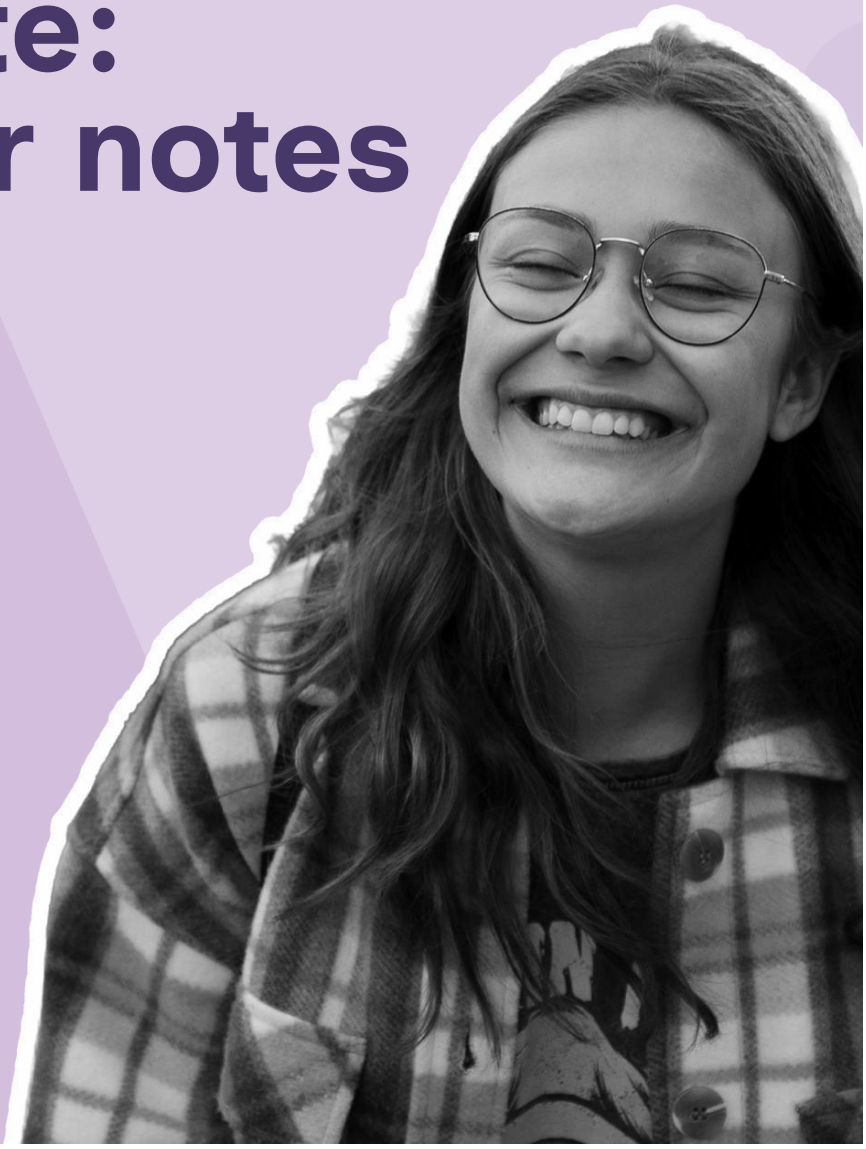
Welcome to your Vote

Welcome to Your Vote: Educator notes



A six-week scheme of work designed for Year 11+ learners

Aligned with the Northern Ireland Curriculum

The Electoral Commission

Curriculum mapping

These resources can be used to support teaching and learning across the curriculum, including Learning for Life and Work, active citizenship, democratic participation, communication skills, and the development of pupils as informed, responsible and active members of society.

	Lesson 1: Your vote	Lesson 2: Our democracy
KS4 Learning for Life and Work – Local and Global Citizenship	•Investigate the nature of democracy and democratic decision-making, including the institutions and processes that operate within Northern Ireland and the United Kingdom. •Develop an understanding of elections, voting and political representation, including different electoral systems and their impact on democratic outcomes. •Examine the roles and responsibilities of local, regional and national government and how citizens can influence decision-making and participate in democratic life.	•Understand how democratic institutions and processes operate within Northern Ireland and the wider United Kingdom. •Examine the relationship between citizens, government and democratic accountability. •Evaluate how individuals and groups can participate in and influence democratic and civic life. •Develop knowledge of governance and decision-making at local, regional and national levels. •Explore the nature, importance and protection of human rights within a democratic society.

