



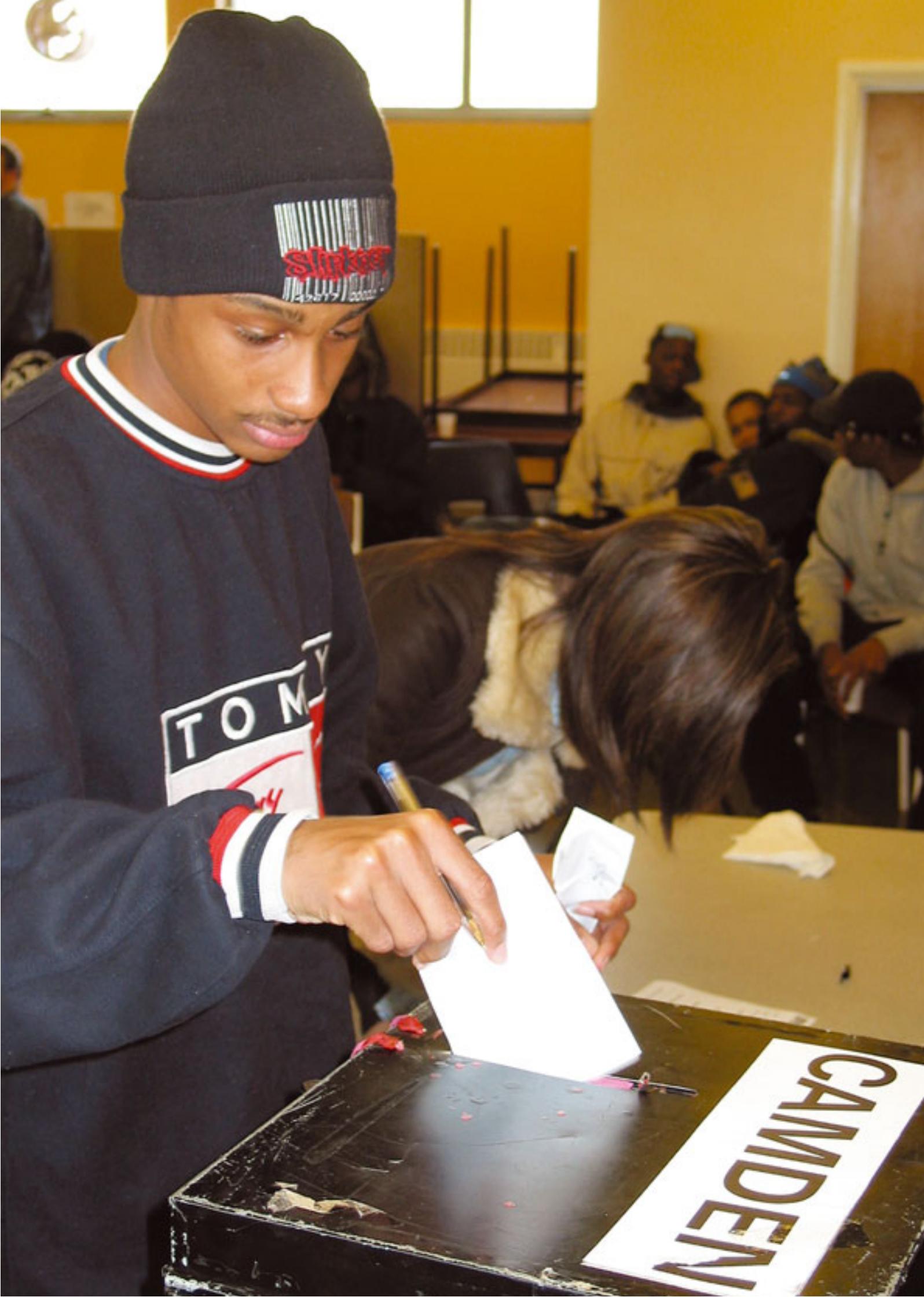
Citizenship learning activities special edition

# Time to vote: citizenship and the elections

Post-16 Citizenship Support Programme

**LSIS** LEARNING AND SKILLS IMPROVEMENT SERVICE





# Time to vote: citizenship and the elections

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## Introduction for staff

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A general election is imminent. According to the rules of our democratic system, an election for a new government\* must be held on or before 3 June 2010. Every general election throws up interesting issues and this one will be no exception.

