



HOUSES OF PARLIAMENT

UK Parliament Week 2018

Girlguiding LaSER
Resource Booklet



Parliament Week
Engage. Explore. Empower.

#UKPW18

@YourUKParl

London & South East England



WE DISCOVER, WE GROW

Girlguiding

How to take part and claim your badges!

Welcome to your UK Parliament Week 2018 resource book, with plenty of activity ideas aimed at your group.

It's great to see your uniform organisation is taking part in UK Parliament Week. This year we've partnered with Girlguiding LaSER to produce this content and a woven badge, especially for your region.

Once you've decided what to do for UK Parliament Week, here's how to take part and receive your woven badge.

STEP 1

Register your event on the UK Parliament Week website (www.ukparliamentweek.org)

STEP 2

Receive your free UK Parliament Week Kit. With lots of resources and ideas to help with your activity.

STEP 3

Fill in our online feedback form which will become live at the start of UK Parliament Week, and receive an official UK Parliament Week certificate and regional woven badges. (<https://www.smartsurvey.co.uk/s/UKPW18/>).

Welcome to UK Parliament Week 2018

We are delighted that your organisation is taking part in UK Parliament Week this year. How you take part is entirely up to you - there is no limit to what you can do.

This resource is designed to help you with your event or activity from start to finish. Whether you're coming up with an idea, planning an event or trying to promote it to the right audience, we've got some tips and advice to help you along the way.

Find us on social media

Keep up to date with plans for UK Parliament Week by following us on Twitter @YourUKParl.

We want to hear from you too! Once you've received your kit, share a picture of you with your UK Parliament Week placard and keep us up to date on your preparations using our hashtag **#UKPW18**.

Make sure you post lots of pictures of your activities during the week, and you could be featured on one of UK Parliament's social media channels or in future publications!

Tell us how it went

Look out for our partners' survey, which we'll be sending out at the end of UK Parliament Week. We really want your feedback so that we can continue making improvements to ensure that UK Parliament Week is even bigger and better next year!

Stay in touch

If you have any questions please do get in touch. We're happy to advise and support you as much as we can.

Email ukparliamentweek@parliament.uk or call on **020 7219 1650**.



Welcome to UK Parliament Week 2018

Every year, UK Parliament Week hosts a programme of events which aims to foster closer engagement between the public and the UK Parliament. In its eighth year UK Parliament Week is set to be bigger than ever with thousands of organisations taking part in every constituency across the UK.

Our partners will be running activities, exhibitions, workshops and discussions - as well as events with MPs and members of the House of Lords - that explore what the UK Parliament means to individuals and local communities.

We are excited to welcome several uniform organisations as official partners this year, all of whom will be producing their own special UK Parliament Week booklet and badge. This year, as well as a number of faith organisations, we're also partnering with The National Union of Students and The British Youth Council to bring young people a unique and inspiring experience as they celebrate UK Parliament Week.

We look forward to seeing how you celebrate with us this year.

There is something for everyone this UK Parliament Week, take part in the online conversation using the hashtag #UKPW18.



A handwritten signature in white ink, appearing to read 'John Bercow'.

Rt Hon. John Bercow MP
Speaker of the House of Commons



A handwritten signature in white ink, appearing to read 'Lord Fowler'.

Rt Hon. Lord Fowler
Lord Speaker

Girlguiding LaSER

Girlguiding LaSER (London and South East England) is one of the nine countries and regions of Girlguiding, the leading charity for girls and young women in the United Kingdom.

The Girlguiding LaSER Champions are the campaigning arm of Girlguiding LaSER and the voice of The Senior Section for the region. Aged between 14 and 26, they are members of The Senior Section who meet each term to plan their campaigns and receive training on topics including advocacy and speaking to the media.

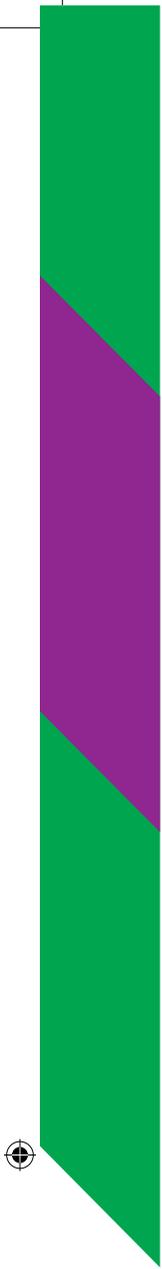
Girlguiding LaSER Champions also attend events on behalf of Girlguiding LaSER, host VIPs, liaise with the media and are positive about Girlguiding and all that it offers.

