storyboards showing what you have learned about rules in society and what an ideal society might look like
- produce a creative work, such as a poem, poster, short story, film or series of images, comparing your town to an ideal one.

Resources

Sheet 1.3a *Compare and Contrast*

Sheet 1.3b *Order from Chaos*

Activities

Introduction

1. Now that the aliens have seen Freeville and Rulestown, they are disappointed. They don't really like either town, and they want to discuss other options with the Prime Minister. What problems might the aliens have with Freeville and Rulestown? Use Sheet 1.3a *Compare and Contrast* to record your thoughts. How were public order, money and services handled in the two towns? Discuss your ideas with a partner.

Development

2. Taking the role of one of the aliens, present your ideas for the sort of town you'd like to settle in. When you think of the perfect town, what are the first things that come into your head?
3. What features of a town would you like that you didn't see in Freeville or Rulestown? Explore your options in the **Idealopolis** storyboard.



to open the **Idealopolis** storyboard.

4. While you are working with your storyboard, keep the following questions in mind:
 - Who has control in the town?
 - How is the safety of the town's citizens ensured?
 - How is money organised in the town; for example, how do people earn and spend money?
 - Who provides services for the townspeople and what are they?

Student Notes**Plenary**

5. How does the town where you live compare with your vision of Idealopolis? What elements of government would make your town even better? Share your thoughts in a creative way, such as through a poem, a short story, a poster, film or series of still images. You can use Kar2ouche to create or present what you produce.



to open a **new** storyboard.

Extension/Homework

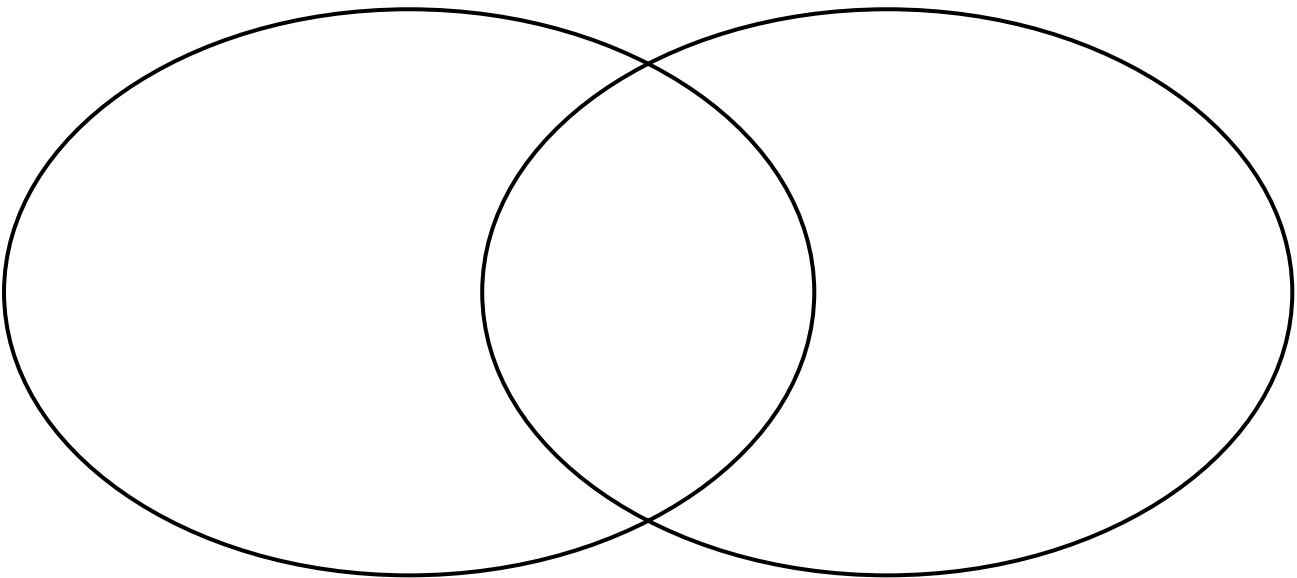
6. Find out about a country that is trying to rebuild after a war or natural disaster. Refer to Sheet 1.3b *Order from Chaos* to organise your thoughts. Do you know anyone who has left their home because of the political unrest that results from war?
7. Discuss your thoughts as a class.

Sheet 1.3a

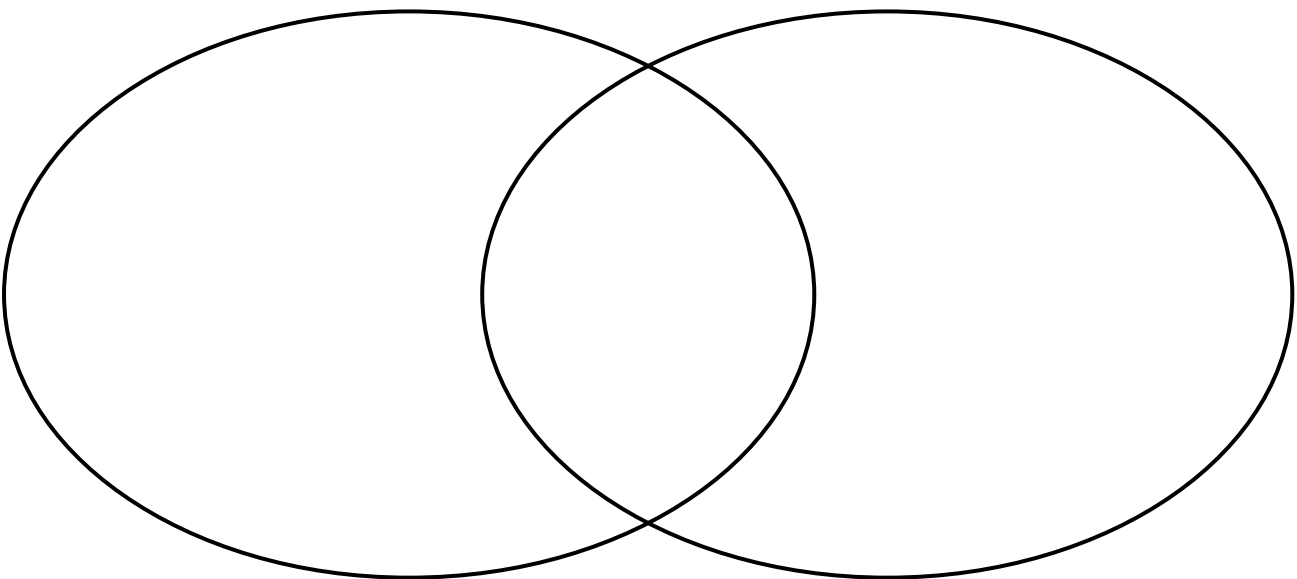
Compare and Contrast



List what is *good* about Freeville in the circle on the left and what is *good* about Rulestown in the circle on the right. If both towns share any good points, make a note of those points in the overlapping part of the circles.

Freeville**Rulestown**

List what is *bad* about Freeville in the circle on the left and what is *bad* about Rulestown in the circle on the right. If both towns share any bad points, make a note of those points in the overlapping part of the circles.

Freeville**Rulestown**

**Sheet 1.3b**

Order from Chaos

Find out about a country that is rebuilding following a war or natural disaster. Make notes under the following headings.

What is the name of the country?

What has been the recent problem leading to political unrest or change?

Describe the change.

Who is the leader?

Is this the same person as before the war or disaster?

How would you describe the political system?

What challenges does the country face?

What opportunities/ advantages do the people have?

Other ideas/thoughts

Unit 2 Why Vote?

Activity 1 Elections and You

Activity 2 Your Parliament

Teacher Notes

Unit 2: Activity 1 Elections and You

Key Stage/Year	Key Stage 3/Years 8–9
Group Organisation	The activity begins with a class discussion before students attempt the first task in pairs or individually. The class is then split into two groups for the development section before returning to a full class discussion. The plenary section is completed as individuals or in small groups.
Suggested Timing	One lesson for the introduction and development activities and one lesson for the plenary and extension activities.

Overview of Task

Students learn about different electoral systems in the United Kingdom, the principles of the democratic process and about the roles of those involved in the process, including political parties, MPs, government departments, local government and the electorate.

Objectives

All students will: understand the term ‘democracy’ and that there are different types of elections in the United Kingdom.

Most students will: investigate the skills and qualities required by representatives.

Some students will: identify the boundaries of their constituency and find out about their Member of Parliament.

National Curriculum References

KS3 Citizenship **1. Knowledge and understanding about becoming informed citizens**

Students should be taught about:

- 1c** central and local government, the public services they offer and how they are financed, and the opportunities to contribute;
- 1e** the electoral system and the importance of voting.

2. Developing skills of enquiry and communication

Students should be taught to:

- 2c** contribute to group and exploratory class discussions, and take part in debates.

3. Developing skills of participation and responsible action

Students should be taught to:

3c reflect on the process of participating.

Outcomes

Working through this activity students will:

- understand that there are elections at different times for different levels (local, national) of government
- create a storyboard about one type of election (local or national)
- complete a scaffold storyboard to identify the main criteria required for local councillors and MPs
- research their local constituency and Member of Parliament.

Resources

- **How We Have a Say** storyboard
- **Elections** storyboard
- **Local Elections** storyboard
- **National Elections** storyboard
- **Wanted Representatives** storyboard
- **My MP Interview** storyboard

Sheet 2.1 *My Member of Parliament*

Map of local area (*optional*)

Key Words: democracy, election, voting, local, national, representative, councillor, Member of Parliament, constituency

Activities

Introduction

1. Explain to the students that while the friendly aliens are in discussion with the Prime Minister they ask him what type of political system we have in the United Kingdom. They are informed that it is a democracy. Discuss what the term 'democracy' means. *Democracy: The term 'democracy' indicates a form of government where all the state's decisions are exercised directly or indirectly by a majority of its citizens through a fair elective process or in other words we all have a say in how the country is run.*
2. Mention to the class that we have a system that allows us to choose people that we would like to represent our views. This is called the electoral process. Compare it to TV reality shows where the public can vote for their favourite person. Discuss what makes us vote for a particular person. Draw out that it is usually



what the people say about different topics (views and opinions) and how they behave that influences the voters.