Already the newspapers are full of discussions of possible cuts in public spending following the huge national debt incurred by the recent economic downturn. The political parties have started the debate about what needs to be done. There has been severe criticism of members of parliament and their expenses claims, leading to calls for more independent candidates to stand for seats at the next election.

Allowing the citizens of a nation to choose their own leaders is the core principle underlying democracies throughout the world. In the UK, our system of government depends upon those eligible using their vote to choose who will govern them for the next five years. However, the percentage of people voting is falling. Just 61.3 per cent of the people who were registered to vote turned out for the last election (in 2005) and, shockingly, it was estimated that only 37 per cent of young people aged 18–24 voted.

Young people are often cynical about whether their vote would make any difference but if they choose not to use their vote, they hand power over to others. The smaller the number of people voting, the greater the chance that extremist parties will win seats. Moreover, since a greater proportion of older people do vote, it could be argued that young people are less well represented in parliament than older people.

## Citizenship learning opportunities

A forthcoming election is an excellent vehicle for developing learners' knowledge of the democratic processes and the skills of debate, discussion and critical thinking. However, activities should be relevant and fun, since many young people turn off at the mere mention of the word politics.

The activities in this supplement are aimed at Level 1 and above. They provide young people with some of the basic information about elections, as well as ideas for engaging and motivating activities. Since the activities vary in their degree of complexity, you should use activities that are best suited to your learners.

The issues covered include arguments about the importance of voting, the debate about whether independent candidates are preferable to parties, the question of public spending cuts and the identification of issues of particular relevance to young people.

The activities could lead up to a mock election across the whole organisation, based on the issues the learners have researched. Through mounting and running campaigns, they will understand better some of the democratic processes associated with elections.

\* A general election results in a new parliament where usually (except in the case of a hung parliament) the party receiving the majority of seats in parliament will be asked by the Queen to form a government. See [www.parliament.uk/education](http://www.parliament.uk/education) for further information about the workings of parliament.

## Suggestions for using the materials

- **Elections and democracy – why should we vote** (page 6) raises the arguments for and against voting often put by young people. Use a discussion carousel to introduce these arguments, since it is fun and fast-moving. Participants sit in two concentric circles facing each other and have a brief conversation with the person opposite before moving on to the next person, ‘speed-dating’ style. The activity requires enough space to seat up to 10 pairs in a circle. If there are more than 20 participants, you will need two circles of pairs. The questions for discussion are on cards, copied and cut up from page 6; one card is placed on each seat in the inner circle. People sitting on these seats discuss their question with the person sitting opposite.

After about three minutes, you blow a whistle, or clap loudly, to move people in the outer circle one place to the right. This continues for about four moves. In order to vary the experience for the ‘questioners’, ask each pair to swap places; the card stays with the person now in the inner circle, and the movement of people goes to the left. Debrief the activity by asking for comments on each card. As the cards refer to ‘extremist candidates’ – a discussion of what this means may be required.

- **Who can vote?** (page 7) is a card-sort activity where learners are asked to discuss who can vote in the forthcoming general election. Ask learners to work in groups. Give out cards and ask them to place them in three piles CAN VOTE, CANNOT VOTE and UNDECIDED.

Answer: those who can vote are 2, 3, 5, 7, 8 (all but 5 would need to register for a postal ballot). 1 would need the election date to be after his birthday in 2010 and 9 would need to register. (For more information visit [www.aboutmyvote.co.uk](http://www.aboutmyvote.co.uk))