Curriculum mapping

	Lesson 1: Your vote	Lesson 2: Our democracy
KS4 Learning for Life and Work – Local and Global Citizenship	• Social: Participate actively and responsibly in school, community and democratic life. Also, develop the knowledge, skills and confidence to contribute to decision-making and civic participation. • Cultural: Develop understanding of the democratic, political and social institutions that operate within Northern Ireland and the wider United Kingdom. Also, explore how democracy, diversity, identity, rights and responsibilities contribute to society and community life.	

Curriculum mapping

	Lesson 1: Your vote	Lesson 2: Our democracy
Language and Literacy	**Communication**: • Develop and apply vocabulary associated with democracy, elections and citizenship. • Read and interpret information relating to democratic participation and voting. • Develop understanding of the role of citizens within a democratic society.	**Communication** • Extend and apply vocabulary associated with governance, democracy and representation. • Participate effectively in group discussion and collaborative learning activities. • Justify viewpoints using reasoned arguments and supporting evidence. • Ask questions to clarify understanding and challenge ideas respectfully. • Listen actively and build upon the contributions of others. • Select language and register appropriate to audience and purpose. • Evaluate different viewpoints and consider informed responses to contemporary issues. • Explore democratic participation and the role of citizens in decision-making.

Curriculum mapping

	Lesson 3: People Power	Lesson 4: Campaigning
KS4 Learning for Life and Work – Local and Global Citizenship	Explore elections, voting, political representation and electoral systems; investigate how citizens can participate in and influence democratic processes locally, regionally, nationally and globally; develop understanding of active citizenship and democratic participation.	Explore democratic institutions, governance and accountability in Northern Ireland and the wider United Kingdom; investigate how citizens can influence decision-making through campaigning, advocacy and participation; develop understanding of the relationship between citizenship, rights, responsibilities and democratic engagement.
	Social: Active citizenship, democratic participation, engagement in decision-making, discussion and debate, and responsible participation in society. Cultural: Understanding democratic institutions, governance, rights and responsibilities, and the role of democracy in Northern Ireland and the wider United Kingdom.	
Language and Literacy	Talking and Listening: debate	Talking and Listening: group discussion

Curriculum mapping

	Lesson 5: Campaign planning	Lesson 6: Democracy in action
KS4 Learning for Life and Work – Local and Global Citizenship	• Explore elections, voting, political representation and electoral systems; investigate how citizens can influence decision-making through democratic participation and campaigning; develop understanding of active citizenship, global issues and the role of international frameworks in shaping society and promoting rights and responsibilities.	• Explore democratic institutions, governance and representation in Northern Ireland and the wider United Kingdom; investigate how decisions are made and how citizens participate in democratic processes; develop understanding of active citizenship, accountability and democratic participation.

Curriculum mapping

	Lesson 5: Campaign planning	Lesson 6: Democracy in action
	Social: Active participation in democratic processes and decision-making. Understanding how individuals and groups can influence change. Respectful discussion, debate and consideration of different viewpoints. Cultural: Understanding democratic institutions and political structures in Northern Ireland and the UK. Exploring democracy, rights, responsibilities and the rule of law. Recognising the role of democratic participation in shaping society.	
Language and Literacy	Vocabulary development Talking and Listening: group discussion	Talking and Listening: presentation

01. Your vote

Students will use comprehension and analysis skills to identify and understand how politics affects their lives and which politicians represent them.

Learning objective: Students will be able to identify issues controlled by the local councils and UK Parliament, and understand who represents them.

Time needed
60 minutes

Adaptation
Extension and challenge activities are suggested throughout. If necessary, copy the key vocabulary page and make available on each table or a display board.

Curriculum links - KS4 Learning for Life and Work (LLW) – Local and Global Citizenship

Students should learn about:
•The nature of democracy and democratic decision-making, including the institutions and processes that operate within Northern Ireland and the United Kingdom.
•Develop an understanding of elections, voting and political representation, including different electoral systems and their impact on democratic outcomes.
•Examine the roles and responsibilities of local, regional and national government and how citizens can influence decision-making and participate in democratic life.

Resources required

- Your Vote video
- Sticky notes
- Who represents you? worksheet – see page 14
- Internet access

Key vocabulary

- UK Parliament
- Member of Parliament (MP)
- Constituency
- Councillor
- Senedd
- Northern Ireland Assembly
- Scottish Parliament
- Devolved



Warm up activities

Activity 1

Time needed: 5 minutes

Discuss the terms ‘politics’ and ‘democracy’ with the class. What do they already know about these terms?