3. Ask the students to open the **How We Have a Say** storyboard and complete it by putting the frames in the correct order showing the basics of the electoral process so our views can be represented. This activity looks at voting in a Polling Station so you may want to mention that electors can choose to use a postal vote.

Content of the How We Have a Say storyboard

Introductory frame: Composition window – In the following storyboard you will see a number of frames showing the process of voting in an official election. Your task is to put the frames and the information in the correct order.

Following frames: Information and images showing the process of voting.

The frames should be put in the following order:

1. You receive a polling card in the post.
2. Go to your designated Polling Station on election day.
3. Register your name and receive your ballot card.
4. Go to one of the voting booths.
5. Put a cross on your ballot card to choose the person/people you want to represent you.
6. At the end of the day all the ballot cards are collected and the crosses are counted.
7. The person/people with the most number of votes is elected.
8. Results are usually announced on TV, radio and in local and national papers.

Development



4. Inform the class that there are two main kinds of election in the United Kingdom – local and national elections. Students open and watch the **Elections** storyboard, which gives information about these elections.

Content of the Elections storyboard

Introductory frame: Composition window – There are two main types of elections in the United Kingdom: local and national.

Frame 1: In local elections you have the chance to vote for local councillors. They can be anyone over 21 years of age.

Frame 2: Local councillors go to meetings and make decisions for the people in their local community.

Frame 3: They are part of local councils, which deal with local services including things like schools, housing, rubbish collection and recycling.

Frame 4: In national elections you have the chance to vote for Members of Parliament. They must be 21 or over and a citizen of Britain, the Commonwealth or the Irish Republic.

Frame 5: In total there are 646 MPs and they come from all walks of life.

Frame 6: We get the chance to elect MPs at least every five years. Your MP represents you in the House of Commons and goes there to debate and discuss various issues.

Frame 7: The government, based in London, makes decisions on many different things that affect your life. A few of these are education, taxes, global warming, the environment and the police.



5. Ask half the class to open the **Local Elections** storyboard and the other half to open the **National Elections** storyboard. They need to complete the storyboards by putting the correct written information with the appropriate images.

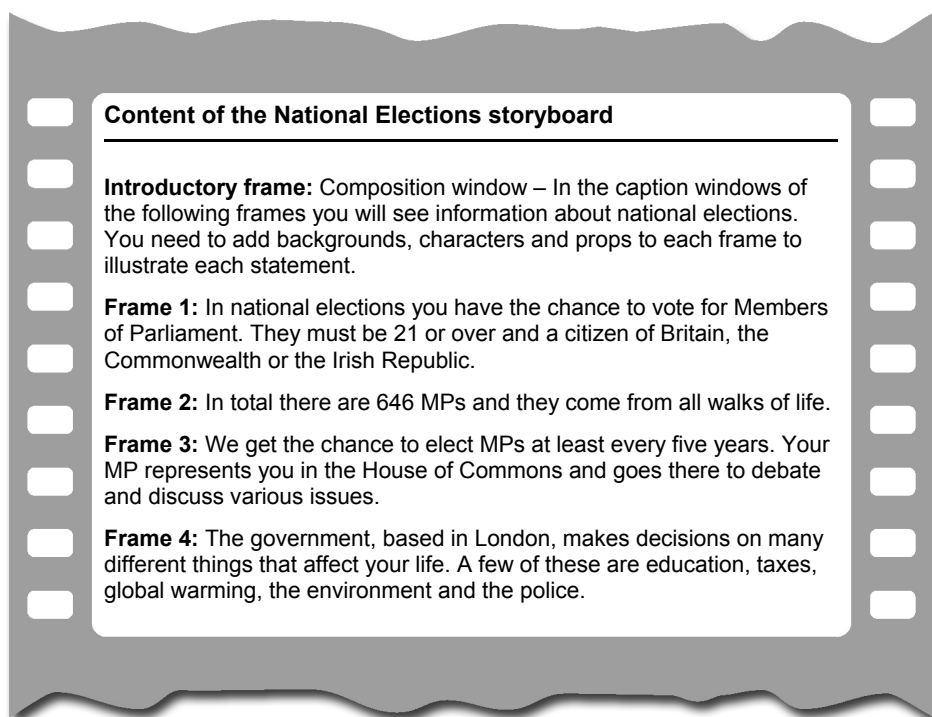
Content of the Local Elections storyboard

Introductory frame: Composition window – In the caption windows of the following frames you will see information about local elections. You need to add backgrounds, characters and props to each frame to illustrate each statement.

Frame 2: In local elections you have the chance to vote for local councillors. They can be anyone over 21 years of age.

Frame 3: Local councillors go to meetings and make decisions for the people in their local community.

Frame 4: Councillors are part of local councils, which deal with local services including things like schools, housing, rubbish collection and recycling in the local area.

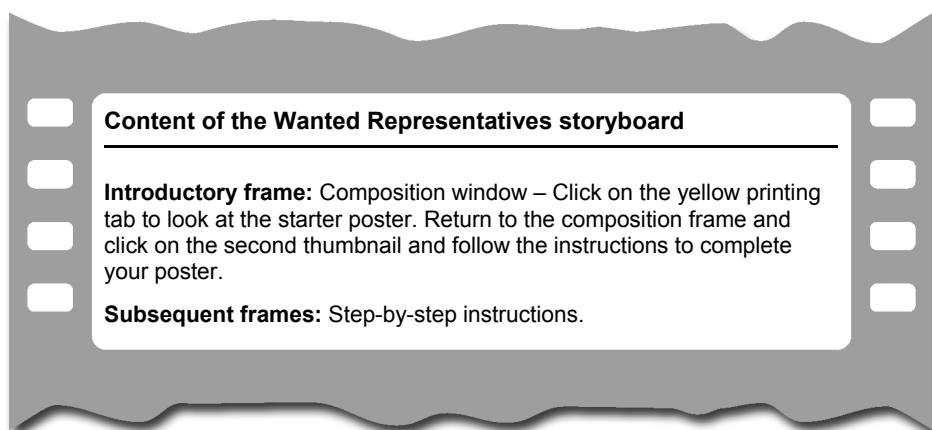


6. Discuss the completed storyboards and highlight the differences between local councillors and Members of Parliament and the areas or regions they represent.

Plenary



7. Using the scaffold **Wanted Representatives** storyboard, students fill in the answers to the questions in each frame to produce posters identifying the main criteria required for local councillors and MPs. If possible, print out and display some of the students' work.



8. Discuss the information on the posters.

Extension/ Homework



9. Tell the students that they live within a constituency which has an MP who represents their views. Ask them to find out the name of their constituency and mark its borders on a map. If they don't know, ask students to find out the name of their Member of Parliament by going to the local library or council offices. If they have access to the Internet and know which constituency they live in they can find out information at www.locata.co.uk/commons/. They use the information obtained to complete the **My MP Interview** storyboard or Sheet 2.1 *My Member of Parliament*.

Content of the My MP Interview storyboard

Introductory frame: Composition window – In the following frames add a character to represent your Member of Parliament. Give the MP a speech bubble and complete your interview by filling in the answers to the questions. Use the information from your research and the questions from Sheet 2.1 *My Member of Parliament*.

Second frame: What is your name?

Third frame: Which political party do you represent?

Fourth frame: How long have you been my MP?

Fifth frame: What is the name of the constituency that you represent?

Sixth: Name five posts of responsibility that you have held within your party.

Seventh frame: As an MP, what are the five main responsibilities you have to your constituents?

Last frame: Instructions in caption window – Answer the following questions in the composition window above. Does your MP do a good or bad job? Why do you think this?

Student Notes

Unit 2: Activity 1 Elections and You

Objectives

In this activity you will find out that we live in a democratic society, what democracy means and about the different types of elections we have in the United Kingdom. You will also look at the skills and qualities required by the people who stand for elections, and research your local constituency and MP.

Outcomes

During this activity you will:

- understand that there are elections at different times for different levels of government (local and national)
- create a storyboard about one type of election (local or national)
- complete a poster identifying the main criteria required for local councillors and MPs
- research your local constituency and Member of Parliament.

Resources

Sheet 2.1 *My Member of Parliament*

Activities

Introduction

1. While the friendly aliens were in discussion with the Prime Minister they asked him what type of political system we have in the United Kingdom. They were informed that it is a democracy. Discuss what the term 'democracy' means.
2. In the United Kingdom we have a system that allows us to choose people that we would like to represent our views. It is called the electoral process. Discuss what makes you vote for a particular person in a TV reality show.
3. Open the **How We Have a Say** storyboard and complete it by putting the frames in the correct order showing the basics of the electoral process.



to open the **How We Have a Say** storyboard.

Development

4. Open and watch the **Elections** storyboard, which gives information about elections in the United Kingdom.



to open the **Elections** storyboard.

5. Open either the **Local Elections** or the **National Elections** storyboard according to your teacher's instructions. Complete the storyboard by matching the written information with the appropriate images.



to open the **Local Elections** storyboard.

Student Notes

to open the **National Elections** storyboard.

6. Discuss the differences between local councillors and Members of Parliament and the areas or regions they represent.

Plenary

7. Using the scaffold in the **Wanted Representatives** storyboard, fill in the answers to the questions in each frame to produce a poster showing the main qualities and skills required for local councillors and MPs.



to open the **Wanted Representatives** storyboard.

8. Discuss with your class the main differences between local councillors and Members of Parliament.

Extension/Homework

9. Find out the name of your constituency and which local area it covers.
10. Who is your Member of Parliament? If you don't know you can find out from your local library, council offices or, if you have access to the Internet, a good site is **www.locata.co.uk/commons/**. Look up information about your Member of Parliament and use it to complete the **My MP Interview** storyboard or Sheet 2.1 *My Member of Parliament*.



to open the **My MP Interview** storyboard.

Sheet 2.1

My Member of Parliament

Use this sheet to find out about **your** Member of Parliament.

What is his/her name?	
Which political party is he/she a member of?	
How long has he/she been your MP?	
Name the constituency that your MP represents	
Name five posts that your MP has held within the party.	1
	2
	3
	4
	5
List five responsibilities your MP has to his/her constituents.	1
	2
	3
	4
	5
Does your MP do a good or bad job?	
Why do you think this?	