- **Vote!** (pages 8–9) is a four-person role play. Groups of four can take part simultaneously and then move into groups organised by character to feed back or one group can role play while being observed by a larger group depending on the numbers you are working with. You will need to explain the scenario, i.e. this is about four characters at the same college. Learners need time to read their role cards and it would be helpful if, in preparation, they had examined the arguments for and against voting (e.g. as in ‘Elections and democracy – why should we vote’, page 6). The role play takes place in three stages where each of the characters has a one-to-one with the others. Allow only three or four minutes for each situation. Ask learners to move their chairs so they are not distracted by the other couple’s discussions. At the end, ask each character to describe his/her experience in the role play. What arguments were used? Having listened to both sides of the argument would Learner B now choose to vote in the general election and support the mock election? Has Learner A been persuaded?
- **Party time!** (pages 10–11) is an introduction to political parties. Some learners may not have heard of all the parties on the list, and it may be necessary to explain who they are (for example, the Northern Irish parties). It may also be necessary to discuss parties that are not currently represented in the Houses of Parliament and therefore not on the list. An example is the British National Party (BNP), on which young people are likely to have views. In the light of the BBC’s decision to involve Nick Griffin in Question Time (see <http://tinyurl.com/BBC-QT-BNP>), an extension activity could include learners discussing the involvement of BNP representatives in mock elections or local events (see also *Agree to disagree: citizenship and controversial issues*, LSIS 2009).

They should carry out some research into the three main parties and two smaller parties from the list of registered political parties on the Electoral Commission website.



- **Do we need parties?** (page 12–13) provides some background information on independent candidates. Learners decide which of the arguments in the bubbles they agree with. The discussion could lead to a class debate.
- **Spending priorities** (pages 14–15) asks learners to enter the debate about what spending priorities should be after the next election. It is worth reminding young people about the reasons for the need to make cuts – i.e. the economic downturn. In ‘The Cuts Game’, learners are asked to make cuts of £12 billion from a list of 15 suggestions which add up to £33.4 billion. These are based on cuts suggested by the Institute of Directors and the Taxpayers Alliance in their report ‘How to save £50 billion’. Learners make their own choices then try to agree a set of cuts in their group. Groups can then present and justify their list of cuts to each other. Follow-up discussion should encourage learners to consider problems that might be associated with the cuts they identify and they could revisit the exercise to see if this causes their views to change.
- **Youth issues** (page 16) encourages young people to identify the issues that concern them and to carry out research into these issues before putting questions to local politicians at a Question Time event. They could follow up this activity with a youth mock election, using party political broadcasts that they have made themselves.
- **Getting young people involved** (page 17) is based on the recommendations of the Youth Citizenship Commission. The activity requires young people to think about what they would do to encourage more youth participation in politics. You could encourage them to email their views to the Commission.

# Elections and democracy – why should we vote?

In a democracy, citizens have the right to choose their own government. This is what makes a democracy different from other systems. In a democracy if the people are not satisfied with the government, they can vote it out when an election comes around.

The right of everyone to vote is called ‘universal suffrage’. Our ancestors had to fight hard for this. In the past some groups of people were not allowed to vote – women, working-class men, people without property. In some countries you can be fined for not voting but voting in this country is not compulsory. You can choose not to vote. But should you?

Use the following arguments in a discussion carousel to examine the arguments for and against using your vote. You can add your own arguments in the empty boxes.



<p>It is everyone’s duty to vote in elections because we want to live in a free society and voting is part of that freedom.</p>	<p>If only a small number of people vote, it is more likely that extremist candidates will get into power.</p>
<p>People don’t trust politicians. They think that politicians are just interested in a cushy job with lots of money, so they won’t vote for any of them.</p>	<p>Some people are just not interested in politics and don’t see how it affects them. Why should they vote?</p>
<p>Some people think that their vote makes no difference in the end, so they don’t bother to vote.</p>	<p>Some people don’t know enough about politics and can’t understand what the politicians are saying.</p>
<p>We take our freedom to vote for granted. In some countries people still cannot decide on their government and they are prepared to go to prison fighting for that right.</p>	<p>Young people are the group least likely to vote. Only 37 per cent of 18–24 year-olds voted at the last election. This means that their voices are not being heard.</p>
<p>Some people can’t be bothered to go to a polling station. They might vote if they could use the internet or texting.</p>	<p>If we don’t vote, we can’t complain about a government that makes laws and policies that affect us badly.</p>

# Who can vote?

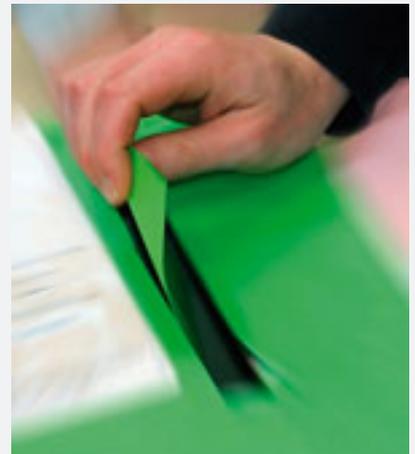


Decide who can vote in a general election in this country and who can't vote.

