

Section 3

RUNNING OUR COUNTRY

1. This section seeks to help students to understand the process of government and the importance of using democratic processes.
2. Activities in this section aim to:
 - Help students become aware of the impact of local and national government on their lives.
 - Make students aware of some of the factors involved in government decisions.
 - Enable students to understand the ways in which they can participate in the political process.
3. Issues the class are likely to explore include:
 - Government decision-making on crime, unemployment, education, healthcare, transport, defence.
 - The range of different sorts of governance, from local councils to the European Union.
 - Local and general elections and the democratic process.
 - Who has the vote and how to use it.
 - Different political structures that exist in the world.

ACTIVITIES

Political knowledge quiz

How important is government?

The work of government

Sorting it out

More voters, better representation

Political parties

Prime Minister for a day

Visiting speakers

Keeping it local

POLITICAL KNOWLEDGE QUIZ

Aim: to help students clarify their knowledge about politics and to give them new information.

Warm-up: Ask the class to name five famous politicians from the past or present, e.g. Winston Churchill, Margaret Thatcher, Nelson Mandela, Tony Blair, George W. Bush, General Musharaff, Yasser Arafat, Ariel Sharon.

1. We suggest using the format of *Who Wants To Be a Millionaire?* which offers a number of useful options, explained below:
 - a. Individual contestants take turns, and you can have a Fastest Finger First to decide, but it is probably not necessary.
 - b. Questions start off very easy and become more difficult. The first question is worth £100, and the value of the questions then goes up as follows: £200, £300, £500, £1,000 (this is a benchmark as it guarantees a prize), £2,000, £4,000, £8,000, £16,000, £32,000 (another benchmark), £64,000, £125,000, quarter of a million, half a million, one million.
 - c. All questions are multiple choice (one correct answer out of four).
 - d. The contestant can see the answers before deciding whether to answer or quit.
 - e. Contestants have three forms of help, which they can use once each: Ask the Audience (fellow students vote on the answer), 50/50 (two wrong answers are removed) and Phone a Friend (they could ask a specific member of the class).
 - f. If you can get hold of the music for the programme, it is very upbeat and raises tension.
 - g. You can see the game on ITV most weekdays, or it is on the ITV website: www.2itv.com/millionaire.

It is important that this activity is fun, and that getting a wrong answer is not an issue. That is how the class will learn some background facts.

A list of 20 questions (answers in bold) is on the following page. You may wish to add to these.

2. After the quiz, brainstorm what else students know about government or politics. The aim is to demonstrate that collectively the class may know quite a lot.
3. Use the Information Sheet (3a) on Parliament to introduce more information.

POLITICAL KNOWLEDGE QUIZ - QUESTIONS

1. Which political party currently holds power?

a) Conservatives	b) Liberal Democrats
c) Green	d) Labour
2. What is the name of the main opposition party?

a) Green	b) Liberal Democrats
c) Conservatives	d) Labour
3. Margaret Thatcher was the Prime Minister for which political party?

a) Socialist Alliance	b) BNP
c) Conservatives	d) Labour
4. At what age can a person legally vote?

a) 16	b) 18
c) 21	d) 22
5. Where are the Houses of Parliament?

a) Whitehall	b) Westminster
c) Whitechapel	d) Downing Street
6. Who was the Prime Minister during World War 2?

a) Harold Macmillan	b) Winston Churchill
c) David Lloyd George	d) Clement Atlee
7. What does 'MP' stand for?

a) Minister of Parliament	b) Member of Party
c) Member of Parliament	d) Minister of Party
8. Which Government office/department controls the economy?

a) Department for Trade & Industry	b) Treasury
c) Home Office	d) Lord Chancellor's Office
9. The Taliban were the rulers of which country in Asia?

a) Pakistan	b) Uzbekistan
c) Afghanistan	d) Tajikistan
10. Where was the Berlin Wall?

a) Germany	b) France
c) Italy	d) Soviet Union
11. Who is the current Foreign Secretary?

a) David Blunkett	b) Gordon Brown
c) Jack Straw	d) Geoff Hoon
12. Who is the current Home Secretary?

a) Tony Blair	b) David Blunkett
c) Peter Mandleson	d) Oliver Letwin
13. Vladimir Putin is the President of which Eastern European country?

