



VOTES FOR SCHOOLS

Secondary 15



Be informed.



Be curious.

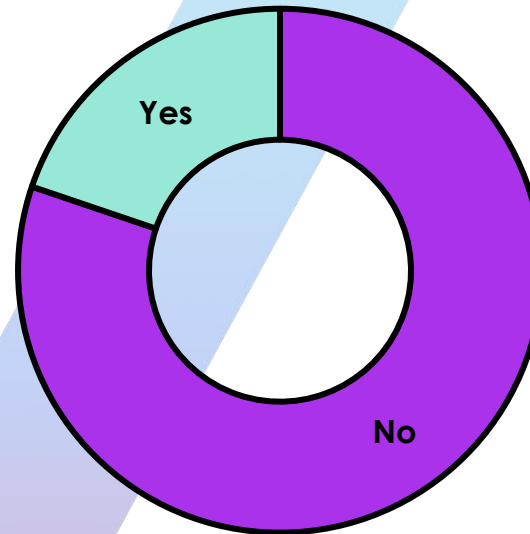


Be heard.

Feedback: "Is it time for the BBC to be switched off?"



34,149 children & young people voted this week! Were you one of them?



"I don't watch it and the songs I like, it doesn't play them so I use Spotify and mostly use Netflix to watch movies."

St Wilfrid's Church of England Academy

"I think the BBC is a fundamental element of our digital life, as it provides us with nearly everything we need, e.g. study resources, entertainment and education."

Teddington School

"I LOVE BBC 1XTR."

The Portsmouth Academy

"If the BBC is cut so many people will become affected. Personally I use BBC bitesize to revise! I use the GCSE bitesize and BBC news daily! It can't go."

Ivybridge Community College



This week's VoteTopic



Should everyone be able to vote at 16?

Share your thoughts!

Log in to your VotesforSchools account
after the lesson to submit your vote.



There are events taking place for **UK Parliament Week**, which is being held between **14-20th November** this year.

To **celebrate**, we are going to be looking into a big issue: should the **voting age** be lowered from **18** to **16**?

You may vote in local **Scottish** and **Welsh** elections from age **16** already. However, in local **English** and **Northern Irish elections** and all **national elections** (like **general elections**), the voting age is **18**.





Northern Ireland:
18 years old in all
elections

Scotland:
16 years old in Scottish-
only elections, 18 years old
in other elections

Wales:
16 years old in Welsh-only
elections, 18 years old in
other elections

England:
18 years old in all
elections



So, should **everyone** be able to **vote at 16** in all elections in the UK? Let's explore this issue further today.

On a topic such as this, it's important for **you** to have **your say** and **be heard**. There will be **check-in questions** during today's activities to give you **more opportunities** to **share your thoughts**.



You will see these **check-in** questions as we progress. **Keep your answers in mind**. After you cast your **vote** at the end of the lesson, you will then be able to **share your thoughts** and **answer the check-ins** too.

2 Being represented



Put simply, people **vote** to share their **opinions** on what **should happen**.

Usually, people **vote for someone** to **represent** them and **make decisions** for them.

Represent:

To speak, act, or be present officially for another person or people.

People can also vote in **referendums**, such as the Brexit vote.

Referendum:

A vote when people are asked to give their opinion about or decide an important political or social question.



2 Being represented



If you **do not currently have the vote**, you are **not able to choose** who represents you. No 16- or 17-year olds can vote for **politicians in the UK Government**.

Do 16- and 17-year olds need **representation**? Or, are these ages **too young** to get the vote?

Class activity (4-6 mins)

Take a read of some issues that **politicians take decisions on**. Do you feel 16- and 17-year olds **should have a choice** in who makes these decisions?



Young people should be heard on this!

Young people are not ready to make decisions on this.





The NHS

How much money the NHS gets for hospitals, doctors & nurses.



Do you feel 16- and 17-year olds should have a choice in who makes these decisions?





Environment

What councils and businesses should do to help look after the planet.



Do you feel 16- and 17-year olds should have a choice in who makes these decisions?





Education

What subjects and exams children learn about in school.

Do you feel 16- and 17-year olds should have a choice in who makes these decisions?





Support

How much money goes to helping people buy food or pay their bills.



Do you feel 16- and 17-year olds should have a choice in who makes these decisions?





Check-in 1



Individual reflection (1-2 mins)

Do you think 16- and 17-year olds know enough to vote on key issues?