<p><b>1: Jon</b> I registered to vote when I was 16 in February 2008. Can I vote in the general election?</p>	<p><b>2: Sarah</b> It is likely I will be away at university next year when the general election is held. Will I be able to vote if I cannot get to a polling station near my parents' home?</p>
<p><b>3: Paul</b> I am on remand in a young offender's institution but I am registered to vote. Can I vote in the general election?</p>	<p><b>4: Francoise</b> I am working in England and I recently voted in the European elections. Can I vote in the general election?</p>
<p><b>5: Padraig</b> I am from Dublin but work in England. Will I be able to vote in the general election?</p>	<p><b>6: Kylie</b> I am in a young offender's institution on a six month's sentence. Can I vote in the general election?</p>
<p><b>7: Stacey</b> I am away with the armed forces in Afghanistan. Can I vote in the general election?</p>	<p><b>8: Luke</b> I am a British citizen living for most of the year in Spain. Can I vote in the general election?</p>
<p><b>9: Djimi</b> I have British citizenship and would like to vote but I have not registered yet. Can I vote in the general election?</p>	<p><b>10: Nira</b> I am from India, a Commonwealth country, but I have the right to work and live in England. Can I vote in the general election?</p>

## How to register to vote

Each year between August and September every home is sent a registration form. This needs to include your name, which will then be placed on the electoral register so you are eligible to vote. You or your parents/guardians should complete the form and return it to your local registration office. Your local electoral registration office maintains the electoral register and you can contact them to get a form at any time. See the local telephone directory under 'local government services' or visit the Electoral Commission website – [www.aboutmyvote.com](http://www.aboutmyvote.com) – and enter your postcode in the 'Make it Local' panel to find your correct office.





## ROLE CARD

### Learner A

You are 18 years old and in the last year at your local college. You live at home and your parents have registered you to vote in the general election. You get £30 a week in education maintenance allowance at the moment and you also have a part-time job in a supermarket. Your main interests are sport and music and going out with friends. You do not intend to vote in the election as you think it is a waste of time. Your local MP has a big majority and your vote will not make any difference. You think that people who give up time to vote or talk about politics have nothing better to do. Like many others you were disgusted by the row over MPs' expenses and do not see why you should help someone new waste public money. You plan to go to university but are worried about learner fees and how this may put you into debt. You are also worried about being unemployed at the end of your degree like so many other new graduates. You see a poster about a mock election in the college.

**Situation 1:** At the college gym you meet a friend, Learner B, to have a moan about the mock election and how politicians are all out for themselves.

**Situation 2:** In an enrichment class you are paired with Learner D and asked to agree the top three issues facing the country.

**Situation 3:** You are in the common room when Learner C, who is on the learner council, comes up to you.

## ROLE CARD

### Learner B

You are 18 years old and in the last year at your local college. You do not know whether or not you are registered to vote in the general election. Other members of your family do not usually vote and they seldom talk politics. You get £30 a week in education maintenance allowance at the moment and you also had a part-time job in a supermarket but you were recently laid off. Your dad has also just been made redundant from his job in the local council. You have a good social life and like going out with your friends. Anyone who talks about politics is usually told to shut up! You were hoping to find work after leaving college but the recession means that there are no jobs for young people in your area. The college is holding a mock election and one of your classmates has asked you to help in their campaign. Several of your friends have told you that they do not plan to vote at the general election. You tend to go along with the crowd but with all the bad things happening today you are beginning to think maybe you should have a more open mind.

**Situation 1:** At the college gym you meet a friend, Learner A, to ask what they think about the general election and the mock election in the college.