Teacher Notes

Unit 2: Activity 2 Your Parliament

Key Stage/Year	Key Stage 3/Years 8–9
Group Organisation	Throughout this activity students can work as individuals or in pairs during each of the tasks.
Suggested Timing	One lesson for the introduction and development sections and one to two lessons for the plenary and extension activities.

Overview of Task

Students learn about the different roles of parliament and government in the United Kingdom. They focus on the role of government, the electoral system and the importance of voting in a democratic society. Students also investigate how government is organised and learn that the power of the government depends on support in parliament, which in turn depends on the support (votes) of the electorate.

Objectives

All students will: understand the main aspects of parliamentary government and about the main political parties in the United Kingdom.

Most students will: learn about the different forms of government.

Some students will: identify the different roles of the House of Commons and the House of Lords.

National Curriculum References

KS3 Citizenship 1. Knowledge and understanding about becoming informed citizens

Students should be taught about:

- 1c** central and local government, the public services they offer and how they are financed, and the opportunities to contribute;
- 1d** the key characteristics of parliamentary and other forms of government;
- 1e** the electoral system and the importance of voting;
- 1g** the importance of resolving conflict fairly.

2. Developing skills of enquiry and communication

Students should be taught to:

- 2c contribute to group and exploratory class discussions, and take part in debates.

Outcomes

Working through this activity students will:

- identify the key characteristics of parliamentary government
- complete a storyboard showing how parliament works
- understand that parliament is responsible for making government account for its actions
- consider the roles of the Prime Minister, the cabinet and ministers.

Resources

- **Parliament and Government** storyboard
- **Commons and Lords** storyboard
- **Houses of Parliament** storyboard
- **Political Party** storyboard

Sheet 2.2 *UK Political Parties*


Key Words: parliament, government, House of Commons, House of Lords, accountable, political parties, cabinet, monarch

Activities

Introduction



1. The friendly aliens now understand more about the UK electoral process but want to know more about how MPs represent citizens' views and what parliament is, as well as who makes up the government.
2. Students open the **Parliament and Government** storyboard and complete it by showing the differences between parliament and government by describing their respective roles.



Content of the Parliament and Government storyboard

Introductory frame: Composition window – Watch the information about the United Kingdom parliament and the government and then complete the last frame explaining the differences between them.

Other frames: Information about parliament and the government.

Information included on parliament:

1. What does parliament consist of? The House of Commons, which has 646 elected MPs (from a mix of parties); the House of Lords with 700+ unelected members, most of whom are made peers for life; the monarch.
2. What is parliament responsible for? Making and changing the laws of the United Kingdom and for checking the work of the government.
3. Why do we need parliament? We live in a democratic country, which means we all can have a say on how the country is run. We do this by electing MPs to represent us in the House of Commons, the part of parliament which has the greatest political power. The independence and knowledge of the members of the House of Lords complement the work of the House of Commons.

Information included on the government:

1. What is the government? It consists of about 100 members from the political party that won the most votes at the last general election and so has the most MPs in the House of Commons.
2. The government is like the management of the country – a bit similar to the management of your school.
3. Most of those in the government will be MPs but some will be members of the House of Lords.

3. Summarise that parliament is responsible for making and changing the laws of the United Kingdom and keeping a check on the work of the government. The government is responsible for running the country and is accountable to parliament for all its actions.

Development



4. Discuss the differences between the members of the House of Commons and House of Lords. Reinforce the fact that the Commons consists of elected MPs, while the Lords is made up of unelected members, most of whom are appointed for life.
5. Students watch the **Commons and Lords** storyboard to find out information about each house, including their main functions and what they actually do.

Content of the Commons and Lords storyboard

First frame: Composition window – title frame

Subsequent frames: Include the following information about the House of Commons and the House of Lords.

The House of Commons:

- passes laws
- provides the money which the government needs (by voting for taxes)
- debates the important issues of the day
- checks that the government is doing its work properly through select committees, question time and opposition questions
- has a select committee for every major government department to discuss the work of the departments and publish reports
- provides question time every morning from Monday to Thursday when MPs are answerable for their work
- hosts Prime Minister's question time each Wednesday at noon for 30 minutes.

Other information:

- The House of Commons meets in a particular room called a chamber.
- This chamber is in the Palace of Westminster in London.
- The seats are green.
- Government ministers and MPs sit on one side of the chamber facing the official opposition party (the party which won the second largest number of votes during the last general election).
- It is the job of the Speaker to run and keep order in the chamber.
- The Speaker is an experienced MP.

The House of Lords:

- reviews all bills that come from the House of Commons
- proposes new bills
- has a duty to check on the work of the government
- discusses matters of public interest or reports that have recently been published
- has many select committees which debate issues such as European laws
- is the highest court in the land and it makes decisions on cases that have been sent on to it from a lower court (under review by the government).

Other information:

- There are four types of lords in the House of Lords: life peers, hereditary peers, law lords and bishops.
- The chamber is within the Palace of Westminster.
- The seats are red.
- Members wear special robes during the State Opening of Parliament once a year, but normally wear business suits.



6. Students open the **Houses of Parliament** storyboard and complete it by adding the correct information under the appropriate heading to show their understanding of their roles.

Content of the Houses of Parliament storyboard

Introductory frame: Composition window – The following frames give information about the Houses of Commons and Lords, but it is jumbled up. Your first task is to separate the Commons information from the Lords information and then add appropriate images, characters and props to each frame to illustrate the information.

Subsequent frames: Caption windows – written information about the Houses of Commons and Lords as in the previous **Commons and Lords** storyboard.

Plenary



7. Students carry out research on the three main political parties in the United Kingdom and complete the **Political Party** storyboard to produce an information poster about one of the parties. Sheet 2.2 *UK Political Parties* is available to help students record their information.

Note: The following websites are useful for information and images of party leaders, logos, etc.

<http://www.labour.org.uk/home>

<http://www.conservatives.com/>

<http://www.libdems.org.uk/>

Content of the Political Party storyboard

Introductory frame: Composition window – Click on the yellow printing tab to look at the outline of the poster. Return to the composition screen, click on the second thumbnail and follow the instructions to complete your poster for one UK political party.

Extension/ Homework

8. Students look into what the cabinet is, who the members are and what they do. Alternatively, they can find out more about the different types of peers in the House of Lords.

Student Notes

Unit 2: Activity 2 Your Parliament

Objectives

In this activity you will look at the differences between parliament and government in the United Kingdom and learn about the main political parties. You will also learn about different forms of government and identify the different roles of the House of Commons and the House of Lords.

Outcomes

During this activity you will:

- complete storyboards demonstrating the key characteristics of parliamentary government
- complete a storyboard showing how parliament works
- understand that parliament is responsible for making government account for its actions
- consider the roles of the Prime Minister, the cabinet and ministers
- produce an information poster about a main political party in the UK.

Resources

Sheet 2.2 *UK Political Parties*

Activities

Introduction

1. The friendly aliens now understand more about the electoral process in the United Kingdom, but want to know more about the people who make decisions.
2. Open and complete the **Parliament and Government** storyboard.



to open the **Parliament and Government** storyboard.

Development

3. Discuss the differences between the members of the House of Commons and the House of Lords.
4. Watch the **Commons and Lords** storyboard to find out information about what they are and what they do.



to open the **Commons and Lords** storyboard.

5. Now open the **Houses of Parliament** storyboard and complete it by adding the correct information.



to open the **Houses of Parliament** storyboard.

Student Notes**Plenary**

6. Use Sheet 2.2 *UK Political Parties* to help you carry out research on the three main political parties in the United Kingdom before completing the **Political Party** storyboard for one of the political parties.



to open the **Political Party** storyboard.

Extension/Homework

7. Find out what the cabinet is, who the main members are and what they do. Alternatively, carry out research into the different types of peers in the House of Lords.

Sheet 2.2

UK Political Parties

What are the names of the leaders of the three main parties?

<i>Labour</i>	
<i>Conservative</i>	
<i>Liberal Democrats</i>	

What are the slogans and logos of each Party?

<i>Labour</i>	
<i>Conservative (Tories)</i>	
<i>Liberal Democrats (Lib Dems)</i>	

How many votes did each Party get in the last General Election?

<i>Labour</i>	
<i>Tories</i>	
<i>Lib Dems</i>	

How many MPs have each of the parties got in Parliament?

<i>Labour</i>	
<i>Tories</i>	
<i>Lib Dems</i>	

In what year were each of the parties founded?

<i>Labour</i>	
<i>Tories</i>	
<i>Lib Dems</i>	

List two policies that each Party is proposing. What do you think of them?

<i>Labour</i>	1
	2
<i>Tories</i>	1
	2
<i>Lib Dems</i>	1
	2

Unit 3 How Are Laws Made?

Activity 1 Billy Bill

Activity 2 A Brand New Bill

Teacher Notes

Unit 3: Activity 1 Billy Bill

Key Stage/Year	Key Stage 3/Years 8–9
Group Organisation	This activity begins and ends with a brief classroom discussion. Students work in pairs to complete a storyboard about the bill-making process. The Bill storyboard is designed for more advanced students. The Billy Bill storyboard is appropriate for students who struggle with the concepts. You may wish to use a multimedia projector to review one or both of the storyboards as a class.
Suggested Timing	One lesson for the introductory and development activities and one lesson for the plenary session.

Overview of Task

Students learn more about the different aspects of parliament by studying how laws are made. They learn what a 'bill' is and then follow steps in the law-making process. They end the activity by discussing why lawmakers must go through so many stages.

Objectives

All students will: be able to describe what the word bill means in the governmental sense.

Most students will: explain the steps involved in getting a bill turned into a law.

Some students will: describe the checks and balances involved in the bill-making process.

National Curriculum References

KS3 Citizenship 1. Knowledge and understanding about becoming informed citizens

Students should be taught about:

1d the key characteristics of parliamentary and other forms of government;

1g the importance of resolving conflict fairly.

2. Developing skills of enquiry and communication

Students should be taught to:

- 2c contribute to group and exploratory class discussions, and take part in debates.