a) Czech Republic	b) Russia
c) Hungary	d) Poland
14. How often are General Elections held?

a) every year	b) every 2 years
c) every 3 years	d) every 4-5 years
15. How many years can a British Prime Minister continue as Prime Minister?

a) 8 years	b) 4 years
c) 5 years	d) for as long as he/she is voted in
16. What is the name of the new European Currency?

a) ERM	b) Euro
c) Europe	d) Eurozone
17. What does 'UN' stand for?

a) Unified Nations	b) Under Nation
c) United Nations	d) Unity Nationwide
18. How many member states are there in the European Union?

a) 15	b) 12
c) 8	d) 20
19. What does 'G8' stand for?

a) Genoa eight	b) Great eight
c) Group of eight	d) God's eight
20. What does 'NATO' stand for?

a) North Atlantic Treaty Organisation	b) National Alliance Treaty Organisation
c) Northern Alliance Trade Organisation	d) North Atlantic Trade Organisation
21. How many people (eligible to vote) voted in the 2001 General Election?

a) 3%	b) 59.4%
c) 92%	d) 45%

HOW IMPORTANT IS GOVERNMENT?

Aim: to introduce students to some of the responsibilities of government.

Warm-up: Write the word 'government' on the board and brainstorm words that students associate with it. You may get the response 'not a lot'. Ask what government does and elicit responses on service provision, e.g. responsibility for schools, prisons, social security benefits, income tax, council tax, VAT, and so on.

1. Divide students into pairs or small groups and using Worksheet 3a(i) ask them to rank the cards in order of importance to them. There is no right or wrong answer, but do encourage students to think about the decisions they reach. You may wish to discuss the cards before checking understanding.
2. Using Worksheet 3a(ii), ask students to prepare feedback on the two areas they feel are most important and the one area they feel is least important. For the two most important areas, students should also think about what they would like to see improved/changed.
3. Receive feedback from students and ask if, as a result, anyone has changed their minds about what they consider to be most important. Using a simple show of hands, vote on the one service that students feel is most important.
4. Explain to students that the services they have been thinking about are the responsibility of different central government departments but because the size of the task is so big, for example, there are more than 40,000 primary schools in England alone, we also have local government (or Councils) to help manage things locally.

This activity could provide evidence for: OCR.3, OCNC.2, OCNC.3, OCNC.5, ESB.1, ESB.2, KSC1.1, KSW1.1, KSW1.2

THE WORK OF GOVERNMENT

Aim: to encourage greater understanding of different government departments.

Warm-up: Tell students that they are Prime Minister for the day and that they have an extra £1 billion to spend on public services. Ask them to think how they will spend their £1 billion.

1. Using Worksheet 3c, link student suggestions to the work of different departments. Try to demonstrate as many links as possible, the purpose being to familiarise students with the different government departments.
2. Encourage students to consider how realistic their suggestions are and what the general public would think. Would the Prime Minister be interested in their suggestions?
3. Assuming the role of Prime Minister again and using Worksheet 3h, students decide how to allocate a £1 billion budget for up to five government departments. Ideally, students should work in pairs or small groups and be encouraged to think through the reasons for their decisions.
4. Ask each group or pair to provide feedback on how they have decided to spend their £1 billion, and why.
5. At this point, it would be good to consider inviting the local MP to visit the group.

This activity could provide evidence for: OCR.3, OCNC.1, OCNC.2, OCNC.3, OCNC.5, ESB.1, ESB.2, KSC1.1, KSC1.2, KSC1.3, KSW1.1, KSW1.2, KSW1.3

Section 3 Activity 4
SORTING IT OUT

Aim: to introduce students to conflict resolution and the need for negotiation and compromise.

This activity involves role-play.

1. Read out the scenario on Worksheet 3d. Hand out copies, having cut off the role-play instructions.
2. Divide the group into three and allocate roles, explaining that they should keep their roles secret.
3. Ask each group to decide who will act as spokesperson for the meeting and suggest they discuss and agree what they will say. You may need to move from group to group to check understanding.
4. Read the scenario again and begin the role-play. The Football Club Manager should speak first.
5. At the end of the role-play, ask each group to say a few words about the outcome. Were they satisfied? Did they get what they wanted?
6. Ask the spokesperson to say what it felt like. Did they feel they did a good job? How did it feel trying to find a solution? If a solution was not realised, why not? Could the meeting have been handled differently?
7. Explain that the scenario is about a conflict and that in coming together the three groups were attempting to resolve the conflict through discussion, negotiation and compromise.
8. Ask students to think about why conflicts arise and some of the benefits of finding a solution. Write any thoughts on the board.
9. Use the introduction of the local council in this exercise to introduce students to the concept of local government. See Information Sheet (3b) on Local Government.