Ask students:

- What words might you associate with these terms?
- Can you identify a time you have seem politics or democracy in action, either in or out of school?
- Ask students to use their definitions, associated words and real examples to create a one-sentence principle that you think should guide how politics or democracy works in a school or society.

This could be delivered however works for your class, for example as an individual task or using whiteboards.

Scaffolding
Provide definition of politics and democracy. You could provide printed pictures of related (and non-related) images and ask students to sort them into associated with politics or democracy or not associated. Ask them to explain why they have chosen each one.

Warm up activities

Activity 2

Time needed: 5 minutes

Gauge students' understanding of and attitudes towards politics using a 'washing line'. Read out the statements and ask students why they have chosen their position along the spectrum. If you have learners with limited mobility or space is a concern, this could be changed to thumbs up, middle, down from their seats or symbols on mini whiteboards.

One side of the room represents strongly agree, and the opposite side represents strongly disagree.

Ask students to stand on the side of the room which best represents their views on the statements below. Students can stand in the middle if they don't have a strong view. You could ask students to explain their decisions. Gauge students' understanding of and attitudes towards politics using a 'washing line'. Alternatively, you could ask students to stay seated and show a 'thumbs up or thumbs down' or you could have an open discussion.

- → **I am interested in politics**
- → **Politics affects my life**
- → **Everyone should vote**



Everyday politics

Time needed: 10 minutes

In pairs or small groups ask students to write out the timetable for their typical day. Using highlighters or coloured pens have them mark or label any activities which are affected by politics.

Discuss their answers and ask if they are surprised by any of their highlighted activities.

You could provide students with a template with pre-set times such as 7am, 8am, 9am and so on, with a space under each one for their answers. You could provide a bank of statements such as 'travel to school' or 'eat lunch' to support students.

Extension: can students identify who is responsible for each area they have labelled? For example, the local council, or the UK Parliament.

Example day

7am – get the bus to school.
The Northern Ireland Assembly makes decisions about transport policy, which affects how people travel around Northern Ireland.

12.15pm – have a school dinner.
The Northern Ireland Assembly makes decisions about education and many aspects of school life.

4pm – go to the park.
Your local council is responsible for parks, leisure facilities and many local services in your area.

6pm – watch BBC news NI.
The news reports on decisions made by local councils, the Northern Ireland Assembly, the UK Parliament and other elected representatives.

Your Vote film

Watch the Your Vote film and ask students to make a note of the different areas managed by local councils and the UK Parliament.

Watch the film again if needed and then discuss as a class. Use the questions below and the questions on slide 7 to guide discussions.

- Are there any words or terms they did not understand? (See vocabulary box on next page)
- Was there anything in the film they didn't know before?
- What are some of the differences between local councils and the UK Parliament?
- Get students to look back at their timetable and update any activities with the ways politics affects them.
- Do you think young people's views are represented well? Why or why not?

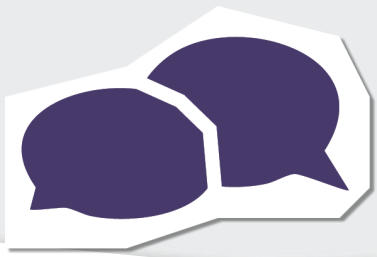
Research
Using the internet, get students to complete the Who represents you? worksheet (page 14).

If students have time, ask them to think about the final question: three things they would do if they were Prime Minister, and share with the class.

Plenary
Ask students to write down any questions or uncertainties they have about politics. These can be anonymous and collected in a box to be looked at in later lessons.

Remind students to register to vote at gov.uk/registertovote

Key Vocabulary



UK Parliament
UK Parliament is there to represent our interests and make sure they are considered by the government. UK Parliament is made up of three parts; the House of Lords, the House of Commons and the monarchy.

Member of Parliament (MP)
Person who represents you in the UK parliament.

Constituency
The local area which your MP represents.

Councillor
Elected representatives of the local council who are responsible for issues including roads, leisure and recycling.

Senedd
The Welsh Parliament which makes decisions about issues like education, housing and the NHS for Wales.

Northern Ireland Assembly
The parliament of Northern Ireland, based at Stormont, which makes decisions about issues like education, housing and the NHS for Northern Ireland.

Scottish Parliament
The Scottish law-making body which makes decisions about issues like education, housing and the NHS for Scotland.

Devolution
The transfer of power from a central government to local.

Who represents you?