Outcomes

Working through this activity students will:

- make storyboards showing how a bill becomes a law
- create a poster or storyboard showing how the system of making a law protects the public
- explore a recent UK law.

Resources

- **Bill** storyboard
- **Billy Bill** storyboard
- Sheet 3.1 *Good or Bad Law?*

Key Words: law, bill, propose/proposal, draft, House of Commons, House of Lords, majority vote, standing committee, constitution

Activities

Introduction

1. Ask students to define the word 'bill'. It is likely that they will refer to its most common usage: an invoice requiring payment or possibly a bird's beak. Explain that the word has several meanings and prompt students to think about how the term is used in a political sense. In government, a bill is the draft of a law presented to legislators for enactment. Focus on the word 'draft', as in something incomplete. It is complete when it becomes law.
2. Tell students that in this activity they will learn more about parliament by looking at how a bill becomes a law. They will learn the basic steps beginning with the proposal of a bill and ending with its ratification into law as an Act of Parliament.

Development



3. Students can work through either the **Bill** storyboard or the **Billy Bill** storyboard to get a sense of the basic steps involved in creating a law. In the **Bill** storyboard students use common sense to order the steps in the law-making process. **Billy Bill** is a slightly simpler procedure designed for younger students or those who need more support.

Content of the Bill storyboard

Frame 1: Instructions in composition window: Drag the following frames into order to show the steps you think a bill goes through before it becomes a law.

Frame 2: This frame provides the starting point: A member of the House of Commons or House of Lords can propose a new bill. New bills are written in draft form. Imagine that a member of the House of Commons has proposed our sample bill.

Subsequent frames: The following frames contain the steps a bill must go through to become a law. However, they are in the wrong order. Your job is to put the frames in the correct order. (*The steps are in the correct order here, but they will be mixed up in the storyboard.*)

- **Bill** is introduced in the House of Commons so members know that it is coming up for discussion. 'This is great! I'm so excited!' (**First Reading**)
- **Bill** is debated in the House of Commons and a vote is taken on whether he is ready to go to the House of Lords. 'Do you think I'm ready? I really hope so.' (**Second Reading**)
- **Bill** is passed by a majority vote in the Commons and is passed over to the House of Lords. 'See you later! I'm off to see the lords!'
- **Bill** is announced in the House of Lords. (**First Reading**)
- **Bill** is debated by the House of Lords to see whether they agree he's a good idea; another vote is taken. 'Oh this is really worrying – I've bitten my nails right down to the quick!' (**Second Reading**)
- The House of Lords is not happy with some parts of **Bill**, so he does not get passed. 'Oh no! What's wrong with me?'
- **Bill** goes through a committee in the House of Lords. All members of the Lords can take part and amendments can be made. (**Committee Stage**)
- The changes to **Bill** are reported to the House of Lords where there is a further chance for members to change the bill. 'Come on everyone, can't you just agree?' (**Report Stage**)
- Details of **Bill** are read out to the House of Lords for the third time and, unlike in the House of Commons, more amendments can be made and the peers vote again. 'Here we go again.' (**Third Reading and Passing**)
- After some debate and a few changes, the House of Lords agrees on a revised **Bill**. 'At last! Now you're SURE I'm ready this time?'
- **Bill** now goes backwards and forwards between the House of Commons and the House of Lords so they can debate each other's changes. (sometimes called Ping-Pong). 'I'm getting dizzy and I'm changing from week to week.'
- Finally, both Houses of Parliament pass **Bill**. 'Whoo-Hoo! Parliament loves me!'
- **Bill** is sent to the Queen for approval. 'Golly, I'm so proud: I must be really important!' (**Royal Assent**)
- **Bill** is now a new law of the land as an Act of Parliament. 'Party time! So now I'm a law and I can work to support you all!'

Content of the Billy Bill storyboard

Frame 1: Instructions in composition window: Drag the following frames into order to show the stages you think a bill must go through to become law. A member of the House of Commons or the House of Lords can propose a new bill. Before a bill can become a law both Houses of Parliament and then the Queen must agree to it.

Frame 2: This frame provides the starting point: Meet **Billy Bill**. He is a shiny new bill proposed by the House of Commons. 'Hello, my name's Billy Bill and this is my story.'

Subsequent frames: These frames contain the following information on the stages **Billy Bill** now has to go through. (*The steps are in the correct order here, but they will be mixed up in the storyboard.*)

- The House of Commons talks about and votes on **Billy Bill** before sending him to the House of Lords. 'Hi, everyone!'
- People in the House of Lords study **Billy Bill** and, after some changes, vote on him. 'Good to see you all; maybe I'll see you again.'
- **Billy Bill** goes backwards and forwards between the House of Commons and the House of Lords with each making some changes. 'I'm getting dizzy and I'm changing every week.'
- Both Houses of Parliament finally agree on **Billy Bill**. 'Excellent, now I'm off to see the Queen.'
- **Billy Bill** is sent to the Queen for her agreement. 'Hey, this is great! I must be really important.'
- **Billy Bill** becomes a law. 'Now I can work for everyone in the land.'

Plenary



4. Discuss with students why lawmakers must complete so many steps before a bill can become a law. Although the system seems complicated, it exists to protect the public. Ask students to share their ideas about how the system protects the public. Together, create a class storyboard or other visual image (such as a poster, which you can also create using Kar2ouche).

Extension/ Homework



5. Have students research a bill that has recently become law. Using Sheet 3.1 *Good or Bad Law?* students give the main details of the new law and their thoughts about it. If they have access to Kar2ouche, they could make a storyboard instead.

Student Notes

Unit 3: Activity 1 Billy Bill

Objectives

In this activity you will find out what a parliamentary bill is and discover the process that it has to go through to become a UK law.

Outcomes

During this activity you will:

- make storyboards showing how a bill becomes a law
- create a poster or storyboard showing how the system of making a law protects the public
- write about a recent law in the United Kingdom.

Resources

Sheet 3.1 *Good or Bad Law?*

Activities

Introduction

1. What is a bill? You've probably heard the word used in many different ways. In this activity you will learn what the word means to people in government who create laws.
2. You'll also learn more about the roles of the two Houses of Parliament by learning how a bill becomes a law. You'll follow the basic steps beginning with the proposal of a bill and ending with its becoming a law.

Development

3. To get a sense of the basic steps involved in creating a law, open the **Bill** storyboard or the **Billy Bill** storyboard. Your teacher will tell you which.



to open the **Bill** storyboard.



to open the **Billy Bill** storyboard.

4. Put the frames in the correct order.

Plenary

5. Why do you suppose lawmakers have to complete so many steps before a bill can become a law? The system seems complicated. Do you suppose it's complicated for a purpose?
6. Share your ideas about how the system protects the public. Work with your class to create a storyboard or other visual image (such as a poster).

Extension/Homework

7. Research a bill that has recently become law. Using Sheet 3.1 *Good or Bad Law?* give the main details of the new law and your thoughts about it. If you have access to Kar2ouche, you can make a storyboard to present your thoughts.



Sheet 3.1

Good or Bad Law?

Name of law:	
Summary of the law:	

PURPOSE OF THE LAW

1. What does the law do? Tick one of the following. If none applies, write your answer under 'Other'.

- ☐ It describes the way people should behave, such as by providing guidelines for going to school or for respecting parents.
- ☐ It provides order, predictability or security, such as with a traffic law or a classroom rule.
- ☐ It protects the rights of individuals, such as the right to follow a certain religion or choose a friend.
- ☐ It provides benefits, such as new schools or public housing.
- ☐ It asks people to do something, such as pay a tax.
- ☐ It limits the powers of people in authority, such as school headteachers or local councillors.
- ☐ Other

--

2. Who do you think benefits from this law?

--

3. In your opinion, is the law fair? In other words, is any one group suffering or discriminated against? Describe what the consequences of the law might be.

--

4. Do you think the law will make a difference in people's lives? Explain.

--

PRESENTATION OF THE LAW

5. Do you think the law is well designed to do what it is supposed to do? Explain.

6. Do you find the intention of the law clear? In other words, do you have any doubt about what the law is about? Explain.

7. Do you think the law can be enforced? In other words, is it realistic? Explain.

8. Do you believe the law is designed to protect individual rights and promote the common good? Explain.

9. Based on your review, what do you think about this law and, if you could, how would you change it?

10. Do you think it is a good or bad law? Why?

Teacher Notes

Unit 3: Activity 2 A Brand New Bill

Key Stage/Year	Key Stage 3/Years 8–9
Group Organisation	This activity involves students working in groups to propose a new bill on an issue that matters to them.
Suggested Timing	One lesson should be enough for the introductory and development activities and one lesson to present the students' bills and suggest amendments in the plenary section.

Overview of Task

Students develop what they have learned about the bill-making process. In groups they propose a bill and then other groups suggest amendments.

Objectives

All students will: identify an issue that matters to them and propose a bill to rectify the problem.

Most students will: collaborate to express their ideas and the reason for the bill clearly.

Some students will: be able to take the amendments and redraft their bill so that it represents the views of the majority of the class.

National Curriculum References

KS3 Citizenship 1. Knowledge and understanding about becoming informed citizens

Students should be taught about:

- 1d** the key characteristics of parliamentary and other forms of government;
- 1g** the importance of resolving conflict fairly.

2. Developing skills of enquiry and communication

Students should be taught to:

- 2c** contribute to group and exploratory class discussions, and take part in debates.

Outcomes

Working through this activity students will:

- make a storyboard presentation of a bill
- modify the bill in response to the class's suggestions
- vote on the bills and decide which they would like to see become laws.

Resources

- **Brand New Bill** storyboard
- Sheet 3.2 *Review of Bill*

Key Words: law, bill, propose/proposal, draft, House of Commons, House of Lords, majority vote, standing committee, constitution, compromise, consensus, safeguards, public interest

Activities

Introduction

1. Put students into groups and ask them to identify two or three issues that matter to them, and which could benefit from a new law or a change in existing laws. This could be something about education, the environment, the local community and so forth.
2. When groups have identified two or three issues, ask them to agree on just one. Give them time to discuss the relative merits and importance of each.

