

Project Vote

Spring Special Mission

Foundation Phase



Comisiynydd
Plant Cymru
Children's
Commissioner
for Wales

Project Vote

Elections/ People who make decisions

This terms special mission will focus on the Senedd Elections and people who make decisions, this is to complement Project Vote, a parallel Senedd election aimed at young people aged 11-15.

There are four lesson in total, the lessons focus on Cardiff, the Senedd, the First Minister and Members of the Senedd, and adults who make decisions.

The final task for pupils is a circle time activity exploring article 12, the right to be listened to and taken seriously. The task is an opportunity for pupils to have their voice heard by the head teacher/ school council.

Aims:

Children will recognise Cardiff as the Capital City of Wales

Children will recognise a picture of the Senedd

Children will recognise Mark Drakeford

Children will understand that there are adults who make decisions for Wales

Children will recognise adults who make decisions for them

Children will learn about Article 12: I have the right to be listened to.

We have created extension activities in an additional column. We have left the timing column blank, so you can adjust the timing to suit the needs of your learners.



Lesson one: Cardiff (Capital City)

Activity	Time	Extension Activity/ Extra resources
<p>ASK</p> <p><i>Circle time discussion</i> "Where do you live?" "Where is the school?" "Who can name another place in Wales?" <i>Scaffolding: use preselected images of neighboring areas that pupils may have visited to support discussion</i></p> <p>Look together at the map of Wales on the screen. Highlight where your school is to children.</p>		<p>Place to live - links to rights "Article 27: I have the right to a proper house, food and clothing" - you could show pupils the symbol card at the start of the lesson.</p>
<p>MAIN</p> <p>"Every country in the world has a capital city. The capital city of Wales is Cardiff." Ask children if they have been to Cardiff before. Show children where Cardiff is on the map</p> <p>Show children pictures of Cardiff Landmarks:</p> <ul style="list-style-type: none"> • Senedd "An important building for everyone in Wales, you can find this in Cardiff Bay" • Wales Millennium Centre "You can watch shows here, it is near the Senedd in Cardiff Bay" • Cardiff Museum • Cardiff Castle • Principality Stadium • St David's Centre/ Shops <p>Role Play Activity: Cardiff Tourism Centre</p> <p>Role play the Tourism Centre by creating a small space in your classroom.</p> <p>Key words: Capital city Wales Cardiff Places to visit Senedd Cardiff Bay</p>		<p>Extension: some pupils may be able to identify Cardiff as the capital city; you might want to play a guessing game.</p> <p>Extension Activity: Activity sheet 1: Cardiff</p> <p>Extension Activity: Make a poster about Cardiff: ask pupils to create a poster about Cardiff.</p>

REFLECT

Bring pupils back together to discuss what they have learnt.

Where do we live?

What is the capital city of Wales?

What would you be able to see in Cardiff?

Lesson 2: The Senedd/ The First Minister

Links to Rights:

Article 3 — Adults must do what's best for me

Activity	Timing	Extension activity/ Extra resources
<p>ASK</p> <p><i>Circle time discussion</i></p> <p>Last lesson we talked about the Capital City of Wales.</p> <p>Who can remember the Capital City?</p> <p>Can you name one thing you could see in Cardiff?</p> <p>Show picture of the Senedd.</p> <p>Who remembers this building? Does anyone remember the name?</p> <p>Explain that the Senedd is an important building in Wales.</p> <p>There is a person who works in the Senedd, and decides on lots of things that happen in Wales. That person is called the First Minister.</p> <p>The First Minister is called "Mark Drakeford". Show picture.</p> <p>Ask children if they have seen Mark Drakeford before. They may recognise him from TV.</p>		

<p>MAIN</p> <p>We are going to make our own Senedd building today.</p> <p>Depending on what children have available in class (or at home) they could either use paper and pens, cardboard, Lego or junk modelling to create a Senedd.</p> <p>Encourage children to describe what they are building and encourage them to describe features of the Senedd building.</p>		<p>Extension Activity: Activity sheet 2: The Senedd</p>
<p>REFLECT</p> <p>Ask pupils to share their Senedd creation, talk about the features of the Senedd you can see.</p> <p>Remind pupils that it is an important building in Wales.</p> <p>Show picture of Mark Drakeford.</p> <p>Ask children if they remember his name?</p> <p>Do they remember his job?</p>		

Lesson 3: Voting (making decisions)

Links to rights: Article 12 I have the right to be listened to and taken seriously

Activity	Timing	Extension Activity/ Extra resources
<p>ASK</p> <p>Remind pupils about your last lesson.</p> <p>Last lesson we created our own important buildings.</p> <p>What was the name of the important building?</p> <p>Where is the Senedd?</p> <p>Who can remember the name of the First Minister? He makes lots of important decisions that affect us in Wales.</p> <p>Support pupils answers with the correct information.</p> <p>Mark Drakeford is the First Minister.</p> <p>There are lots of different people who work with Mark Drakeford in the Senedd. They work in groups with special names.</p> <p>The groups work to make sure that everyone in Wales has the things they need.</p> <p>The people who work with Mark Drakeford are called Members of the Senedd, to get their job people in Wales vote for them.</p> <p>A vote is when people choose something or someone they like.</p>		<p>Pupils in your class may have watched popular voting shows like Strictly Come Dancing or Britain's Got talent so you could reference those too.</p>

<p>Today we are going to have a vote.</p>		
<p>MAIN:</p> <p>Provide children with 3 options of a group activity they like to do.</p> <p>Put them up on the board and explain that you will have a class vote to decide which activity you will do.</p> <p>Hold a vote by asking pupils to hold their hand up (they can only choose one)</p> <p>Or</p> <p>Ask pupils to stand next to the activity they would like to do (or a picture of the activity).</p> <p>Explain that there will only be one winner.</p> <p>Once the vote is complete. Do the activity together.</p>		
<p>REFLECT</p> <p>After the activity bring pupils back together.</p> <p>What is a vote?</p> <p>How did it feel when your one was picked?</p> <p>How did it feel when yours didn't get picked?</p> <p>Who is this (show picture of Mark Drakeford)?</p> <p>Where does he work?</p>		

Lesson 4: People who make decisions for me

Link to rights: Article 3 adults must do what's best for me and article 19 I have the right to be safe.

Activity	Timing	Extension Activity/ Extra resources
<p>ASK</p> <p>Revisit the learning from the last lesson.</p> <p>Last lesson we held a vote, who remembers which activity won the vote?</p> <p>We talked about Mark Drakeford (show picture) and other Members of the Senedd.</p> <p>We learnt that they make decisions for everyone in Wales.</p> <p>Today we are going to think about adults who help make decisions for you.</p> <p>There are lots of different adults who care for you, and help make decisions about what you do.</p> <p>Who helps look after you? (You might want to support children's initial thinking with pictures of other adults in your community).</p> <p>Sometimes adults have to make decisions about what will be best for you.</p> <p>Who makes decisions at home?</p> <p>Who makes decision in school?</p> <p>Write children's answers on the board.</p>		
<p>MAIN:</p> <p>In School, we have said that XXX makes decisions.</p> <p>Today we are going to think about what decisions we would make if we were the boss of the school. We are going to share our ideas with XXXX.</p>		<p>Send your classes list of ideas to the relevant person in your school, ask that person to respond to pupil's ideas providing them with feedback about any ideas they may action, or reasons why certain things can't happen.</p>

Play "If I were the boss of the school which can be found on page 20 of our Building Blocks Toolkit .		
REFLECT: Explain that you will send their list of ideas to the relevant person in the school. Re-cap learning from the past couple of lessons.		