My name is _____

The date that I will be eligible to vote is _____

My MLA is _____

My local council is _____

My ward is _____

My councillors are _____

Three things I would do if I were Prime Minister:

1.

2.

3.



Top tip

The following links might be helpful:

- Find your councillors, or search 'gov.uk find my councillors'
- Find your MLA or search 'Locate your MLA'
- Find your MP, or search 'UK Parliament find my MP'



02. Our Democracy

Students understand how voting rights have changed over time, and how representation works in our democracy.

Learning objective:
Students will be able to discuss how democracy works in their community.

Time needed: 60 minutes

Adaptation
For the timeline activity there are two options – a card sort or a worksheet with dates on to match

Resources required
- Campaigning video
- Timeline activity – card sort or worksheet options
- Completed Who represents you? worksheets from lesson 1

Curriculum links - KS4 Learning for Life and Work – Local and Global Citizenship

Students should be learn about:

- How democratic institutions and processes operate within Northern Ireland and the wider United Kingdom.
- Examine the relationship between citizens, government and democratic accountability.
- Evaluate how individuals and groups can participate in and influence democratic and civic life.
- Develop knowledge of governance and decision-making at local, regional and national levels.
- Explore the nature, importance and protection of human rights within a democratic society.

Key vocabulary
- Democracy
- Representation of the People Act
- Campaigning
- Hustings

02. Our Democracy

Starter

Time needed: 5 minutes

Ask students to imagine that people with blue eyes are not allowed to vote.

In pairs, ask students to create a mindmap, answering these questions:

- How would this make you feel?
- Is this fair?
- If this became a real law tomorrow, how might the public react?
- Do you think people with blue or green eyes would get involved?

This activity is to encourage students to think about equal franchise. In this scenario, the public are told they do not have the vote due to a physical feature they cannot control that has no bearing on their ability to vote, or how much they 'deserve' to vote. You could encourage learners to think about how people without blue eyes would be in a position to help those with brown eyes gain the right to vote, just like some men also fought for women's right to vote.

Who can vote?

Students can find out which elections they and their friends and family are eligible to vote in on the Electoral Commission's website.

There's different eligibility criteria for different elections but when it comes to how old you need to be, you must be 18 the vote elections in England and Northern Ireland, and that are UK-wide. You need to be 16 to vote in Senedd (Welsh Parliament), Scottish Parliament elections and Scottish and Welsh local elections.

The Representations of the People Bill 2026 proposes lowering the voting age to 16 for all elections in the UK.

Remind students that not everyone has always had the right to vote in the UK and ask if they can this of a group who have had to fight for their right to vote in the UK. Can they think of any groups who had to fight for their right to vote in the UK?

02. Our Democracy

Timeline – group activity

Time needed: 15 minutes

Either as a class, or in small groups, provide students the timeline activity. They should arrange the events in chronological order.

Once you've been through the correct answers with the class, discuss. Prompt questions might include:

- are there any dates that are surprising?
- do they notice any patterns or any gaps?
- are there any other election 'firsts' they would be interested to find out more about?

Discussion

How do politicians get elected? Discuss as a class to generate initial ideas.

Remind students that in some elections we are voting for a person, but often we are voting for the representative of a political party

02. Our Democracy



Who represents you?

Time needed: 15 minutes

In pairs students should look at the list they produced for the Who represents you? worksheet.

Through discussion, students should decide whether they feel the list is representative of their community.

Useful prompts might include:

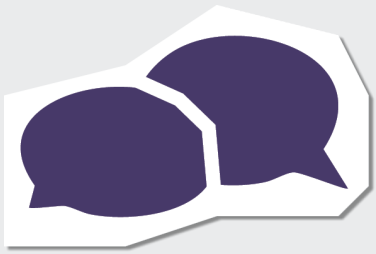
- do the people listed have a similar family and educational background to you or to someone in your community?
- are there any similarities or differences between the representatives on your list?
- is there an equal number of men and women on the list?
- do you agree with the political views of the people representing you?

Challenge

- would everyone in your community feel represented by the people on this list in some way?
- if someone did not feel represented by the people on the list, what possible actions could they take? (For example, use their vote or stand for election themselves.)

Watch the Electoral Commission's short video about campaigning to learn more about how politicians are elected.

Key Vocabulary



Democracy
A system of government where people vote to elect the people who represent them.

to achieve their goals.

Representation of the People Act
The law passed in 1918 that gave permission for some women to vote. The law was updated in 1928 to allow all women over 21 years old to vote.