Development



3. Now that they have reached a consensus, ask students to create a storyboard setting out their bill. This will be passed to other groups, who will act like the House of Lords and suggest amendments.

Content of the Brand New Bill storyboard

Frame 1: Title and question: 'What's your new bill?' Instruction to describe it in the text box.

Frame 2: Students are instructed to explain why they want to introduce the bill and its benefits to society.

Subsequent frames: Students create a storyboard to illustrate the impact their bill could have.

Final frame: Students are asked to consider whether their proposed bill safeguards people's rights and whether it is in the public interest.

Plenary

4. Decide whether students should present their bills to the class, or whether they should swap storyboards between groups. Ask students/ groups to make notes on the bills that they review. They can use Sheet 3.2 *Review of Bill* to record their ideas.
5. Groups feedback to the students who proposed the bill. Amendments can then be made. Repeat the process as many times as necessary before voting on whether each bill should become a law.

**Extension/
Homework**

6. Students could create their own version of the bill they considered most important.

Note: The following website has useful information about recent bills introduced to parliament.

http://www.parliament.uk/business/bills_and_legislation.cfm

Student Notes

Unit 3: Activity 2 A Brand New Bill

Objectives

In this activity you will develop what you have learned about the bill-making process and propose a bill for others to discuss.

Outcomes

During this activity you will:

- make a storyboard presenting your bill
- review others' bills
- vote on which bills should become laws.

Resources

Sheet 3.2 *Review of Bill*

Activities

Introduction

1. Identify two or three issues that matter to you and discuss these with your group.
2. Choose the one you think is most important and would make the greatest difference to people's lives.

Development

3. Having agreed, create a storyboard setting out your bill. This will be passed to other groups, who will act like the House of Lords and suggest amendments.



for the **Brand New Bill** storyboard.

Plenary

4. Make notes on the bills that you are asked to review. Use Sheet 3.2 *Review of Bill* to record your ideas.
5. Share your ideas with the group(s) who created the bill(s).
6. Discuss and make amendments.
7. Vote on all the suggested bills to decide whether or not you think they should become laws.

Extension/Homework

8. Create your own version of the bill you think could make the greatest difference to most people's lives.

Sheet 3.2

Review of Bill

Do you understand the bill? Is it described clearly and succinctly?

With which benefits do you agree?

Where do you disagree?

What amendments would you suggest? Why?

With these amendments, would you be happy for the bill to become a law? Why?/Why Not?

Unit 4 How Do I Get Involved?

Activity 1 Speak Now or Forever Hold Your Peace

Teacher Notes

Unit 4: Activity 1 Speak Now or Forever Hold Your Peace

Key Stage/Year	Key Stage 3/Years 8–9
Group Organisation	You may wish to begin with a class discussion about how and why participating in government is important. If you have a multimedia projector, show the class the Rubbish storyboard. If you do not have a projector, divide the class into groups and let them explore the Rubbish storyboard before brainstorming their own issues. Conclude with a class discussion about authority.
Suggested Timing	One or two lessons may be needed for the introduction and development and up to another couple of lessons for the plenary and extension activities.

Overview of Task

Students learn about the rights of citizens to question the government. They learn that if they would like to see the government do something differently, they can speak out. Students learn about this right by exploring an imagined school-related issue. They then select an issue that matters to them in their local community. They research this and determine how best to present their concerns and recommendations to produce change. The extension work helps students understand who has the authority to address the issues they raise and who they should contact if that person fails to respond to their concerns.

Objectives

All students will: recognise the right of a citizen to speak his or her mind.

Most students will: learn how to research a public issue and recommend change.

Some students will: determine who is responsible for a specific function in government and how best to influence change in a public system.

National Curriculum References

KS3 Citizenship

1. Knowledge and understanding about becoming informed citizens

Students should be taught about:

- 1e** the electoral system and the importance of voting;
- 1g** the importance of resolving conflict fairly.

2. Developing skills of enquiry and communication

Students should be taught to:

- 2a** think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources;
- 2b** justify orally and in writing a personal opinion about such issues, problems or events;
- 2c** contribute to group and exploratory class discussions, and take part in debates.

3. Developing skills of participation and responsible action

Students should be taught to:

- 3a** use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own;
- 3b** negotiate, decide and take part responsibly in both school and community-based activities.

Outcomes

Working through this activity students will:

- create storyboards about a public issue
- complete a worksheet describing an issue and how best to speak with the appropriate authority about it.

Resources

- **Rubbish** storyboard
- **It's an Issue** storyboard

Sheet 4.1 *Issue Questions and Responses*

Key Words: participation, public issue, authority, rights

Activities

Introduction

1. Ask the class, 'In what way can you participate in your government?' Students will have a variety of answers, such as by paying attention to what is happening, by voting, by cleaning up rubbish, and by being careful not to drop litter.
2. Tell students that in this activity they are going to learn how to exercise one of their very important rights as a citizen. That is, to speak out about something they think should be changed.

Development

3. Before beginning to brainstorm issues that matter in the local community, show students the following sample storyboard. Explain that in this storyboard, students will see how one student became frustrated when he learned that his school threw away rather than recycled rubbish generated by the canteen each day. He decided to take action by creating this storyboard and presenting it to his headteacher or another school official.
4. Show students the **Rubbish** storyboard.



Content of the Rubbish storyboard

The captions in these frames look exactly like the ones students will receive in the **It's an Issue** storyboard, except that in this example, they are already filled out.

Frame 1: Caption says, Issue: Rubbish is thrown away instead of reused or recycled. Students are shown taking their rubbish and trays to the front of the canteen. They throw their rubbish into a bin and set their trays in a neat stack.

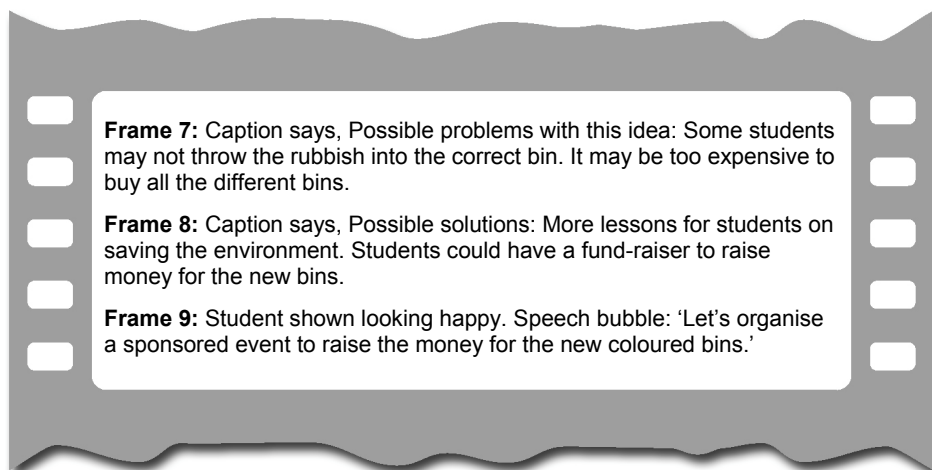
Frame 2: A canteen worker throws the rubbish away.

Frame 3: Caption says, Problem: Throwing away rubbish is not good for the environment. Frame shows two students. The first student says, 'I can't believe all that rubbish is thrown away every day!' The second replies, 'I know! Plastic, glass and paper are not good for the environment, and we use so much of them every day!' First students replies, 'I heard on the news that, in the UK, around 200 jars and bottles are thrown away every second!'

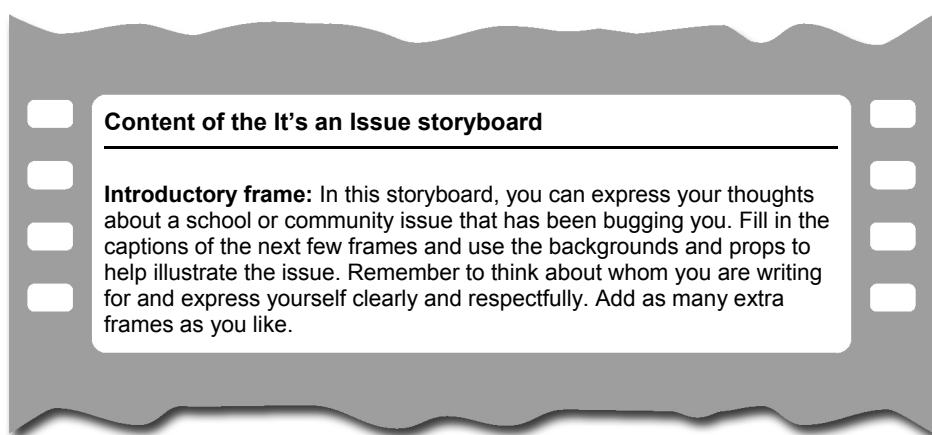
Frame 4: Caption says, Possible solutions: The kitchen staff could put rubbish in different coloured bins every day instead of throwing it all away. The kitchen staff are shown putting rubbish in different coloured bins.

Frame 5: Caption says, Possible problems with this idea: The canteen used to try to recycle waste but it took a lot of their time. Student shown scratching his head and thinking about this.

Frame 6: Caption says, Possible solutions: Different coloured bins at the front of the canteen so that students throw rubbish into the correct bin.



5. Discuss the storyboard and how students took responsibility and got involved in the solutions.
6. Divide the class into small groups. Ask each group to brainstorm a list of things they love about their school and/or local community. Then have them make a list of things that irritate them about their school and/or local community.
7. Next have students choose one of the issues, or things that they think they could help improve. This issue needs to be something the school or community could act upon, and students should have ideas about how the improvements might happen, especially with their support. Explain that in this activity students will investigate that issue and exercise their rights as citizens by speaking out about it.
8. Using Kar2ouche, students should create a storyboard that illustrates their issue and explains why the issue is important to them. Ask students to state clearly what the issue is, why it's a problem, and their suggestions for how it could be resolved. They can then present their ideas visually to the class. Students can add characters and backgrounds using digital photographs if they wish.



☐ **Issue frame(s):** Caption says, 'Issue: ...'

☐ **Explanation frame(s):** Caption says, 'Problem: ...'