**Situation 2:** You are sitting in the canteen and Learner C, who is on the learner council, approaches you for a chat.

**Situation 3:** You are sitting in the common room reading the sports page of the paper when Learner D sits down next to you.



## ROLE CARD

### Learner C

You are 18 years old and in the last year at your local college. You are a member of the local youth parliament and on your learner union council. You were elected to both positions a year ago. Currently you are organising a mock election in the college to be held before the forthcoming general election. You are looking for other learners to support those standing for election by giving out leaflets, making posters, helping to run meetings and trying to persuade other people to vote for their agenda. Your mock election will have candidates representing the main political parties – Labour, Conservative and Liberal Democrats – and some minor parties. You believe that it is vital that young people have a say in who governs them. Many important decisions affecting the country will be made after the election. This could mean cuts in university places, an increase in fees, cuts in the education maintenance allowance, high youth unemployment and cuts in health and education. Everyone who has the right to vote should vote both in the college election and the general election.

**Situation 1:** You meet Learner D in the corridor and ask if they would like to stand in the mock elections to represent one of the parties. Which party would they stand for? What would they stand for?

**Situation 2:** In the canteen you approach Learner B to see if they would be prepared to help out in the mock election. You also want to make sure that they vote in the general election.

**Situation 3:** In the common room you approach Learner A to see if they are planning to vote in the general election. You are on a mission to persuade as many learners as possible to vote.

## ROLE CARD

### Learner D

You are 19 years old and in your last year at your local college. Recently you were granted British citizenship after your family fled a war zone. Your country of origin was a military dictatorship where there was no right to vote and human rights were often infringed. The media were controlled by the government and the police were a law to themselves. You understand that Britain is the home of democracy and that the British parliament has been copied all over the world. You are keen that people from minority groups vote and make their voices heard. You cannot understand why some people in the college from a country that stood up to the Nazis for democratic freedom do not want to vote. You are worried that your family will be badly affected by public spending cuts that are being suggested by all parties and think that it is time to raise taxes on the rich and business. A mock election is planned in the college to coincide with the general election. You are thinking about standing as a candidate in the mock elections to put forward your ideas about what the country needs.

**Situation 1:** You meet Learner C in the corridor who asks whether you are interested in standing as a candidate in the mock election.

**Situation 2:** In an enrichment class you are paired with Learner A and asked to agree the top three issues facing the country.

**Situation 3:** You have joined the learner council campaign to persuade your fellow learners to vote in the general election. You approach Learner B in the common room.

# Party time!

## What is a political party?

A political party is an organised group of people who have similar ideas about how the country should be run. The policies of a political party are written in a manifesto at election time, so that people know what they are voting for. The aim of a party is to get its candidates elected to parliament and hence have political power.

After a general election, the party with the most MPs usually forms the new government. The second largest party becomes the official opposition, with its own leader and shadow cabinet.

Most candidates in elections and almost all winning candidates belong to one of the main parties. If an MP doesn't have a political party, they are known as an independent.

From Directgov ([www.direct.gov.uk](http://www.direct.gov.uk))

The following political parties have members in the House of Commons or the House of Lords.

**Conservative Party**

**Democratic Unionist Party (DUP)**

**Green Party**

**Labour Party**

**Liberal Democrats**

**Plaid Cymru – the Party of Wales**

**Respect**

**Scottish National Party (SNP)**

**Sinn Féin**

**Social Democratic and Labour Party (SDLP)**

**UK Independence Party (UKIP)**

**Ulster Unionist Party (UUP)**



**Look at the panel on page 11. Can you match the logo with the party?**

(Visit [www.parliament.uk/useful/politicalparties.cfm](http://www.parliament.uk/useful/politicalparties.cfm) for the websites of these parties.)

## Activity

- Visit the websites of the three main parties (Labour, Conservative and Liberal Democrats) and find out what they are saying about the next election.
- Get copies of the manifestos of all parties standing in your local area. In groups examine and summarise one manifesto and report back to others.
- There are more than 400 registered political parties in the UK. See The Electoral Commission register of political parties for the complete list ([www.electoralcommission.org.uk](http://www.electoralcommission.org.uk)). Find out from that website how new political parties can register.
- Choose two smaller parties and find out what their aims are.
- As a follow-up activity learners could take part in a discussion or vote about which party's aims they most agreed with.