For Parliament Week 2018, the Girlguiding LaSER Champions are building on the legacy of Use Your Voice 2016, Girlguiding LaSER's two-day democracy festival, and the activities launched in UK Parliament Week 2017, to inform, equip and inspire girls and young women to use their voice and celebrate democracy.

Get In Touch

We hope that you enjoy the activities in this pack. We would love to hear what you think and see pictures of the Rainbows, Brownies, Guides and members of The Senior Section taking part! You can take part in the conversation online using the hashtag #UKPW18 and tagging @Guiding_LaSER on Twitter and @girlguidinglaser on Instagram. Alternatively you can join in on Facebook at [Facebook.com/GirlguidingLaSER](https://www.facebook.com/GirlguidingLaSER) or email info@girlguidinglaser.org.uk with the subject line "Parliament Week".





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The UK Parliament

What is Parliament?

The UK Parliament is made up of three parts; The House of Commons, The House of Lords, and The Monarch. Parliament's role includes checking the work of government, making laws and debating issues.

This is the Parliament for the whole of the United Kingdom made up of Great Britain (England, Scotland and Wales) and Northern Ireland. The first English Parliament was established over 750 years ago in 1265 and over time Wales, Scotland and Northern Ireland joined together. The voting age to elect people to the UK Parliament is 18.



House of Commons

The House of Commons is the publicly elected chamber of the UK Parliament. Members of the Commons debate the big political issues of the day and proposals for new laws. There are 650 MPs, one to represent each constituency.

What's the difference between Parliament and Government?

The Government is in charge of running the UK. The Prime Minister chooses a team of MPs and members of the House of Lords called "ministers" to help him or her do this. Different ministers are responsible for different things like transport, education or environment. There are ministers for each Government department in the House of Commons and the House of Lords.

Parliament's job is to check and challenge what the Government does to make sure it is working well for everybody. Parliament examines what the Government is doing, makes new laws, holds the power to set taxes and debates the issues of the day. The House of Commons and House of Lords each play an important role in Parliament's work.

The Monarch

The Monarch, currently the Queen, attends Parliament once a year to open Parliament. She reads the Queen's Speech which is the UK Government's proposed legislation for the year. She also meets with the Prime Minister once a week to sign off any new legislation throughout the year.



The House of Lords

The House of Lords is the second chamber of the UK Parliament. It is independent from, and complements the work of, the elected House of Commons. The Lords share the task of making and shaping laws and checking and challenging the work of the UK Government.

The House of Lords is made up of about 800 members called "Peers". Peers have an expertise or knowledge in a subject area which they are chosen to represent.



The UK Parliament

Debate: House of Commons in Action

Suitable for: Any with ability to read the cards

Aim: To bring the working of the Common's chamber to life in a simple role play

How long: 30 minutes

1. Arrange chairs or benches to create a mock House of Commons chamber with rows facing each other and a chair for the Speaker at the head. The Speaker's chair could be grander than the others.

Select the various roles and give out copies of the cards below. The selection can either be completely random depending on the cards dealt, or you can ask for volunteers for the roles of Speaker, Prime Minister and Leader of the Opposition.

2. The Speaker takes up her or his seat.

The Prime Minister then chooses five group members to be in the Cabinet

The Leader of the Opposition chooses five group members to be in the Shadow Cabinet

Give out the remaining cards to Back Benchers

The Prime Minister sits close to the front on the Speaker's right surrounded by members of the cabinet. Other MPs on the Government side sit behind the Prime Minister

The Leader of the Opposition sits close to the front on the Speaker's left surrounded by members of the Shadow Cabinet. Other MPs on the Opposition side sit behind her or him.

The Speaker calls everyone to order by saying, 'Order, order' and then reads her or his card, followed by the Prime Minister and the Leader of the opposition. Then anyone else who wishes to read their card should stand to get the Speaker's attention, they may only speak if the Speaker indicates that they can.

If things get rowdy, the Speaker can tell off the MPs with 'Order, order', requiring them to behave. If it all gets too raucous the Speaker can 'clear the chamber' sending everyone out (or to the back of the room!) until they calm down.