This activity could provide evidence for: OCR.1, OCR.3, OCNS.2, OCNC.2, OCNC.3, ESB.1, ESB.2, KSC1.1, KSCI.2, KSW1.1, KSW1.2, KSW1.3

Section 3 Activity 5
MORE VOTERS, BETTER REPRESENTATION

Aim: to encourage students to exercise their role in society.

Warm-up: Write two or three controversial statements on the board, e.g. 'Prisoners should have the right to vote', 'women should not work if they have children'. Students write down whether they agree or disagree. For each statement, collect in the pieces of paper and announce the result. Explain that students have just voted by indicating their preference in the same way as they would in a Local or General Election.

1. Hand out Worksheet 3e and draw students' attention to Pie Chart 2 illustrating the number of voters to non-voters. Ask if anyone has ever voted in an election (Local, General, European, Trade Union, etc). Explore responses.
2. Ask the class whether they think it is fair that sentenced prisoners are not allowed to vote. In Florida, USA, ex-prisoners are also banned from voting. Ask the class if they think this is fair and explore. (There may be a discrepancy between the answers to points 1 and 2, e.g. students may feel that they should be allowed to vote, but have not yet done so).
3. Explore the difference between the right to vote and the responsibility to vote. Should voting be made compulsory? It is compulsory in Australia. Explore different points of view and take a vote.
4. Ask students if they know how they can guarantee their right to vote. As a whole class or in small groups, and using Worksheet 3f, identify the three steps that need to be taken: 1. make sure you are on the electoral roll and in receipt of a polling card; 2. decide who you are going to vote for; 3. go to the polling station on the correct day and mark the voting form correctly.
5. Ask students to list some of the reasons why they think some people do not vote, and suggest ways that might encourage them.

This activity could provide evidence for: OCR.3, OCNC.2, OCNC.3, OCNC.5, ESB.1, ESB.2, KSC1.1, KSCI.2, KSC1.3, KSWI.1, KSWI.2, KSWI.3

Section 3 Activity 6
POLITICAL PARTIES

Aim: to ensure that students are aware of different political parties and have up-to-date information.

Warm-up: Divide the board into two and create two lists: one for politicians and one for political parties. Students think of as many names as they can in five minutes. Attempt to match a surname to a political party.

1. Using Worksheet 3g, ask students to write the names of the political party next to the symbols. The answers are: a) Labour party; b) Green party; c) Liberal Democrat party; d) Conservative party; e) Socialist Alliance party.
2. Looking at Worksheet 3e, students can see voter turnout for each of the three main parties at the last General Election.
3. Using the prison library, newspapers, videos, the Internet or any other suitable means, help students to research the parties. Pairs of students could take a party each, and present back to the class at a later date. Students could also write letters to parties for additional information.
4. Students could get information on an MP and research them and their ideas. If possible, record sessions of parliament, or political debates on TV or radio, as this would bring some of the ideas alive. Copies of particular debates are available from The Hansard Society (see Useful Addresses).
5. Hold a debate/discussion on whether prisoners should be able to vote. Invite the local MP to hear results and comment.

This activity could provide evidence for: OCR3, OCNS.2, OCNS.3, OCNC.3, OCNC.4, OCNC.5, ESB.1, KSC1.2, KSW1.1, KSW1.2

Section 3 Activity 7
PRIME MINISTER FOR A DAY

Aim: for students to get a feel for the decision-making process and to justify their decisions.

Tutor's Note: *This activity is similar to Section 3, Activity 3. Both ask students to imagine they are the Prime Minister allocating £1 billion. Both use Worksheet 3h.*

Warm-up: 'If I was Prime Minister ...' Brainstorm ideas of what they would do – however ludicrous they are! They could then go on to discuss what they think the general public would think of these ideas and how they might react to them.