# Do we need parties?

Political parties present voters with a manifesto – a list of things they would do if they were elected to power. We usually choose to vote for the person in our area who belongs to the party we most agree with. If lots of voters, all over the country, choose that party and it wins the election, we expect the winning party to carry out its promises in government.

Some people say that political parties do not really represent the views of ordinary people. We might vote for someone we trust but then find that that person is controlled by party policy.

There is an alternative. People could stand for election as independents. This means that they do not have to belong to a political party and be selected as that party's candidate.

One famous independent MP was **Martin Bell**. He stood for election against Neil Hamilton (Conservative) who was accused of sleaze. Bell overturned Hamilton's majority of 20,000 in the 1997 election.

Following all the anger at MPs' expenses claims (where some MPs had been claiming for unnecessary items), there has been a call for more independent candidates. **Esther Rantzen** has announced that she will stand as an Independent in Luton at the next election against Margaret Moran (Labour). Moran has admitted claiming for an additional home outside of her constituency.



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**“There is a feeling in the air that people want a choice. We are still feeling, all of us, angry and distressed about the expenses scandal. Every political pundit tells me I cannot possibly win – Britain never votes for independents. All the experts tell me that it is a crazy idea. However, the people I meet are unanimous in saying that I should stand.”\***

\* From Daily Mail online news article: 'I WILL stand as an MP, vows Esther Rantzen: TV host on anti-sleaze platform as Westminster faces a new expenses fury' – <http://tinyurl.com/dailymailrantzen>

## Activity

- What do you think? Do we need political parties, or should more independent candidates stand for election? Read the arguments on the next page and decide whether you agree or disagree with each one.
- Hold a debate on the motion: **'This House believes that political parties are undemocratic'**.

## Parties or independent candidates?

Independent candidates usually focus on a single issue, such as anti-sleaze. But we need people in parliament that have a broader range of interests.

Independent MPs are responsible directly to the people who voted for them. They do not have to worry about loyalty to a party.

Independent MPs raise issues that have often been neglected by political parties but are important to voters.

Political parties control all of their elected MPs though the 'Whips'. This means that party members usually vote as they are told to do. Independents will vote with their conscience.

Political parties want to get into power to change things. They have large numbers of MPs and they can form a government. Independent MPs can influence single issues but don't have the power to make sweeping changes.

MPs who belong to a party and have been elected in safe seats want to be re-elected time after time. This can make them distant from ordinary people.

# Spending priorities



The next government following the general election will have to make decisions about spending priorities and cuts in public spending may be needed. With public spending over £600 billion, a cut of 10 per cent is £60 billion. Remember **ONE billion is 1,000 million** – a lot of money.

Now it is your turn to play **The Cuts Game**.

- Work in a group of four.
- Look at the list of possible cuts.
- Think about the list on your own. Put ticks in the 'ME' column. Make your choices which should add up to **at least £12 billion**.
- Agree in your group which cuts you will make. Put ticks in the 'GROUP' column.
- Someone should make a list of the reasons for each choice.
- Be prepared to present and defend your cuts.

## Things to think about:

- Who will be affected by these cuts?
- Which cuts would affect young people?
- Will your cuts increase unemployment?
- Will your cuts affect poorer people more than the better off?
- Are your cuts fair?
- What are your main concerns, e.g. protect the young or the elderly?
- Are there any public services you want to protect?

## Tax rises:

You can decide to raise more money in taxes so that you do not have to make so many cuts.

- Would you be in favour of raising taxes to save some of these public services?
- Which taxes would you raise?