☐ **Suggestion frame(s):** Caption says, 'Possible solutions: ...'

☐ **Explanation frame(s):** Caption says, 'Possible problems with this idea: ...'

☐ **Suggestion frame(s):** Caption says, 'Possible solutions: ...'

Plenary

9. Have a class discussion about what students have learned about speaking out and accepting some responsibility themselves. Guide students into a conversation about how speaking out about important issues is a right the students and all other citizens have. Explain that this is a very important right and we want to be careful not to abuse it.
10. Ask: 'What do you think would happen if every day you talked to the headteacher about a new issue?' Students may guess that the headteacher would probably start to avoid him or her and would not be inclined to work to resolve an issue every day.
11. Ask each group to present their issue to the class. Explain that, of the issues presented, the class will vote on which issue (or possibly issues) will be presented to the headteacher or other relevant official.
12. Then have the class vote on one (or more) issues to present.
13. Complete Sheet 4.1 *Issue Questions and Responses* as a class to help the groups prepare questions and suggestions for their discussion with the relevant person.



Extension/ Homework

14. Have students talk about the concept of authority. Conduct a class discussion, ensuring that students understand who has the authority to address the issues they raised and who they should contact if this person fails to respond appropriately.
15. Extend the conversation to include other important issues. For example, if an adult who has authority over a child, harms that child, the child has the authority to seek assistance from a trusted teacher, counsellor or friend.

Student Notes

Unit 4: Activity 1 Speak Now or Forever Hold Your Peace

Objectives

In this activity you will consider the right of a British citizen to speak his or her mind, and will research a public issue and recommend change.

Outcomes

During this activity you will:

- create a storyboard about a public issue
- write about an issue and explore how best to speak with an official about it.

Resources

Sheet 4.1 *Issue Questions and Responses*

Activities

Introduction

1. In what way can you participate in your government? Brainstorm with your classmates.
2. In this activity you are going to learn how to exercise one of your very important rights as a citizen; that is, to speak out about something you think should be changed.

Development

3. You are going to create a storyboard about an issue that is important to you. Before brainstorming issues important to you, watch the **Rubbish** storyboard. In this storyboard, you will see how one student became frustrated when he learned that his school canteen didn't recycle rubbish. He decided to take action by creating the storyboard and presenting it to his headteacher.



click here to open the **Rubbish** storyboard.

4. Now list the things you love about your school and/or local community. Next make a list of things that irritate you about them.
5. Choose one of the issues, or things that irritate you, to speak out about. This issue should be something the school or community could easily do differently. You need to have ideas about the sorts of improvements that could be made. In this activity you will practise your right as a citizen to speak out.
6. Using Kar2ouche, create a storyboard that shows your issue and explains why it is important to you. Clearly explain what the issue is, why it's a problem, and what your suggestions are for how it could be fixed.



click here to open the **It's an Issue** storyboard.

Student Notes**Plenary**

7. Why is the ability to speak out about an issue a big deal? Do people in other countries have this right? Why is it so valued in the United Kingdom?
8. What do you think would happen if you talked to the headteacher or a community official every day about a new issue? Talk to your classmates about this question and how you might decide whether an issue is important enough to speak out about.
9. Present your issue to the class. Of the issues presented, the class will vote on which issue (or possibly issues) will be presented to the headteacher or other community official.
10. Follow the guidance of your teacher as your class votes on one (or more) issues to present.
11. Complete Sheet 4.1 *Issue Questions and Responses* as a whole class activity. This will help the groups who will be presenting an issue prepare questions for their discussion with the headteacher or community official.

Extension/Homework

12. Explore the concept of authority. Your class will discuss who has the authority to listen to issues raised and who you can contact if a person fails to satisfy a public concern.



Sheet 4.1

Issue Questions and Responses

Use this activity sheet to describe your issue, explain why it is important, and create the questions and suggestions you can put to your headteacher or community official.

Issue:

Checkpoint: Is your issue clearly written?

Why the issue is important:

Checkpoint: Is your explanation clear? Have you included sufficient detail?

Questions and Suggestions

Q1 or S1	
Q2 or S2	
Q3 or S3	
Q4 or S4	
Q5 or S5	

Appendices

Appendix 1

Text and Audio Files

The following text replicates what is in the text/audio palette of Kar2ouche and/or in the storyboards. It is included here for your reference when planning activities for students.

Unit 1: Why Rules?

Unit 1: Activity 1 No Rules!

No Rules! storyboard

Teacher	Good morning, children.
Children	Good morning, Miss Lax.
Teacher	Today we are going to go all day long without following any rules. You can do exactly what you like, when you like; and so can everyone else – including school staff.
Boy 1	Wow, that's cool!
Girl 1	Sounds like it could be fun!
Boy 2	I'm not so sure ...
Teacher	If the experiment is a success, we'll continue it for the rest of this term and maybe the whole school year.
Girl 1	Excellent!
Narrator	Do you think this experiment is a good idea? What sorts of things do you think might happen?
Boy 1	Come on, race you to the library!
Narrator	What do you think happens next?
Girl 1	Hey, Billy's in my seat. Well I guess that's OK. Where shall I sit?
Girl 2	Let's make Kathleen move, then we can sit at the back.
Narrator	What might happen if everyone just sat where they wanted?
Boy 2	Hand over your lunch: I'm hungry.
Narrator	How does the boy giving up his lunch feel? What might happen next?
Boy 1	Think I'll go back to class now. I'd like to do some maths.
Girl 1	I think I'll stay out a bit longer.
Narrator	What might happen if lunch time were as long as you liked? What might be the short- and long-term consequences?
Boy 2	Hey, look! All the canteen workers have gone home.
Narrator	How do the students feel?
Narrator	What do they do next?

- Boy 1** Did you see the game last night?
- Boy 2** No, who won?
- Girl 1** Hey, boys, you playing football later?
- Teacher** Now children, could we have some quiet please?
- Girl 2** I need to go to the toilet.
- Narrator** What might a student who wants to work be thinking?
- Narrator** Explain how you might feel at the end of the day. Would you feel differently at the end of a week, a term, or a year? Why or why not?
- Narrator** Why do you think school rules are written?

Unit 1: Activity 2 Rulestown and Freeville

Rulestown storyboard

Alien voices with reverberation

- Dictator** Welcome to Rulestown. I am Mr Dictator.
- Alien 1** Greetings, we are pleased to be here.
- Dictator** I rule around here. I have the power to control what happens in this town, so you will be safe.
- Alien 2** Safety is good. How are things decided in this town?
- Dictator** Don't worry about that. I organise everything. We don't waste time on free speech or elections.
- Alien 1** Tell us about your town.
- Dictator** We have no crime in this town because people who break the law are locked away forever.
- Narrator** How fair is the dictator's policy? What sorts of crimes do people commit? Should all crimes receive the same punishment?
- Dictator** It's so good here. You'll never have to make a decision again. We'll tell you what to wear, what to watch on TV, and what to eat.
- Narrator** How would you feel about a government leader making all your decisions for you? What might be good about it? What might be bad about it?
- Dictator** You'll earn good money – the same money as everyone else – and we'll give you the job we need you to do to serve the community.
- Narrator** How would you feel about the government telling you which job you should do? What might be good about it? What might be bad about it?
- Narrator** Think of three other rules that a town with one strict and powerful leader might have.
- Narrator** What would be good in Rulestown?
- Narrator** What would be bad in Rulestown?
- Narrator** Would you like to live here? Why or why not?

Freeville storyboard

Alien voices with reverberation

- Representative 1** Hey, cool dude! Glad you could make it!
- Alien 1** Greetings, we are pleased to be here.
- Representative 2** We sort of, like, want to tell you how things are here. We just turned up today to welcome you, but hey – it could have been anybody from town.
- Representative 3** Yeah, man, we don't have any official 'representatives' or anything dull like that.
- Alien 2** How do things work here?
- Representative 1** Well, we all kind of sit around and talk about things. Sometimes we vote, but generally we like everyone to just agree with all decisions. Sometimes that takes a while.
- Alien 1** Tell us more about your town.
- Representative 2** Hey, you guys, you can just take what you want here, when you want it, because no one's going to stop you.
- Narrator** Do you think the openness of this society would work? Why or why not? Who would benefit from this type of government? Who would suffer?
- Representative 3** Just relax and do your own thing. You can do what you want, when you want. We love street art and music, so just paint where you like and listen to whatever music you like. Eat, drink and be happy!
- Narrator** How would you feel about everyone doing what they wanted all the time? What might be good about it? What might be bad about it?
- Representative 3** If you want to do a job, just go and do it. When you're bored, do something else or take a break. Take what money you want from the bank until it runs out.
- Narrator** How would you feel about this way of handling jobs and money? What might be good about it? What might be bad about it?
- Narrator** Think of three other rules that would work in a town where everyone does what they want.
- Narrator** What would be good in Freeville?
- Narrator** What would be bad in Freeville?
- Narrator** Would you like to live here? Why or why not?

Unit 1: Activity 3 Idealopolis

Idealopolis storyboard

Alien voices with reverberation

Alien 1	These towns called Freeville and Rulestown are not to my liking.
Alien 1	I think Freeville is [sentence left open for students to complete.]
Alien 2	Yes, and Rulestown is [sentence left open for students to complete.]
Aliens 1 & 2	Take us to your leader!
Narrator	The aliens tell the Prime Minister they can imagine a town with a system of government more to their liking. They call this town Idealopolis.
Narrator	The aliens describe public order in Idealopolis.
Narrator	They describe how public money would be handled in Idealopolis.
Narrator	They describe how private money and employment would be handled in Idealopolis.
Narrator	They describe how public services would be handled in Idealopolis.
Narrator	They discuss other things they'd like to see in Idealopolis.

Unit 2: Why Vote?

Unit 2: Activity 1 Elections and You

How We Have a Say storyboard

Narrator	In the following storyboard you will see a number of frames showing the process of voting in an official election. Your task is to put the frames and the information in the correct order.
Narrator	You receive a polling card in the post.
Narrator	Go to your designated Polling Station on election day.
Narrator	Register your name and receive your ballot card.
Narrator	Go to one of the voting booths.
Narrator	Put a cross on your ballot card to choose the person/people you want to represent you.
Narrator	At the end of the day all the ballot cards are collected and the crosses are counted.
Narrator	The person/people with the most number of votes is elected.
Narrator	Results are usually announced on TV, radio and in local and national papers.