This is also the name of the Bill who proposes to lower the voting age in the UK to 16 – Representation of the People Bill, 2016.

Campaigning
Activities that encourage people to support an issue or political party.

Hustings

A meeting where candidates can address potential voters and answer their questions publicly

Democracy timeline

Cut out the events below and put them in chronological order. Put the event you think happened first at the start and build a timeline with the event you think happened most recently at the end.



The first country lowered the voting age to 16 years	Aboriginal people won the right to vote in Australian elections
The first ever recorded election	16 and 17 year olds first vote in a Scottish Parliament election and a Senedd election
First election in India after independence from British colonial rule	Voting age in the UK lowered from 21 to 18 years
Some women allowed to vote in UK elections	The first recorded election in which Black South African citizens were able to vote
First national parliament to elect more female representatives than male	First devolved elections in Scotland, Wales and Northern Ireland
The first women in the world allowed to vote, without any conditions	First Black MP elected in the UK

Democracy timeline – answer sheet



1. The first ever recorded election – 754BC in Ancient Greece
2. First Black MP elected in the UK – 1832 – John Steward, Conservative MP for Lymington, 1832-1847
3. The first women in the world to be allowed to vote without any conditions – 1893 – both Maori and European settlers in New Zealand won the right to vote
4. Some women allowed to vote in UK elections – 1918 (women were granted the same voting rights as men in 1928
5. First election in India after independence from British colonial rule – 1951-52
6. Aboriginal people won the right to vote in Australian elections – 1962
7. Voting age in the UK lowered from 21 to 18 – 1969
8. The first country lowered the voting age to 16 – 1984 in Nicaragua
9. The first recorded election in which Black South African citizens were able to vote – 1994 – the ANC (African National Congress) were elected and Nelson Mandela became president
10. First devolved elections in Scotland, Wales and Northern Ireland – 1997-1999
11. First national parliament to elect more female representatives than male – 2008 in Rwanda
12. 16 and 17 year olds first vote in a Scottish Parliament and Senedd election – 2016 for Scotland and 2021 for Wales

03. People Power

Students will gather explore the role of voting by preparing for and participating in a debate.

Learning objective: Students will be able to discuss the importance of voting.

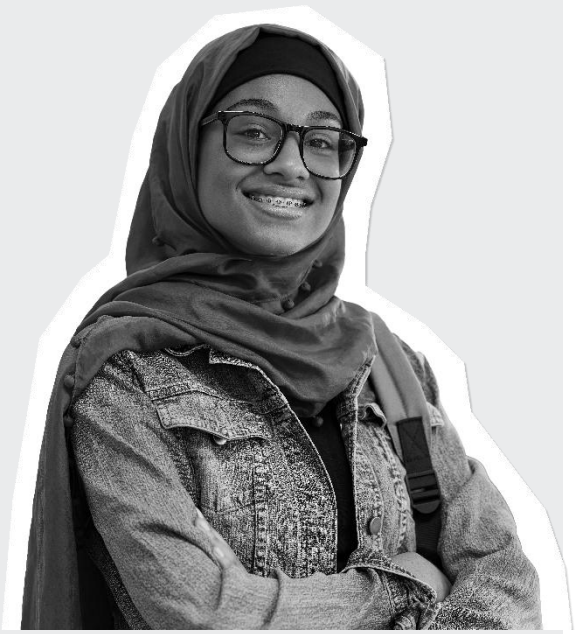
Time needed
60 minutes

Adaptation
Extension and challenge activities are suggested throughout.

Curriculum links – KS4 Learning for Life and Work – Local and Global Citizenship

Students should learn about:
- Elections, voting, political representation and electoral systems; investigate how citizens can participate in and influence democratic processes locally, regionally, nationally and globally; develop understanding of active citizenship and democratic participation.

Resources required
- Materials to prepare for a debate, for example, access to the internet, sticky notes or coloured pens
- Register to vote film



03. People Power

Ground rules
Establish ground rules for discussions. Remind students that they don't have to agree with each other, but they do have to be respectful of each other's opinions.

It might be useful to keep this list of ground rules on a working wall or somewhere visible in the room to refer back to throughout this unit.

We have suggested six rules to guide your class, giving them the confidence to speak up whilst remaining respectful. Encourage the class to make their own additions, if appropriate.

Six ground rules (see slide 3 of the rules in full)

- To be respectful of other people's views
- To persuade rather than argue
- To be passionate
- To support your opinion
- To use your voice
- To leave it at the door

Starter

Time needed: 10 minutes

Share the statements on slides 4-8 with the class and ask them if the are true or false. This could be as a whole class using a show of hands or whiteboards, or a partnered task.