# The Cuts Game

Possible cut	£ billion	ME	GROUP
1. Stop Child Benefit for better off families	8.4		
2. Freeze all pay in the public sector for one year	6.2		
3. Stop all spending in Afghanistan and Iraq	4.6		
4. Stop school building programme	2.2		
5. Scrap the Sure Start programme which helps pre-school children and parents	1.7		
6. Cut 10 per cent off Housing Benefit	1.7		
7. Freeze the state pension for one year	1.4		
8. Cut spending on public housing	1.3		
9. Cut 10 per cent of jobs from the civil service	1.2		
10. Scrap the new IT scheme for the National Health Service	1.2		
11. Cut 10 per cent of non-frontline staff from schools and the NHS (i.e. not doctors, nurses or teachers)	0.9		
12. Scrap the School Academies' scheme	0.9		
13. Stop spending on the Eurofighter planes	0.7		
14. Cut 10 per cent from money to reduce world poverty	0.5		
15. Abolish free TV licences for over 75s	0.5		
<b>Total</b>	<b>33.4</b>		

## Youth issues

Do political parties discuss issues that are important to you?

Which of the following issues do you care about?

**World poverty** **Climate change**  
**Youth unemployment** **Terrorism**  
**Quality of education** **Street crime**  
**Homelessness** **War in Afghanistan**  
**Education maintenance allowance**  
**Trident missiles** **Value-added tax**  
**Welfare benefits** **Drug abuse**  
**Racism** **Local authority funding**  
**Good hospitals** **Binge drinking**

Now use a post-it ideas storm to add more issues to your list.

### Activities

- Decide on SIX issues that everyone agrees are important.
- Get into six groups and allocate each group ONE of the issues to research.
- Look at the manifestos of the main political parties and find out whether they have any policies on these issues.
- Invite local politicians to attend a Question Time event in your organisation. One questioner from the audience should ask a question on the issue researched.
- Hold a mock election in your organisation. In groups, devise your own new political parties, basing your manifestos around the issues you have researched. Each party could make its own three-minute DVD of its party political broadcast to show to other learners. (See 'Voting' in *Citizenship News*, March 2005 on how to run an election).

# Getting young people involved

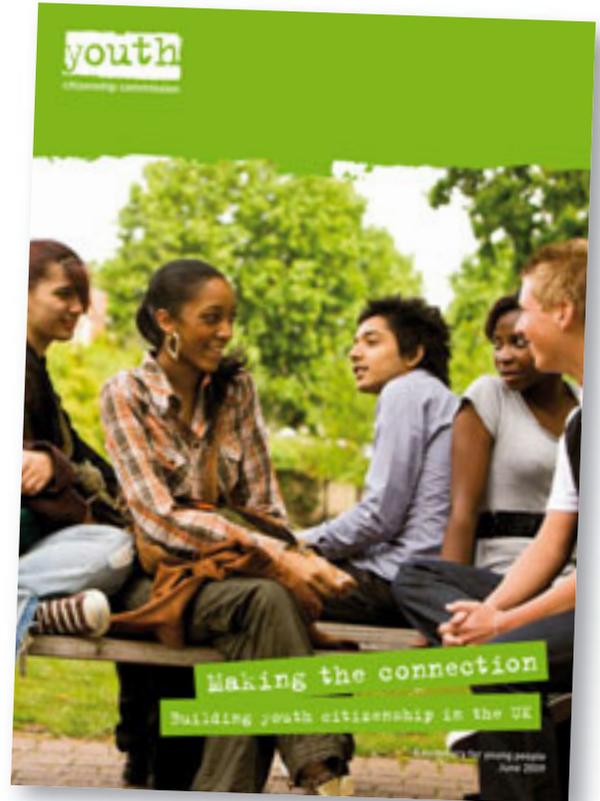
The Youth Citizenship Commission was set up to look at ways of increasing young people's participation in politics.

Although there is concern about the low turnout of young people at elections, participation is not only about voting. The commission looked at lowering the voting age to 16 as a way of engaging more young people but they concluded that there was not enough evidence to show that it would work. What do you think? You could look at some of the arguments in 'Voting', *Citizenship News*, March 2005

The Commission came up with a number of other recommendations\* (see below) for government which could encourage young people to get more involved while they are still at school.