1. Students are asked to imagine themselves as the Prime Minister who is drawing up a budget plan with £1 billion to spend.
2. Using Worksheet 3h and working in groups of three, students plan the budget by prioritising the bids in each area and then drawing up a complete list.
3. Each group presents its budget proposals, with reasons for their choices. The class have the opportunity to challenge the budget at the end.
4. A motivated class could be split into five groups with a Prime Minister presiding over each group representing a department. Each group would be given two minutes each to influence the Prime Minister.
5. At the end of the process, each department could be praised for showing most compassion, or keeping the country strongest, or for making the most of the money available.

This activity could provide evidence for: OCR.1, OCR.3, OCR.4, OCNS.2, OCNS.3, OCNC.3, OCNC.4, OCNC.5, ESB.1, ESB.2

Section 3 Activity 8
VISITING SPEAKERS

Aim: to enable students to understand the different aspects of local and national government.

Tutor's Note: See Section 2, Activity 13 for some general guidelines about inviting visiting speakers.

1. Take this opportunity to invite some enthusiasts who really can help you to bring this subject alive. Obvious examples are your local MP or MEP, a local Councillor, someone from the local college or university who is a specialist in politics or civics. There are specialist organisations that could give a perspective on the Commonwealth or a historical perspective of government. It is crucial that whoever comes in is well-briefed, understands the context of the course, the level of understanding and the boredom threshold of the students. Something interactive would create more interest.

This activity could provide evidence for: OCR.3, OCNS.1, OCNS.2, OCNS.4, OCNC.2, OCNC.5, ESB.2, KSCI.1

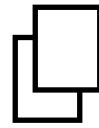
Section 3 Activity 9
KEEPING IT LOCAL

Aim: to introduce students to the role of local services, especially those provided by local government.

Warm-up: If you have done Section 3, Activity 4, remind students of the involvement of the local government (or Council) in the scenario and ask them to think about what else a Council does. If you have not done Activity 4, write the words 'local government' on the board and ask students to think of as many things as possible they can associate with it.

1. This would be a good time to invite a locally elected Council member (who might also be the Mayor or Leader of the Council) to talk about the role and purpose of local government (see Section 2, Activity 13 on visiting speakers). You may wish to read through the Information Sheet on local government (3b) before inviting a speaker and before attempting point 2 below.
2. Using Worksheet 3i, read through the five scenarios and ask students what advice they would give and where help could be sought. Different local government departments will be able to help in each situation (1. Housing, 2. Social Services, 3. Environmental Health, 4. Leisure, 5. Highways). Encourage students to think about voluntary organisations that may also be able to help. Students could write down their advice and suggestions or record them on audiotape. This exercise presents opportunities for letter writing and role-play.

This activity could provide evidence for: OCR.2, OCR.3, OCNS.3, OCNC.1, OCNC.2, OCNS.4, ESB.1, ESB.2, KSCI.1, KSCI.2, KSCI.3, KSWI.1, KSWI.2, KSWI.3



Parliament is made up of three parts: the Monarch, the House of Lords and the House of Commons.

THE MONARCH

The Monarch is Head of State, Head of the Church of England, Head of the Armed Forces and Head of the Judiciary. In Britain the Monarch has to follow the advice of the government of the day. However, the Monarch has a number of important duties such as:

- agreeing to and signing the laws
- opening Parliament
- visiting foreign countries to represent Great Britain

THE HOUSE OF LORDS

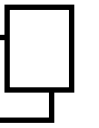
The House of Lords has existed since the 14th century and is made up of archbishops, bishops and peers (lords). They are unelected, unpaid and their attendance at the House is voluntary. There are approximately 800 lords but there is no limit on the number, or on their term of office. Their duties and powers include:

- examining laws and suggesting changes
- slowing down the passing of law
- passing judgement on law cases as the highest Court of Appeal in the country

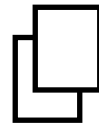
THE HOUSE OF COMMONS

This is the most important part of Parliament as Members are elected by the people for a five-year term. All 659 of them are paid and are expected to attend Parliament to carry out such functions as:

- making laws
- voting for taxes so the government has the money to carry out its plans
- discussing problems and examining the government's ideas for solving them