If a backbencher reads out the wildcard, the Speaker should tell them to apologise for un-parliamentary language. If they refuse, the Speaker 'suspends' them by sending them out of the chamber.

Cards

You will need to copy and cut out one for each group member, duplicating back-bencher roles. Cabinet and Shadow Cabinet members can choose which departments they run such as Health, Education, Culture Media and Sport, Defence, The Treasury (Economics), or Foreign Affairs.

Prime Minister

As Prime Minister I am head of Her Majesty's Government and am in charge of all Government departments. I am the leader of the party with the support of the majority of MPs.

Cabinet Minister (x 5)

I am a member of the cabinet – the small group of senior members of the government. I was appointed by the Prime Minister to be responsible for...

Speaker of the House of Commons

I am the Speaker of the House of Commons

It is my job to keep order so that debates run smoothly and fairly. I decide who may speak next.

Although I am an MP I must not take sides so I am not allowed to be a member of a party.

Leader of the opposition

I am the leader of the main opposition party in Parliament. It is our job to hold the Government to account. One way we do this is by asking the Prime Minister questions on Wednesday's – Prime Minister's Questions (PMQs).

Shadow Cabinet Minister (x5)

I am a member of the Shadow Cabinet. I was appointed by the Leader of the opposition to be responsible for...

Government party backbencher

I am an MP who is not in the Cabinet so I don't have extra responsibilities in the Government. I take part in debates and work for my constituents whether they voted for me or not. I nearly always support my party in debates and votes.

Opposition party backbencher

I am an MP who is not in the Shadow Cabinet so I don't have extra responsibilities in the Government. I take part in debates and work for my constituents whether they voted for me or not. I nearly always support my party in debates and votes.

Independent

I am an MP who doesn't belong to political party. I persuaded enough of my constituents to vote for me and I work hard for them.

Backbencher who was in the Cabinet

I am a Backbencher who used to be in the Cabinet but I strongly disagreed with the Prime Minister and so resigned. We both agreed that this was the right thing to do. Sometimes I vote against my party because I believe they are wrong.

Backbencher who was in the Shadow Cabinet

I am a Backbencher who used to be in the Shadow Cabinet but I strongly disagreed with the Leader of the Opposition and so resigned. We both agreed that this was the right thing to do. Sometime I vote against my party because I believe they are wrong.

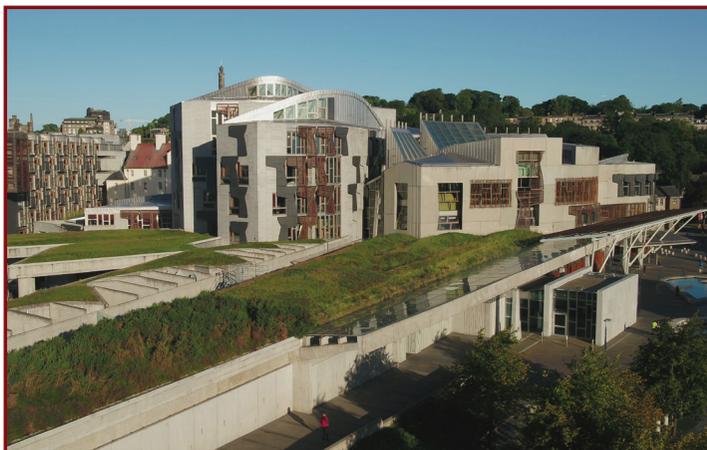
Backbencher – Wildcard

I am a Backbencher who thinks that the Prime Minister has not told the truth so I am calling the Prime Minister a liar.

Devolved Parliaments/Governments

Devolution in the UK created a national Parliament in Scotland, a national Assembly in Wales and a national Assembly in Northern Ireland. This process transferred, and continues to transfer, varying levels of power from the UK Parliament to the UK's nations - but kept authority over the devolved institutions in the UK Parliament itself.

© Scottish Parliamentary Corporate Body



Scottish Parliament

The modern Scottish Parliament was established in 1999. The men and women elected to the parliament are known as MSPs (Members of the Scottish Parliament). Scottish people aged 16 and over can vote in elections to the Scottish Parliament.