All the statements are true. Ask students what this may tell us about the role of voting.



03. People Power

Discussion

Time needed: 10 minutes

Share the statements on slides 12-17 with the class. Ask students if they agree or disagree with the statement and to explain their response. It may be helpful when introducing this task to state that the rules of the game are that they have to agree or disagree, they are not allowed to stay in the middle.

You could ask the students to agree or disagree by raising their hands or ask students to stand in an area of the room that represents agree or disagree. You could alternatively use whiteboards to display if mobility or space is a barrier to a lot of movement.

Encourage the students to share their opinions why they agree or disagree. This can be shared to the whole class, in groups, pairs or written individually.

Some of the statements are facts so ask learners to consider if this is something they think is right or should be changed.



03. People Power

Time needed: 30-40 minutes

Preparation for debate
Divide the class into two teams and give them time to prepare for a debate on the following statement:

“Everyone should use their vote”

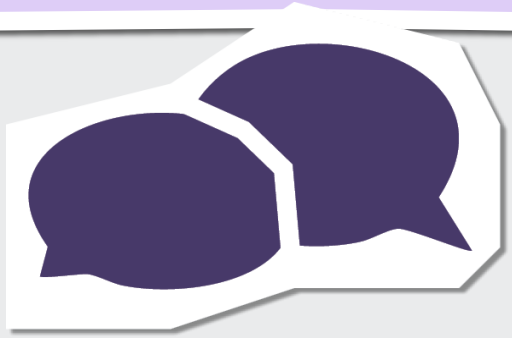
They may need access to the internet, sticky notes and large sheets of paper, for example. Ask students to think about issues which are important to them. Could these issues be motivation for voting?

Debate
Run a class debate in whatever format you typically use. Alternatively, select one of the options from the box below.
Ask students to reflect on whether they personally agreed or disagreed with the outcome of the debate.

Plenary
Watch the Register to Vote film
Explain to the class that they are going to design a campaign to encourage young people to register to vote.
Remind students to register to vote at gov.uk/registertovote



The Debate



Whole class debate
Divide the class into two teams and ask them to elect two representatives. The first proposition speaker will make opening remarks, followed by the first opposition speaker, second proposition speaker and second opposition speaker. The discussion then opens to the floor with teams given a chance to make statements and ask questions challenging each others' position. A chair (teacher or student panel) will summarise and decide the winning team.

Goldfish bowl
A small group of students sit in the middle of the room and debate opposing positions, while the rest of the class actively listens around the outside. Listeners might support their candidate by providing sticky notes. Excellent for modelling good discussion and providing stretch.

Talking threes
In groups of three, students take it in turns to take on the role of supporter, opposer and summariser. The supporter and opposer argue for their position and the summariser displays active listening skills and asks probing questions.

Following the debate, ask students to reflect on whether they personally agreed or disagreed with the outcome of the debate.

04. Campaigning

Students will gather information and consider the key message for their own campaign to get young people registering to vote

Learning objective: Students will be able to analyse where power is held in their community. Students will explore what campaigning techniques are used by political parties and what influences them.

Time needed: 60 minutes

Adaptation
Extension and challenge activities are suggested throughout.

Resources required
- Political bingo worksheet
- What influences? cards

Curriculum links – KS4 Learning for Life and Work – Local and Global Citizenship

- Explore democratic institutions, governance and accountability in Northern Ireland and the wider United Kingdom; investigate how citizens can influence decision-making through campaigning, advocacy and participation; develop understanding of the relationship between citizenship, rights, responsibilities and democratic engagement.





04. Campaigning

Starter

Time needed: 10 minutes

As students to write down numbers 1-12 or, use the worksheet on page 30. They need to find someone in the class who fulfils each of point on slide 4. Write that person's name next to each number. You could set a time limit and declare the person who completes their worksheet fastest as the winner.

What influences? group activity

Time needed: 15 minutes

Ask students to consider what influences someone to vote for a politician, A list of examples is available on page 31.

It may be helpful to start with a class discussion about what influences decision making in our everyday lives. For instance, how do we choose what to watch on television?

In groups, students should imagine that there is an election tomorrow and they have decided to vote. Ask them to pick the three main things that influence which candidate or political party they would vote for

Come back together as a class and discuss why they picked particular influences.

Challenge: are there any other influences not listed on the cards that might affect their choice?