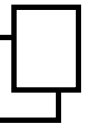
<p>EDUCATION</p> <ul style="list-style-type: none"> • schools • colleges • training for work 	<p>PAYMENT OF BENEFITS</p> <ul style="list-style-type: none"> • Job Seekers' allowance • housing benefit • child support • pensions
<p>DEFENCE</p> <ul style="list-style-type: none"> • army • navy • airforce 	<p>HEALTH</p> <ul style="list-style-type: none"> • hospitals • health centres • encouraging healthy lifestyles
<p>CULTURE AND SPORT</p> <ul style="list-style-type: none"> • national lottery • libraries • museums 	<p>INTERNATIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • funds projects in poor countries • works with other governments to help poverty around the world
<p>ENVIRONMENT AND FOOD</p> <ul style="list-style-type: none"> • safe production of food • sets rules for growing genetically modified food 	<p>TRADE AND INDUSTRY</p> <ul style="list-style-type: none"> • support for business and employment
<p>FOREIGN AND COMMONWEALTH OFFICE</p> <ul style="list-style-type: none"> • overseas relations with other countries through, for example, embassies • advice on the safety of holiday destinations 	<p>HOME AFFAIRS</p> <ul style="list-style-type: none"> • police • prisons • probation • immigration



1. The two services provided by government are most important because:

2. The one thing about these services I would change is:

3. The one service provided by government is least important because:



The responsibilities of central government are huge. To support central government in making big decisions about how our country is run, we have local government – also known as local councils. Their job is to provide services that local people feel are important. Below is a list of a few of the services provided by local government. Number them in order of priority, with number 1 being the one you think is most important and number 6 being the least important.

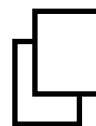
REFUSE COLLECTION	
CHILD PROTECTION	
SPORTS CENTRES	
PARKS AND PLAYGROUNDS	
MAINTENANCE OF ROADS	
CARE FOR THE ELDERLY	

Local people are elected as Councillors. It is their responsibility to represent the people in their local area and to decide how it is run. Local government areas are called 'Boroughs', e.g. London Borough of Hackney, or 'City', e.g. Leicester City Council.

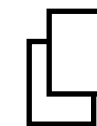
Elected Councillors decide what needs to be done locally and it is the job of Council Officers to do it. Local government has similar responsibilities locally to those that central government has nationally. Here are some of the departments you would expect to find in local government:

- Housing, e.g. provision for homeless people
- Social Services, e.g. child protection, care for the elderly, mental health
- Environmental Health, e.g. food hygiene
- Leisure, e.g. sports centres, parks and playgrounds
- Highways, e.g. maintenance of roads, traffic calming

Most local government members or Councillors belong to a political party. Each local government has a Leader who is usually the leader of the political party with the most seats after a local election. Local government also elect or appoint a Mayor from among their members.