Elections storyboard

Narrator	There are two main types of elections in the United Kingdom: local and national.
Boy	Local elections: In local elections you have the chance to vote for local councillors. They can be anyone over 21 years of age.
Boy	Local councillors go to meetings and make decisions for the people in their local community.
Boy	They are part of local councils, which deal with local services including things like schools, housing, rubbish collection and recycling.
Girl	National elections: In national elections you have the chance to vote for Members of Parliament. They must be 21 or over and a citizen of Britain, the Commonwealth or the Irish Republic.
Girl	In total there are 646 MPs and they come from all walks of life.
Girl	We get the chance to elect MPs at least every five years. Your MP represents you in the House of Commons and goes there to debate and discuss various issues.
Girl	The government, based in London, makes decisions on many different things that affect your life. A few of these are education, taxes, global warming, the environment and the police.

Local Elections storyboard

Narrator	In the caption windows of the following frames you will see information about local elections. You need to add backgrounds, characters and props to each frame to illustrate each statement.
Boy	In local elections you have the chance to vote for local councillors. They can be anyone over 21 years of age.
Boy	Local councillors go to meetings and make decisions for the people in their local community.
Boy	They are part of local councils, which deal with local services including things like schools, housing, rubbish collection and recycling.

National Elections storyboard

Narrator	In the caption windows of the following frames you will see information about national elections. You need to add backgrounds, characters and props to each frame to illustrate each statement.
Girl	In national elections you have the chance to vote for Members of Parliament. They must be 21 or over and a citizen of Britain, the Commonwealth or the Irish Republic.
Girl	In total there are 646 MPs and they come from all walks of life.
Girl	We get the chance to elect MPs at least every five years. Your MP represents you in the House of Commons and goes there to debate and discuss various issues.
Girl	The government, based in London, makes decisions on many different things that affect your life. A few of these are schools, taxes, global warming, the environment and the police.

***Wanted
Representatives
storyboard***

Narrator Click on the yellow printing tab to look at the starter poster. Return to the composition frame and click on the second thumbnail and follow the instructions to complete your poster.

***My MP Interview
storyboard***

Narrator In the following frames add a character to represent your Member of Parliament. Give the MP a speech bubble and complete your interview by filling in the answers to the questions. Use the information from your research and the questions from Sheet 2.1 *My Member of Parliament*.

Boy/Girl What is your name?

Boy/Girl Which political party do you represent?

Boy/Girl How long have you been my MP?

Boy/Girl What is the name of the constituency that you represent?

Boy/Girl Name five posts of responsibility that you have held within your party.

Boy/Girl As an MP, what are five main responsibilities you have to your constituents?

Boy/Girl Answer the following questions in the composition window above. Does your MP do a good or bad job?

Boy/Girl Why do you think this?

Unit 2: Activity 2 Your Parliament***Parliament and
Government
storyboard***

Narrator Watch the information about the United Kingdom parliament and the government and then complete the last frame explaining the differences between them.

Narrator What does parliament consist of?

Girl The House of Commons, which has 646 elected MPs (from a combination of parties); the House of Lords with 700 plus unelected members, most of whom are made peers for life; the monarch.

Narrator What is parliament responsible for?

Girl Making and changing the laws of the United Kingdom and for checking the work of the government.

Narrator Why do we need parliament?

Girl We live in a democratic country, which means we all can have a say on how the country is run.

Girl We do this by electing MPs to represent us in the House of Commons, the part of parliament which has the greatest political power.

Girl The independence and knowledge of the members of the House of Lords complement the work of the House of Commons.

Narrator What is the government?

- Boy** It consists of about 100 members from the political party that won the most votes at the last general election and so has the most MPs in the House of Commons.
- Boy** The government is like the management of the country – a bit similar to the management of your school.
- Boy** Most of those in the government will be MPs but some will be members of the House of Lords.

Commons and Lords storyboard

- Narrator** The House of Commons and the House of Lords
- Narrator** What does the House of Commons do?
- Boy** It passes laws.
- Boy** It provides the money which the government needs (by voting for taxes).
- Boy** It debates the important issues of the day.
- Boy** It checks that the government is doing its work properly through select committees, question time and opposition questions.
- Boy** There is a select committee for every major government department.
- Boy** Committees discuss the work of these government departments and publish reports about them.
- Boy** Question time takes place every morning from Monday to Thursday when MPs are answerable for their work.
- Boy** Prime Minister's question time happens each Wednesday at noon and lasts 30 minutes.
- Boy** The House of Commons meets in a particular room called a chamber.
- Boy** This chamber is in the Palace of Westminster in London.
- Boy** The seats are green.
- Boy** Government ministers (MPs) sit on one side of the chamber facing the official opposition party (the party which won the second largest number of votes during the last general election).
- Boy** It is the job of the Speaker to run and keep order in the chamber.
- Boy** The Speaker is an experienced MP.
- Narrator** What does the House of Lords do?
- Girl** It reviews all bills that come from the House of Commons.
- Girl** Its members can also propose new bills.
- Girl** It has a duty to check on the work of the government.
- Girl** It discusses matters of public interest and/or reports that have recently been published.
- Girl** It has many select committees which debate issues such as European laws.

- Girl** It is the highest court in the land and it makes decisions on cases that have been sent to it from a lower court (this is under review by the government).
- Girl** There are four types of lords in the House of Lords – life peers, hereditary peers, law lords and bishops.
- Girl** The chamber is within the Palace of Westminster.
- Girl** The seats are red.
- Girl** Members wear special robes during the State Opening of Parliament once a year, but normally wear business suits.

Houses of Parliament storyboard

- Narrator** The following frames give information about the Houses of Commons and Lords, but it is jumbled up. Your first task is to separate the Commons information from the Lords information and then add appropriate images, characters and props to each frame to illustrate the information.

Political Party storyboard

- Narrator** Click on the yellow printing tab to look at the outline of the poster. Return to the composition screen, click on the second thumbnail and follow the instructions to complete your poster for one UK political party.

Unit 3: How Are Laws Made?

Unit 3: Activity 1 Billy Bill

Bill storyboard

- Narrator** Drag the following frames into the order you think a bill goes through to become law.
- Narrator** A member of the House of Commons or House of Lords can propose a new bill. New bills are written in draft form. Imagine that a member of the House of Commons has proposed our sample bill.
- Bill** Hello, my name's Bill. I am going to tell you the story of how I became a law.
- Bill** I was created by a member of the House of Commons but I could just have easily been proposed by a member of the House of Lords. But let me take you back ...
- Narrator** **Bill** is introduced in the House of Commons so members know that he is coming up for discussion.
- Bill** This is great! I'm so excited!
- Narrator** **Bill** is debated in the House of Commons and a vote is taken on whether he is ready to go to the House of Lords.
- Bill** Do you think I'm ready? I really hope so.
- Narrator** **Bill** is passed by a majority vote in the Commons and is passed over to the House of Lords.

Bill See you later! I'm off to see the lords!

Narrator Bill is announced in the House of Lords.

Narrator **Bill** is debated by the House of Lords to see whether they agree he's a good idea; another vote is taken.

Bill Oh this is really worrying – I've bitten my nails right down to the quick!

Narrator The House of Lords is not happy with some parts of **Bill**, so he does not get passed.

Bill Oh no! What's wrong with me?

Narrator **Bill** goes through a committee in the House of Lords. All members of the Lords can take part and amendments can be made.

Narrator The changes to **Bill** are reported to the House of Lords where there is a further chance for members to change the bill.

Bill Come on everyone, can't you just agree?

Narrator Details of **Bill** are read out to the House of Lords for the third time and, unlike in the House of Commons, more amendments can be made and the peers vote again.

Bill Here we go again.

Narrator After some debate and a few changes, the House of Lords agrees on a revised **Bill**.

Bill 'At last! Now you're SURE I'm ready this time?'

Narrator **Bill** now goes backwards and forwards between the House of Commons and the House of Lords so they can debate each other's changes (sometimes called Ping-Pong).

Bill I'm getting dizzy and I'm changing from week to week.

Narrator Finally, both houses pass **Bill**.

Bill Whoo-Hoo! Parliament loves me!

Narrator **Bill** is sent to the Queen for approval.

Bill Golly, I'm so proud: I must be really important!

Narrator **Bill** is now a new law of the land as an Act of Parliament.

Bill Party time! So now I'm a law and I can work to support you all!

Billy Bill Storyboard

Narrator Drag the following frames into the order you think a bill must go through to become law.

Narrator A member of the House of Commons or the House of Lords can propose a new bill. Before a bill can become a law both Houses of Parliament and then the Queen must agree to it.

Narrator Meet **Billy Bill**. He is a shiny new bill proposed by the House of Commons.

Billy Bill Hello, my name's Billy Bill and this is my story.

Narrator The House of Commons talks about and votes on **Billy Bill** before sending him to the House of Lords.

Billy Bill 'Hi, everyone!'

Narrator People in the House of Lords study **Billy Bill** and, after some changes, vote on him.

Billy Bill Good to see you all; maybe I'll see you again.

Narrator Billy Bill goes backwards and forwards between the House of Commons and the House of Lords with each making some changes to **Billy Bill**.

Billy Bill I'm getting dizzy and I'm changing every week.

Narrator Both Houses of Parliament finally agree on **Billy Bill**.

Billy Bill Excellent, now I'm off to see the Queen.

Narrator **Billy Bill** is sent to the Queen for her agreement.

Billy Bill Hey, this is great! I must be really important.

Narrator **Billy Bill** becomes a law.

Billy Bill Now I can work for everyone in the land.

Unit 3: Activity 2 A Brand New Bill

Brand New Bill storyboard

Narrator What's your new bill? Write it in the blank text box.

Narrator Explain why you want to introduce the bill. What kinds of benefits do you think it will have for people?

Narrator Add characters, speech bubbles, props and a background to illustrate the effect the new bill would have if it were passed into law.