04. Campaigning

Research

Time needed: 25-30 minutes

Remind students that they will be planning a campaign to encourage students over the age of 16 to register to vote.

The first step is for them to identify the possible barriers that might prevent young people from registering to vote. They can do this by interviewing their classmates. (This could also be extended as a homework task to enable students to gather more data.)

Remind students of the importance of asking open questions and, if necessary, generate research questions as a class. Examples might include:

- Have you registered to vote? Why / why not? (if students are aged 16 or over)
- do you intend to register to vote when you turn 16 / before the next election? Why / why not?
- what might stop you or your friends from registering to vote?



04. Campaigning

Political Bingo card

Can you find someone who...

1. Has met a politician 	7. Has donated to charity 
2. Can name a local councillor 	8. Intends to vote
3. Has been on or seen a march or protest	9. Can name four political parties
4. Can name a Member of the Legislative Assembly (MLA)	10. Knows what MP stands for
5. Is interested in environmental issues 	11. Has taken part in a mock election at school or college
6. Has signed a petition 	12. Has made a speech 

04. Campaigning



What Influences? Examples

- The views of adults at home
- How trustworthy I think a political party or politician is
- A politician's previous job
- A candidate's age
- My age
- My job
- What I've seen on TV
- What candidates say they are going to do for young people
- Leaders of political parties
- My personal experience of a politician
- Talking to a campaigner
- A politician's education
- Who is popular with people I know
- What I've seen on social media
- Politician's policies
- My gender
- How good their campaign is
- Meeting the politician
- What celebrities I like say about them
- Where a politician lives
- My background
- A politician's background
- What the politician looks like

05. Campaign planning

Students will work together in teams to produce campaign materials.

Learning objective
Students will be able to produce persuasive campaign materials.

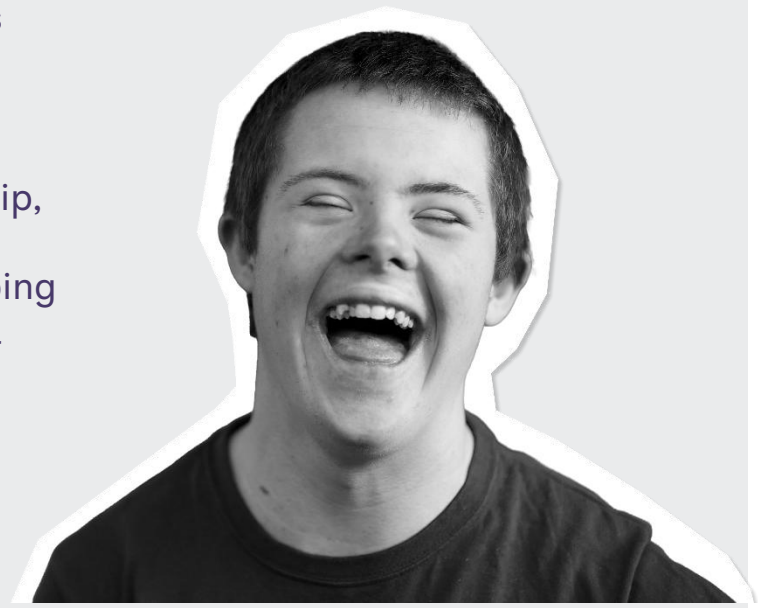
Time needed
60 minutes

Adaptation
Extension and challenge activities are suggested through out

Curriculum links - KS4 Learning for Life and Work – Local and Global Citizenship

Students should learn about:
- Elections, voting, political representation and electoral systems; investigate how citizens can influence decision-making through democratic participation and campaigning; develop understanding of active citizenship, global issues and the role of international frameworks in shaping society and promoting rights and responsibilities.

Resources required
- Campaign poster example worksheets
- Materials for making posters – large paper, felt pens
- Access to internet



05. Campaign planning

The Electoral Commission challenge your students to run a campaign to get young people to register to vote.

Starter

Time needed: 5 minutes

Explain to the class that young people are the age group which are least likely to be registered to vote.

- 70% of 18-34 year olds in England were registered to vote
- 97% of 65+ year olds were registered to vote

Ask the class how this makes them feel. Visit electoralcommission.org.uk/who-is-registered for more information about this data.

Time needed: 10 minutes

In pairs ask students to look at the examples of voter registration campaigns provided. They should aim to analyse how effective the poster is.