Share your thoughts

You can submit your answer to this **check-in** after you vote.



3 Democracy in action



Just recently, **Brazil** elected **Luiz Inácio Lula da Silva** as **President**. He was previously President between **2003-2010**.

Brazil's **voting age** is **16 years old**. **16-** and **17-year olds** can **choose** whether they wish to vote. From the age of **18**, it is **compulsory** to vote.

Compulsory:

You must do it because of a rule or law.

In the UK, those **aged 18 and over** can **choose** to vote in national elections. You **do not have to**.



3 Democracy in action



Pair discussion (3-4 mins)

What do you think about Brazilian 16- and 17-year olds having the **choice** about whether to vote for their President? How do you feel about **everyone** aged 18 and over **having to vote**?

Across the curriculum – MFL:

What is the official language of Brazil?



Check-in 2



The last general election in the UK was held in **2019**. Just **47%** of those aged **18-24** cast their vote.

Pair discussion (2-3 mins)

Would you use the vote if you had it from the age of 16?

Share your thoughts

You can submit your answer to this **check-in** after you vote.


4 Hearing youth voice



It may be **some time** before 16- and 17-year olds get to vote for the **UK** Government. **If ever!**

Pair discussion (2-3 mins)

Which of the opinions below do you agree with more?



We can use our voices now. Why wait for the vote when we can tell politicians what we think today.

We should learn what we can about politics now so we can use our vote wisely when the time comes.



Vote!



Politicians make the decisions affecting our lives; we should have some choice in who does that.

I think the world could do with more young people voting. Right now there's a few issues I'd like a say on.

Absolutely! We learn about electrolysis and quadratic equations, so we can handle elections!

Should everyone be able to vote at 16?

Me and my friends struggle to choose what we want for lunch, let alone choosing the UK's leaders.

Everyone is more prepared to make informed decisions when they are 18.

Young people can't be trusted to make choices that would be in the best interests of everyone.

We will be sharing your thoughts on this topic with The Cabinet Office, UK Parliament Week, The British Youth Council, The Body Shop and The One Show.

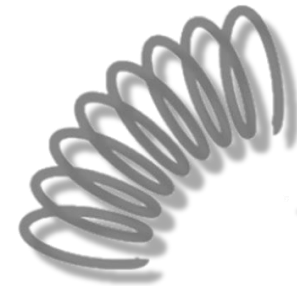
Log in to your VotesforSchools account to submit your vote and leave a comment.



Can I improve my speech writing and public speaking?



Confidence



Resilience



Can I improve my speech writing and public speaking?

You should structure your speech into these 5 sections:

Two Minute Speech

Introduction:

This needs to establish the point of view you will be arguing, and how passionately you feel about it.

First point:

This should be an idea that supports your viewpoint, with an explanation as to why.

Second point:

This should be a second idea that supports your viewpoint, with an explanation as to why.

Anecdote:

This should be a "real" story, ideally from within your community, which supports your viewpoint.

Conclusion:

This should be a 'call to arms': what do you want your listeners to do, and how should they action this change?

Attitude & Effort To be fully invested:



- I have a positive attitude towards my learning, 100% of the time.
- I have high aspirations for myself.
- I am always resilient in lessons.
- I learn from my mistakes; I understand that they are vital in my progress.
- I always complete work to the highest standard, to the best of my ability, striving to challenge myself every lesson.

Can I improve my speech writing and public speaking?



Here is an example speech, on the Vote Topic: Should animal testing be banned?

Ultimately, animal testing is not just a crime against the natural world – it's a crime against morality. Whenever we support this inhumane practice, we sacrifice the values that make us good and empathetic people.

Firstly, let's remember the following: animals have absolutely no ability to consent to testing. As such, we are subjecting them to evil and cruel treatment and they have no way of communicating the pain or betrayal they feel. Tell me: how is this different to testing cosmetics, and medicines, on a baby?

Secondly, I recognise that many people think we have no alternatives to animal testing that are any more ethical. Quite frankly, I think this is ridiculous. By continuing to place unknown chemicals inside an animal's body, we are teaching young people to place no value on their lives as living creatures. Where does this stop? As we all grow up to play a responsible role within the communities we live in, we need to recognise the importance of every single life.

For instance, Hannah. At 17 she made the decision to only buy products that have not been tested on animals. After leaving Maltby and going on to study at university, she said this one decision transformed the way in which she supported other students on her campus – realising that we don't all have a voice to stand up for ourselves.