Narrator Does your bill safeguard people's rights and is it in the public interest?

Unit 4: How Do I Get Involved?

Unit 4: Activity 1 Speak Now or Forever Hold your Peace

Rubbish storyboard

Narrator Rubbish is thrown away instead of reused or recycled. Students are shown taking their rubbish and trays to the front of the canteen. They throw their rubbish into a bin and set their trays in a neat stack.

Student 1 I can't believe all that rubbish is thrown away every day!

Student 2 I know! Plastic, glass and paper are not good for the environment, and we use so much of them every day!

Student 1 I heard on the news that, in the UK, around 200 jars and bottles are thrown away every second!

Student 1 The kitchen staff could put our rubbish in different coloured bins every day instead of throwing it all away.

Student 2 The canteen used to try to recycle waste. I wonder why it took so long.

- Student 2** I know, we could have different coloured bins at the front of the canteen so that we can throw our own rubbish into the correct bin.
- Student 1** Hmm, but maybe we wouldn't always throw the right rubbish in the right bin, and the bins might be expensive.
- Student 2** Well, we could have more lessons on saving the environment and how to recycle.
- Student 1** Yes, and we could organise a fund-raising event to pay for the bins. We shouldn't be so defeatist about these things!
- Student 2** OK, let's organise a sponsored event to raise the money for the new coloured bins.

It's an Issue storyboard

- Girl** In this storyboard, you can express your thoughts about a school or community issue that has been bugging you.
- Boy** Fill in the captions of the next few frames and use the backgrounds and props to help illustrate the issue.
- Girl** Remember to think about for whom you are writing and express yourself clearly and respectfully. Add as many extra frames as you like.

Appendix 2

Glossary of Terms

Bill	A bill is a proposal for a new law, or a proposal to change an existing law, that is presented for debate before parliament.
Bill stages	At a very simple level, a bill must pass through several stages – in both Houses of Parliament (Commons and Lords) – to become a law.
Acts	An Act of Parliament creates a new law or changes an existing law.
The House of Commons	Elected Members of Parliament (MPs) sit in the House of Commons. The House of Commons is the main and superior debating chamber of parliament. It is the centre of parliamentary power. There are 646 MPs. They debate and vote on legislation (bills) presented to the House by the government or individual members. They also study the work of the government through various committees. Each week (Wednesdays), MPs question the Prime Minister on his policies and work.
The House of Lords	The House of Lords consists of peers, law lords, archbishops and bishops. Members of the House of Lords are not elected. They discuss House of Commons legislation, debate issues of importance and question government ministers. The House of Lords is also the highest court in the United Kingdom. Most bills have to be approved by the House of Lords to be made law. The House of Lords comprises more than 700 members or peers. Members of the House of Lords are not paid, but receive money for expenses.
The Government	The government is an organization that has the power to make and enforce laws for the United Kingdom. The government can only remain in power if it has the support of the majority of the House of Commons.
The Opposition	The party that comes second in a general election is called the opposition. In parliament the government party sits on one side of the House of Commons. The other parties who have Members of Parliament sit opposite. The opposition challenges, opposes and questions the government on its policies and actions.

Devolution	Devolution means that people in different areas of the UK can make decisions for their own areas. It's an alternative to having decisions made by politicians hundreds of miles away in London. Wales, Scotland and Northern Ireland have their own devolved parliaments or assemblies to look after national affairs.
Constituent	The UK is divided into 646 different regions – called constituencies – where the public elect candidates to be their MP. A 'constituent' is the name given to every person who lives within or is eligible to vote in a constituency. There are 529 English constituencies, 59 Scottish, 40 Welsh and 18 Northern Irish.
Members of Parliament	The UK public elect Members of Parliament (MPs) to represent their interests and concerns in the House of Commons. MPs are involved in considering and proposing new laws, and can use their position to ask government ministers questions about current issues.
Cabinet	The cabinet is a formal body composed of the most senior government ministers chosen by the Prime Minister. Most members are heads of government departments with the title 'Secretary of State'.

Principal Officers and Staff in Parliament

The Speaker	The Speaker of the House of Commons chairs debates between MPs.
The Lord Speaker	The Lord Speaker chairs business in the House of Lords debating chamber.
The Lord Chancellor	The Lord Chancellor is a cabinet minister and a member of the House of Lords.
Whips	Whips are MPs or Lords appointed by each party to help organise their party's contribution to parliamentary business. Each party has Whips (a bit like school prefects), who inform MPs and peers about parliamentary business, make sure they turn up for important debates and also that they support their party on crucial votes.
Leader of the House of Commons	The Leader of the House of Commons organises government business in the Commons.
Leader of the House of Lords	The Leader of the House of Lords organises government business in the Lords and offers advice on procedure.

Clerk of the House (Commons)	The Clerk of the House advises the Speaker and MPs on the formal and informal rules of the House of Commons, and manages the Commons' departments and services.
Clerk of the Parliaments (Lords)	The Clerk of the Parliaments is the most senior official in the House of Lords, and has administrative and management responsibilities.
Sergeant at Arms	The Sergeant at Arms is the head of the largest department in the House of Commons – the Sergeant at Arms department, which is in charge of security within the chamber.
Black Rod	Black Rod is a senior officer of the House of Lords, and is responsible for its daily management.

Principal Members of the Government

Prime Minister	The Prime Minister acts as the head of Her Majesty's Government of the United Kingdom of Great Britain and Northern Ireland. In practice, he or she is the political leader of the United Kingdom.
Deputy Prime Minister	Recent British Prime Ministers have chosen to designate one of their cabinet colleagues to this role. The United Kingdom possesses no formal permanent office of Deputy Prime Minister. In practice, however, the designation of someone to the role of Deputy Prime Minister may give them an additional practical status within cabinet, enabling them to exercise powers when the Prime Minister is ill or out of the country.
Chancellor of the Exchequer	This is the position held by the British cabinet minister responsible for all economic and financial matters within the government. He or she is often referred to as the Chancellor.
Foreign Secretary	The Foreign Secretary is the member of the government responsible for relations with foreign countries.
Home Secretary	This is the minister in charge of the United Kingdom Home Office and is responsible for internal affairs in England and Wales, and for immigration and citizenship for the whole United Kingdom (including Scotland and Northern Ireland).

Appendix 3

Kar2ouche and Special Needs

It may be a truism to say that all children have special educational needs, but it does mean that you are always considering ways of differentiating the lessons that you teach in order to meet the requirements of individual students. A totally flexible learning and teaching tool, Kar2ouche is easily adapted to these needs so that you and/or a teaching assistant can create lessons that appeal to the full ability range from the least to the most able.

However, looking at the more widely-used definition of special needs as referring to those students who experience some kind of sensory or learning difficulty, on average 20 per cent of students in comprehensive schools fall into this category. A number of studies have shown that computers can enhance the learning experience of these children. 'From 1988 - 90 the Palm Project explored the effects of computers on students' autonomy in learning. The project found that not only were they more autonomous but also more motivated.' (Glendon Ben Franklin in Leask, M Ed. (2001) *Issues in Teaching Using ICT*, Routledge)

In particular, multimedia products, such as Kar2ouche, appeal to a wide range of learning styles and have the advantage of being able to reinforce learning in a multi-sensory way through the use of visual and auditory stimuli. The fact that Kar2ouche enables students to create storyboards, animations and publications, plus manipulate and interpret text, also appeals to those with a preference for a kinaesthetic approach to learning.

Children with special needs are often prevented from functioning effectively in lessons because much of the work required is based on reading and writing, skills that are often underdeveloped. In Kar2ouche all of the text is provided with a soundfile so that students can access information even if their reading skills are impaired. Listening to increasingly complex texts extends a student's vocabulary whilst also increasing his or her attention span. By following the text as they listen, students begin to recognise words and are provided with a real context for their learning.

In addition, Kar2ouche enables children to record their own voices, thus providing an alternative to writing. This provides immediate gratification and the ability to communicate with their peers in a way that increases their confidence. 'Nothing motivates children with

special needs more than success, especially when their peer group can see that success is demonstrated on an equal basis without allowances being made.' (Angela McGlashon in Gamble, N and Easingwood, N (2000) *ICT and Literacy*, Continuum) Once confidence has been built, the speech and thought bubbles offer the opportunity for students to write in small bite-size chunks. This can be increased gradually by requiring students to produce a paragraph in the caption window and subsequently maybe use the writing frames and scaffolds provided in the Teacher Support Packs that accompany the software.

The soundfiles and recording facility can therefore be seen to enable learners to develop greater independence and this encourages them to continue with tasks that may once have been beyond them. Using Kar2ouche makes a range of curriculum areas far more accessible to non-readers and also to children whose first language is not English. These children often find reading the language far more difficult than speaking it.

As well as children with learning difficulties, Kar2ouche enhances the learning of children with behavioural problems, such as attention deficiency syndrome. In trials, these students found the multi-sensory and creative approach motivating, non-threatening and rewarding. It has been shown in a range of research that students who experience difficulties interacting socially often find using computers less intimidating or confusing. However, ideal for pair or small group work, Kar2ouche can be used by you to encourage collaborative learning, thereby supporting these students as they begin to develop the ability to express themselves in a social situation. Having rehearsed ideas in a small group, they are then more confident when required to present their ideas to the class or an adult.

For students with visual impairment, you can go into the password-protected area to increase the size of the font. The soundfiles also help these children. Likewise the brief soundclips support dyslexic children, many of whom find processing large amounts of information in a single unit difficult. They can also control the pace of the reading and repeat it as necessary, thus allowing them to consolidate learning. For those whose hearing is impaired, the combination of text and exciting visual material is motivating and, by being able to attach pre-recorded soundfiles, students are provided with an effective means to communicate with their hearing peers. The record and playback facility also allows children with less severe hearing problems to rehearse their enunciation in a safe environment before sharing with others.

Every effort has been made to make Kar2ouche a fully flexible learning and teaching tool, to enable children of all abilities to have fun whilst engaging in activities that challenge them appropriately as they develop skills, knowledge and understanding in a range of curriculum subjects. To this end we are continuing to listen to you, support research projects and use findings to develop additional features that will help to move learning forward.