£1,000,000,000	<p>RUNNING THE ECONOMY <i>[budget £3.7 billion 02/03]</i></p> <p>This work is undertaken by two departments:</p> <p>THE TREASURY decides how much tax to collect and from whom. It decides what to spend it on (by sharing out the money between different departments).</p> <p>DEPT. FOR TRADE & INDUSTRY has the power to stop companies buying others so that customers have a choice. It can also make money available for industries that need help.</p>
<p>DEPARTMENT FOR EDUCATION & SKILLS <i>[budget £45 billion, 02/03]</i></p> <p>This department aims to help everyone achieve their full potential through education, training and work. It decides the money given to local authorities to run their schools. It also writes the national curriculum and sets standards. It provides training for people who want to get into work and some education programmes for adults.</p>	<p>DEPARTMENT FOR TRANSPORT <i>[budget £7.7 billion, 02/03]</i></p> <p>This department makes the rules for all forms of transport. It also provides some money to invest in railways.</p>
<p>MINISTRY OF DEFENCE <i>[budget £29.3 billion, 02/03]</i></p> <p>This department is responsible for running the army, navy and airforce.</p>	<p>DEPARTMENT FOR WORK & PENSIONS <i>[budget £102 billion, 02/03]</i></p> <p>This department is responsible for making benefits payments including Job Seekers' allowance, pensions, child support, housing and disability benefits.</p>
<p>HOME OFFICE <i>[budget £10.7 billion, 02/03]</i></p> <p>This department provides money for local police forces and runs the prison and probation service. It is responsible for immigration and deciding asylum seekers' cases.</p>	<p>DEPARTMENT FOR CULTURE, MEDIA AND SPORT <i>[budget £1.3 billion, 02/03]</i></p> <p>This department is responsible for the national lottery and decides which company can run it according to the government's rules. It also works with museums (and sometimes gives them money) and libraries (it provides £80 million every year to the British Library - which has over 150 million books).</p>
<p>DEPARTMENT FOR INTERNATIONAL DEVELOPMENT <i>[budget £3.3 billion, 02/03]</i></p> <p>This department funds projects in poorer countries to help them meet the basic needs of their people. Its main priority is to help end poverty around the world. It tries to do this by working with other governments, local people and organisations. It spends some money on schools, hospitals and other programmes to help people.</p>	<p>DEPARTMENT OF HEALTH <i>[budget £65.4 billion, 02/03]</i></p> <p>This department is responsible for running the National Health Service (NHS). As well as helping us when we are sick it also tries to promote healthy lifestyles to help us keep well.</p>
<p>DEPARTMENT FOR ENVIRONMENT, FOOD & RURAL AFFAIRS <i>[budget £2.5 billion, 02/03]</i></p> <p>This department helps farmers and fishermen to produce safe food. It has to deal with problems like BSE and Foot and Mouth disease when they occur. It also has to set the rules on growing genetically modified (GM) food.</p>	<p>LORD CHANCELLOR'S OFFICE <i>[budget £2.6 billion, 02/03]</i></p> <p>This department is responsible for running the courts and appointing judges. Most of its budget is spent on administering legal aid.</p>
<p>FOREIGN AND COMMONWEALTH OFFICE <i>[budget £1.3 billion, 02/03]</i></p> <p>This department is responsible for overseas relations and foreign affairs. It has headquarters in London and Embassies, High Commissions and Consulates throughout the world.</p>	<p>OFFICE OF THE DEPUTY PRIME MINISTER <i>[budget £4 billion, 02/03]</i></p> <p>This department is responsible for local government, the regions, housing, planning, regeneration and social exclusion.</p>



SCENARIO

Swintown Football Club is in the middle of a housing estate. Even though many local residents support the club, an increasing number are fed up with the crowds, noise and vandalism every time the club plays at home. The local Council has received lots of complaints, especially from the residents in Beckham Place. It has passed them onto the managers of the Football Club. The managers of the Football Club are considering plans to build a new stadium on the outskirts of town. This would mean that the facilities provided by the club for local residents, including free football coaching for children, members' social club and cheap bar and free use of a room for the Mothers and Toddlers group would be lost. A meeting has been called by the Football Club involving both local residents and the Council

LOCAL RESIDENTS: ROLE-PLAY BRIEF

- You are very angry about the noise and nuisance caused by the home matches, but they do not really happen all that often.
- You do not want to lose the facilities provided by the Football Club.
- You do not think the residents in Beckham Place are a bit unreasonable.
- You would like to meet with Club managers to discuss your concerns on a regular basis, but do not really know how.

A GOOD SOLUTION

- Less noise and nuisance during home matches, especially along Beckham Place.
- The Club staying where it is.
- An opportunity to meet Football Club managers on a regular basis.



FOOTBALL CLUB MANAGERS: ROLE-PLAY BRIEF

- You are fed up that local residents use your facilities but complain about you behind your back to the Council. You have thought about setting up monthly meetings to meet with residents, but you are not sure if they would come.
- You do not really want to move the Football Club as it will be very expensive, but if this meeting does not go well, you will.
- You are keen to hear what the Council has to say.

A GOOD SOLUTION

- To stay put. You are willing to do more for the local community if you need to.



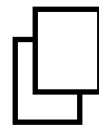
LOCAL COUNCIL: ROLE-PLAY BRIEF

- You get loads of complaints from local residents about noise and nuisance when it is a home match.
- You know this is mostly to do with the route fans have to walk to the Football Club, which includes going down Beckham Place.
- There is another route that could be developed along the canal tow path, but you do not see why the Council should have to pay. You want to know if the Football Club will put some money into turning the towpath into a cycle route that could be used on match days.
- It would look really good for you if you could help both sides reach a compromise.

A GOOD SOLUTION

- The Football Club agrees to stay put and to fund the cycle route.