**What do you think about each of these recommendations? Discuss them in groups and draw up your own responses. Can you add to the list of recommendations?**

You could email these to the Commission:  
ycc@justice.gsi.gov.uk



\* *Making the connection: Building youth citizenship in the UK – a summary for young people*, Youth Citizenship Commission, June 2009, available to download via [www.ycc.uk.net/publications](http://www.ycc.uk.net/publications)

- 1. Better citizenship education, no matter where you live. Schools should have school and class councils which involve the whole school community and address issues of concern to young people. There should be learner representatives on school governing bodies.**
- 2. Regular funding for the UK Youth Parliament.**
- 3. New technologies like email, text and social networking to be used to remind young people to vote. Schools to be used as polling stations so learners can see voting at close-hand.**
- 4. An award for young people who make a real difference to their communities.**
- 5. Young people to be appointed to help some government departments by advising on issues that are relevant to them.**
- 6. Local authorities to be required to consult young people on some local issues.**
- 7. Young people to have civic service included as part of their school curriculum.**
- 8. Schools should support learners in registering to vote once they are old enough.**

# Resources

**Directgov** is the website of the UK Government providing all information on public services in one place. [www.direct.gov.uk](http://www.direct.gov.uk)

**The Electoral Commission** website provides information on elections and voting, including a list of all registered political parties. [www.electoralcommission.org.uk](http://www.electoralcommission.org.uk)

See also a site run by the Electoral Commission, which provides simple information about how to vote. [www.aboutmyvote.co.uk](http://www.aboutmyvote.co.uk)

**The Parliament Education Service** provides teaching and learning materials to support young people's understanding of parliament and democracy. [www.parliament.uk/index.cfm](http://www.parliament.uk/index.cfm)

**'How to save £50 billion'**, a report from the Institute of Directors and the Taxpayers Alliance. [www.iod.com](http://www.iod.com)

**The Hansard Society** provides resources for citizenship education and runs projects such as YVote and HeadsUp. <http://hansardsociety.org.uk>

The **YVote** website has information to encourage young people to stand as party candidates, speech writers and canvassers in a mock election. [www.mockelections.co.uk](http://www.mockelections.co.uk)

**HeadsUp** is an online debating forum for young people to discuss their views on political issues. It is also a space politicians can use to consult with young people and find out their ideas, experiences and opinions. [www.headsup.org.uk](http://www.headsup.org.uk)

***Making the connection: Building youth citizenship in the UK – a summary for young people***, Youth Citizenship Commission, June 2009. Download via [www.ycc.uk.net/publications](http://www.ycc.uk.net/publications)

## Post-16 Citizenship Support Programme

The programme has many resources and materials to enable you to use active learning to support citizenship, including:

**Voting**, in *Citizenship News*, March 2005

A citizenship learning resource which covers other election issues such as the voting age, compulsory voting and reasons why people don't vote.

**Crunchtime: citizenship and the economic downturn**, in *Citizenship News*, July 2009

A citizenship learning resource which looks at the causes and effects of the economic downturn that led to the need for potential cuts in public spending.

**For the sake of argument: Discussion and debating skills in citizenship**, QIA, 2006

A book of activities designed to improve young people's discussion and debating skills.

**Getting the show on the road: skills for planning and running citizenship events**, QIA, 2006

A book of activities that develop young people's organisational and interpersonal skills

**Agree to disagree: citizenship and controversial issues**, LSDA, 2005

Activities and guidance that help staff and learners deal with controversial issues.

**Choosing an angle: citizenship through video production**, LSDA, 2006

Activities which guide young people through the process of video-making.

For the full range of free Post-16 Citizenship Support Programme resources go to:  
[www.post16citizenship.org/publications](http://www.post16citizenship.org/publications)

**Coventry Office**

Friars House, Manor House Drive  
Coventry CV1 2TE  
t +44 (0) 870 1620 632

**London Office**

Fourth Floor, 47 Mark Lane  
London EC3R 7QQ  
t +44 (0) 20 7297 8400

[www.lsis.org.uk](http://www.lsis.org.uk)

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Comments on the pack and other enquiries should be sent to:

Post-16 Citizenship Team

LSN

Fifth Floor

Holborn Centre

120 Holborn

London EC1N 2AD

Telephone: 020 7492 5000

Email: [citizenship@lsnlearning.org.uk](mailto:citizenship@lsnlearning.org.uk)

**[www.post16citizenship.org](http://www.post16citizenship.org)**

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