These prompt questions might be helpful:

- what colours have been used? Why?
- what images or symbols have been used? What message does this give the viewer?
- what does the text say? What message does this give the viewer?
- how does the text appear? What impression does this give the viewer?
- does the poster's size and location affect or support its message?
- is the campaign poster effective? Why / why not?

Join pairs together to discuss their thoughts and decide which poster is more effective.

05. Campaign planning

Campaign planning – group activity

Time needed: 40 minutes

In their campaign teams, students should look back at the activities they planned and start work on producing any materials. These could include campaign posters, writing a speech or presentation for an assembly. They may also need to think about securing permission to put up a display in the school library.

Remind students to look back at the key message they generated in their last lesson and to stay focused on the aim of their campaign: to encourage students aged 16 and over to register to vote at gov.uk/registerovote

Some team roles are outlined on the next page. Each team is likely to need a campaign manager and a designer, but the other roles depend on the team's plans.



05. Campaign planning

Team Roles

Campaign manager
Responsibilties include: leadership and making final decisions, ensuring that the planned activity goes ahead, contacting any senior stakeholders such as a local councillor or MP.

Designer
Decides which colours, images and symbols will be most effective, produces materials such as posters, flyers, or display boards.

Speech writer
Writes speeches or prepares presentations which will be delivered to other students either by themselves or by the campaign manager. Might also write letters to stakeholders like form tutors or prefects.

Fixer
Secures the relevant permissions, e.g. for the use of display boards, to hold an information session in the library, or for the group to deliver speeches in form time.

Researcher
Tests materials (such as posters or lines from a speech) to check they convey the key message effectively. Talks to students during or after campaign events to check whether they have decided to register to vote and collect feedback on the campaign

Media / social media manager
Writes an article for the school blog or newspaper, plans a takeover of the school Twitter account for a day, writes a letter to a local newspaper or other publication that is widely read by students to promote the campaign.
a central government to local.

05. Campaign planning







In 2020, the Electoral Commission created 'Welcome to Your Vote', designed to encourage young people to register to vote.

05. Campaign planning





In 2018, the Electoral Commission created 'Got 5?', designed to encourage voters to register to vote. It was designed to let everyone know that registering is quick and easy.

05. Campaign planning





In 2024, the Electoral Commission launched the 'Show It Off' campaign which depicts people in every day scenarios showing off the fact that they have registered to vote

06. Democracy in Action

Students will present their campaigns, reflect on what makes a successful campaign, and have the opportunity to register to vote.

It might be helpful for this lesson to take place a number of weeks after the students have delivered their campaign in school to give them a chance to discuss any feedback or successes.

Learning objective: Students will be able to reflect on the effectiveness of their campaigns.

Time needed: 60 minutes

Adaptation: Extension and challenge activities are suggested throughout.

Resources required

- Materials to produce a presentation of each campaign if necessary (this could be set as a homework task ahead of the lesson)
- Access to the internet to register to vote

Curriculum links - KS4 Learning for Life and Work – Local and Global Citizenship

Students should learn about:

- Explore democratic institutions, governance and representation in Northern Ireland and the wider United Kingdom; investigate how decisions are made and how citizens participate in democratic processes; develop understanding of active citizenship, accountability and democratic participation.



06. Democracy in Action

Starter

By show of hands ask students the following questions:

- who intended to register to vote or had already registered to vote before this term, if over 16?
- who plans to register to vote now?
- who is not planning to register to vote?

Ask students to share their reasons (reminding them of the ground rules for respectful discussion if necessary).

Team presentations

Ask each team to present their campaign to the rest of the class.

It would be useful for them to include:

- what was their key message?
- what materials did they use (they could share posters or an extract from a letter or speech)
- what campaign activities did they deliver?
- what was really effective about their campaign?
- what didn't work or was more difficult than they expected?
- did anything change from their campaign plan?
- did they receive any feedback about the campaign? Do they know of any students who have registered to vote as a result of their campaign?

Vote

As a class or in groups, discuss which campaigns were most effective. Why was this? Were there similar elements in the most successful campaigns?

Ask everyone to vote for the most effective campaign, using the managers' names on the ballot papers.

Register to vote

Give students aged 16 and over a chance to register to vote online at gov.uk/registertovote

Watch the Register to Vote film again if useful

06. Democracy in Action

Ask the class to vote for their favourite campaign.

You can use the below ballot paper template or create one of your own.

Write the campaign managers' names in the left-hand column and ask the class to mark 'X' next to their favourite campaign to show which they think should win.

Campaign manager's name	Mark 'X' to show your vote