So, I implore you: stand up and make a difference! Show these companies that we will not tolerate their barbaric treatment of the animals that live amongst us. Write at least one letter, to either a company or the government, and let's show them that people of this community – a community built on morals, understanding and trust – that we value the lives of all living things.

Thank you.

Introduction

First point

Second point

Anecdote

Conclusion

Attitude & Effort To be fully invested:

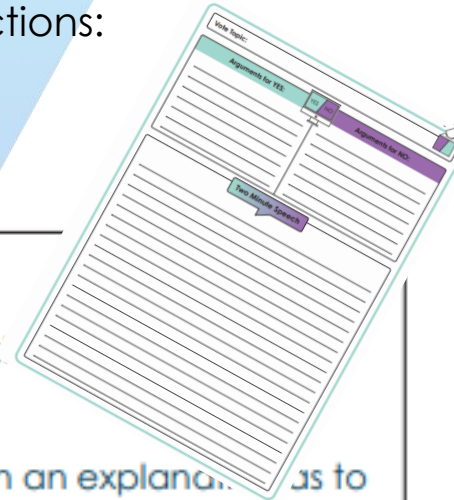


- I have a positive attitude towards my learning, 100% of the time.
- I have high aspirations for myself.
- I am always resilient in lessons.
- I learn from my mistakes; I understand that they are vital in my progress.
- I always complete work to the highest standard, to the best of my ability, striving to challenge myself every lesson.



Can I improve my speech writing and public speaking?

You should structure your speech into these 5 sections:



Two Minute Speech

Introduction:

This needs to establish the point of view you will be arguing passionately you feel about it.

First point:

This should be an idea that supports your viewpoint, with an explanation as to why.

Second point:

This should be a second idea that supports your viewpoint, with an explanation as to why.

Anecdote:

This should be a "real" story, ideally from within your community, which supports your viewpoint.

Conclusion:

This should be a 'call to arms': what do you want your listeners to do, and how should they action this change?

Attitude & Effort

To be fully invested:



- I have a positive attitude towards my learning, 100% of the time.
- I have high aspirations for myself.
- I am always resilient in lessons.
- I learn from my mistakes; I understand that they are vital in my progress.
- I always complete work to the highest standard, to the best of my ability, striving to challenge myself every lesson.

Can I improve my speech writing and public speaking?



Choose one area of your public speaking to work on this week:

Top Tips – Delivery

Voice - Work on your vocal variety, pace of speaking and use of pauses.

Body language - Check your eye contact, your use of gestures and how you are standing.

Clarity - Are you clear about the purpose of your speech? Does the speech inspire, amuse or inform?

Be yourself - Retain your voice, your passion, your sense of humour and your convictions throughout. Be yourself and be real.

Tone - Consider the way you speak to your audience and how you want to get your message across. Your tone can affect how people perceive you and their willingness to listen.

Projection - Make sure your voice is loud, clear and confident. Don't underestimate the power that projecting your voice has on commanding your audience's attention.

Gestures - Be animated during your speech. Gestures can add a layer of meaning and expression to your ideas, and really emphasise your overall thoughts and feelings.

Pace - The speed at which you speak must be varied. By speaking quickly, you can indicate urgency or danger. By speaking slowly, you can indicate tension, finality or fear.

Eye contact - Eye contact with your audience is of great importance. Your audience should feel like you are speaking directly to them. Your words become more personal and meaningful.

Oracy To be fully ORACY invested:



- I articulate myself confidently.
- I actively take on any of the 6 Oracy roles during discussions, debates and when sharing ideas.
- I express my opinions and ideas, without needing the sentence stems provided.
- I work effectively in a variety of different Oracy groupings.
- I always listen carefully to my peers and build on their ideas.
- I apply accurate, subject-specific vocabulary in my contributions.



Can I improve my speech writing and public speaking?

Now, everyone should cast their vote for one side of this week's argument or the other.

Arguments for YES:	YES NO	Arguments for NO:

Attitude & Effort

To be fully invested: 

- I have a positive attitude towards my learning, 100% of the time.
- I have high aspirations for myself.
- I am always resilient in lessons.
- I learn from my mistakes; I understand that they are vital in my progress.
- I always complete work to the highest standard, to the best of my ability, striving to challenge myself every lesson.