UK GENERAL ELECTION RESULTS

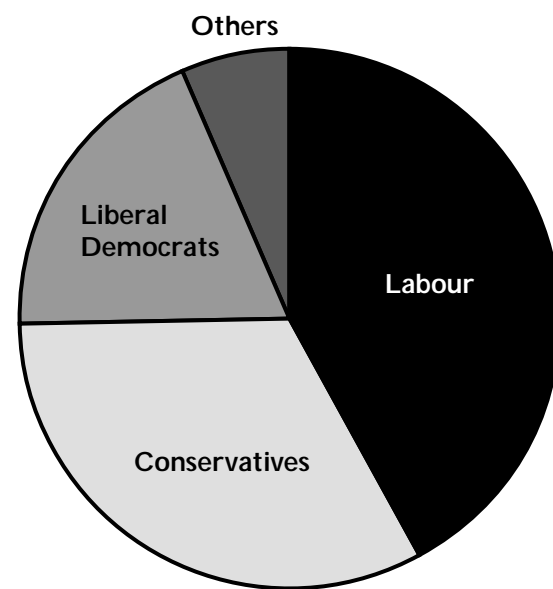


Pie Chart 1

Results of the 2001 General Election, showing share between parties

Labour	42%
Conservatives	32.7%
Liberal Democrats	18.8%
Others	6.5%

Source: Labour party, Conservative party, Liberal Democrat party

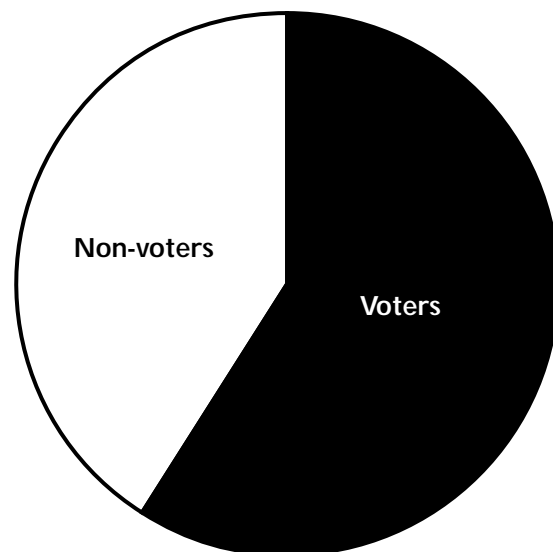


Pie Chart 2

Proportion of voters to non-voters

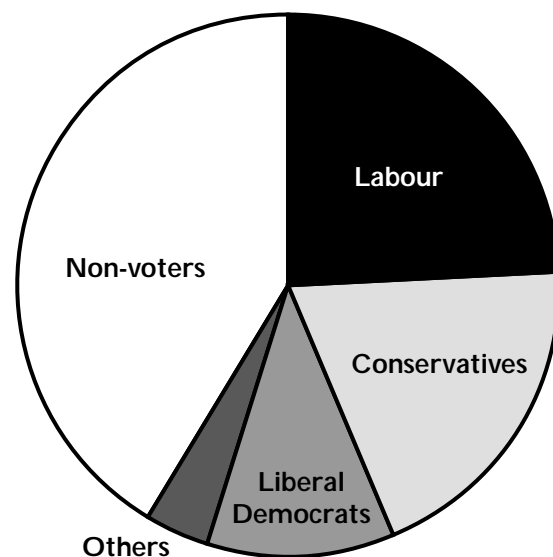
Voters	59.4%
Non-voters	40.6%

Source: Electoral Commission

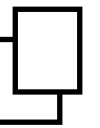


Pie Chart 3

Both sets of information together, i.e. voters, non-voters, and party share of vote.



MORE VOTERS, BETTER REPRESENTATION

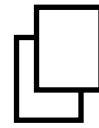


There are three steps that you need to take in order to have some effect on an election. Find out what they are and write them in the gaps below:

