

SLIDE	SCRIPT	NOTES/ADDITIONAL RESOURCES (AR1, 2, 3)
Slide 1	<ul style="list-style-type: none"> <li>● Explain that today, we will be talking about 'democracy'.</li> <li>● Does anyone think they know what 'democracy' means?</li> <li>● Explain that the word 'democracy' comes from two ancient Greek words: <i>dēmos</i>, meaning 'the people', and <i>kratia</i>, meaning power, or rule.</li> <li>● Ask again what the children think 'democracy' might mean.</li> <li>● Confirm it means 'the people rule', or perhaps, 'the power of the people'</li> </ul>	
Slide 2	<ul style="list-style-type: none"> <li>● Ask who makes important decisions in the children's lives. Some suggestions will appear on the slide.</li> <li>● Explain that in a democracy, the idea is that everyone has a say in how things are run.</li> </ul>	
Slide 3	<ul style="list-style-type: none"> <li>● Explain that in a democracy, everyone is a citizen, with rights – but that rights also come with responsibilities.</li> <li>● Can the children think of rights and responsibilities that come with being a member of their school community?</li> <li>● Run through the rights and responsibilities of being a citizen, displayed on the slide.</li> </ul>	
Slide 4	<ul style="list-style-type: none"> <li>● Remind the children that the last 'citizens' right' we talked about on the previous slide was 'voting'.</li> <li>● Explain that voting is how our voices are heard in a democracy.</li> <li>● Have the children got any experience of voting? What for? Did they think it was a fair system of deciding things?</li> <li>● Talk through the conditions attached to being a voter in this country at the moment. Explain that for a long while in the UK's history, only men were allowed to vote – and in fact, only men who owned property of a certain value. It was only in 1918 when all men (over the age of 21) were allowed to vote. This was also when some women were allowed to vote for the first time – but only those over the age of 30, who owned property above a certain value. It took another 10 years before women were given the same voting rights as men.</li> <li>● Do the children agree with the current restrictions?</li> </ul>	
Slide 5	<ul style="list-style-type: none"> <li>● Explain that 'elections' are what we call the process by which people vote for something. Go through the list of examples of things we might hold an election for, and ask if the children can think of any others.</li> </ul>	AR1: Shall we vote on it? (sorting and discussion)
Slide 6	<ul style="list-style-type: none"> <li>● Explain that a 'general election' is when everyone in the country who is allowed to vote, gets a chance to vote for who represents them in the House of Commons.</li> <li>● Talk through the bullet points on the slide, which explain some of the processes and terminology around general elections. You may need to underline the fact that we don't vote for a prime minister, nor for a government, but simply for the MP who will represent our constituency.</li> </ul>	
Slide 7	<ul style="list-style-type: none"> <li>● Talk through the bullet points, explaining how voting works in a UK general election – including what people can do if they are unable to get to a polling station</li> <li>● Suggest to children that they might like to ask their parents if they can go with them to the polling station when it's time for the next general election!</li> </ul>	
Slide 8	<ul style="list-style-type: none"> <li>● Explain that, like in any election, lots of people who vote in a general election will be disappointed with the result; and have to wait up to five years before there is another one. So why does voting matter?</li> <li>● Explain that voting is our chance to use our voice – even if we don't get the outcome we want, we can make ourselves heard, and perhaps influence change. For example, if the party with most votes sees that another party gets nearly as many, they might realise how important the other party's arguments are, too.</li> </ul>	
Slide 9	<ul style="list-style-type: none"> <li>● Explain that although children don't get a vote, they do still have voices – and their opinions matter.</li> <li>● Ask the children for their ideas on ways they could learn about the issues that are important to them (for example, they could read <i>First News</i>!)</li> <li>● Remind children that even if people don't share our opinions, we can discuss them without arguing. It's a case of listening and expressing our ideas respectfully. There isn't always one 'right' answer. Also, it's ok to change our minds!</li> <li>● Ask the children for suggestions as to how they could make their voices heard, even without a vote (e.g. writing to their MP; having a fundraising stall at the school fair).</li> </ul>	AR2: What matters to me? (speech writing)

<b>Slide 10</b>	● Explain that democracy isn't the only way to run a country; but that when it works well, everyone is working together to create a better future for everyone.	
<b>Slide 11</b>	● Explain that <i>First News</i> has launched the First News Children's Party, with the aim of making sure young voices are heard by the people who will run the next government, and that they can find out more at <a href="https://www.first.news/FNCP">first.news/FNCP</a>	AR3: First News Children's Party manifesto poster (display)