Step 1

Step 2

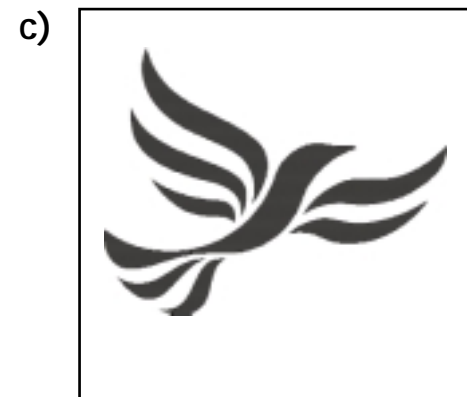
Step 3



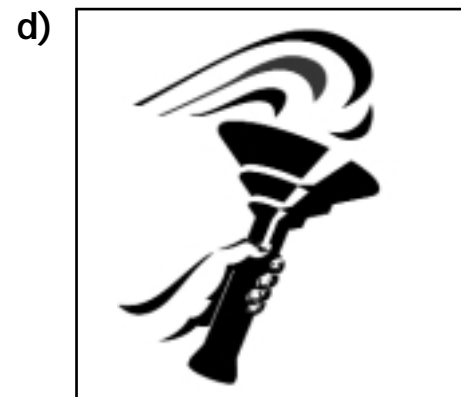
name of party



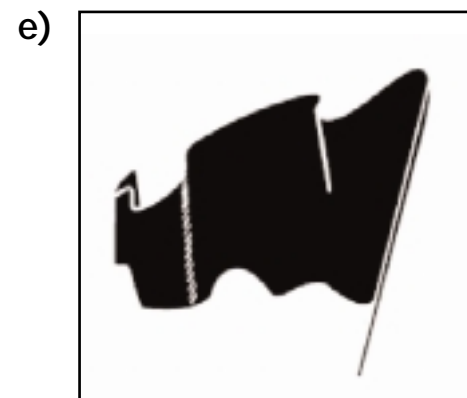
name of party



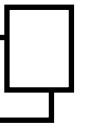
name of party



name of party



name of party



Your ministers have presented you with plans for their own departments. You have an extra £1 billion to spend. You must decide who gets the money to carry out some or all of their plans. Think about: Which are most important? Which would affect most people? Which would be most popular?

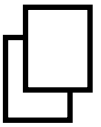
Transport	
1 More money for Tube, Tram and Rail services	£500 million
2 Increase in money to provide better bus services in local areas	£250 million
3 Grant to encourage school and workplace travel schemes	£200 million
4 Research into high-speed rail links	£50 million

Culture, Media and Sport	
1 Help galleries and museums to have 'free days' for children and OAPs	£500 million
2 Help save some of the 500,000 listed buildings in the UK	£250 million
3 Invest in centres of sporting excellence for five major sports	£150 million
4 Reduce cost of using British Library and help restore old books	£100 million

Education and Skills	
1 Improve school buildings	£500 million
2 Invest in ICT for students	£300 million
3 Training programme for young unemployed adults, focused in poor areas	£150 million
4 Improve support for students who truant	£50 million

Work and Pensions	
1 10% increase in Job Seekers' allowance	£500 million
2 Extra help for people who care for relatives at home	£300 million
3 5% increase in child support for poorest families	£150 million
4 Extra funding for meals on wheels, drop in centres and home helps for the elderly	£50 million

Home Office	
1 Improve prison buildings	£500 million
2 Recruit more policemen and women	£200 million
3 Increase opportunities for prison education	£150 million
4 Extra funding to encourage community service rather than prison	£150 million



Gary has some problems. They are not all his own, they are mostly his family's problems, but he wants to help.

The problems are described below. What advice would you give? Where could they go for help?

1. Gary's youngest sister Julie left home when she found out she was pregnant. She went to live with her boyfriend at his mum's house. She has now thrown them both out after a big row. Julie refuses to go back home to her mum's because her mum doesn't like her boyfriend. They have nowhere to live and their baby is due in 10 weeks.

2. Gary's grandma is having difficulty coping on her own. She cannot see very well and she recently fell over in her house. Now she is having difficulty looking after herself. She lives alone in a one-bedroom council flat on the sixth floor. She doesn't want to go into a nursing home but it is impossible for Gary's mum to visit more than once a week.

3. Gary went out with his girlfriend for a meal to celebrate her birthday. When they got home, they both had a really bad stomach ache. Gary thinks it might be food poisoning from the restaurant.

4. Gary's older sister Jenny took her two children to the local park. The swings had been vandalised and she found broken glass and a used syringe by the slide.

5. Gary's younger brother Steven fell off his bicycle. The front wheel rode over a very deep pothole in the road just outside the family house. He was badly bruised but nothing was broken. The state of the road is very bad and the pavements are not much better.