© Northern Ireland Assembly Commission



Northern Ireland Assembly

The Northern Ireland Assembly was established in 1998. The men and women elected to the assembly are known as MLA (Members of the Legislative Assembly – Legislative means rule-making). The voting age in Northern Ireland to elect people to the Assembly is 18.

© National Assembly for Wales Commission



Welsh Assembly

The National Assembly for Wales, known as the Welsh Assembly, was established in 1999. The men and women elected to the assembly are known as AMs (Assembly Members), in the Welsh Language: Aelodau y Cynulliad. The voting age to elect people to the Welsh Assembly is 18.

UK Parliament: Quiz

Suitable for: Rainbows, Brownies

Aim: To test general knowledge on the UK Parliament and its role

How long: 15 - 20 mins for questions and answers

Have a go at our quiz to see how much general knowledge your unit have about the UK Parliament. The answers to each question are in brackets.

1. In which part of London are the Houses of Parliament? Greenwich, Westminster, Hounslow (Westminster)
2. What is the title of the Leader of the United Kingdom Government? Supreme Leader, Head Minister, Prime Minister (Prime Minister)
3. What is someone elected to Parliament called? A Member of Parliament, a Councillor, a Governor (a Member of Parliament)
4. There are two chambers in Parliament, the House of Commons and the House of ...? Uncommons, Lords, Senators (Lords)
5. What is the name of the largest bell in the clock tower? Big Bertie, the Westminster Clanger, Big Ben (Big Ben)
6. Which river is right next to the Houses of Parliament? The Ouse, the Thames, the Trent (Thames)
7. MPs are elected by people in areas called what? Constituencies, Constitutions, Conglomerates (Constituencies)
8. The Prime Minister and Ministers are known as what? The Board, the Senate, the Cabinet (the Cabinet)
9. The box in which voters put their votes is known as what? Ballot box, Voting box, Election box (Ballot box)
10. Where does the Prime Minister live? The Palace of Westminster, Buckingham Palace, 10 Downing Street (10 Downing Street)

Suitable for: Guides, Senior Section

Aim: To test knowledge on the UK Parliament and its role

How long: 15 - 20 mins for questions and answers

1. What was achieved by the House of Lords Act 1999? The House of Lords was formed, Peers inheriting a seat in the House of Lords was ended, the House of Lords was abolished (Peers inheriting a seat in the House of Lords was ended)
2. In what year were the first women and all men given the vote in parliamentary elections? 1818, 1918, 1938 (1918)
3. What happened to the Houses of Parliament in October 1834? They were destroyed by fire, they were opened to the public, they were closed because of a plague of rats (destroyed by fire)
4. What happened to the House of Commons in May 1941? The doors jammed trapping the MPs, a light fitting fell on the Prime Minister's head, it was bombed by the Luftwaffe – the German air force (it was bombed by the Luftwaffe)
5. What do we call the people who try to ensure that MPs vote in the way the leaders of their parties want? Enforcers, Whips, Prodders (Whips)
6. What is the title of the person in both the Lords and the Commons who announces business, the result of votes and keeps order? The chair, the Speaker, the Lord Speaker, Black Rod (the Speaker in the House of Commons, the Lord Speaker in the House of Lords)
7. What do the letters PMQ stand for? Prime Minister's Questions, Particular Marked Questions, People's Main Queries (Prime Minister's Questions)
8. Every year, the Chancellor of the Exchequer, who is in charge of the country's finances, makes a special speech announcing plans for the economy. What is this known as? The Accounts, the Audit, the Budget (the Budget)

Let's make a law

Suitable for: Brownies, Guides

Aim: To introduce the stages of law-making, illustrating the work of Government, Parliament, the Courts and the Crown

How long: 30 to 45 minutes but variable depending on age, the number of activities and the amount of explanation and discussion.

Law making in the UK is a complex business involving Government, Parliament, the Courts and the Crown. We have tried to strike a balance between reflecting the complexity of the process and focussing on the essentials to reveal how Parliamentary democracy works. Please note that this is a simplified version; for a deeper understanding of the stages of passing a law, see <http://www.parliament.uk/about/how/laws/passage-bill/commons/>

Activities

Read out the description opposite. At each stage, and depending on their ability and knowledge, ask the girls what the words in bold mean and discuss. We've used a made up political party, called "Party 21" for the purposes of the story. Simplified explanations of the words in bold can be found in the glossary on page 37.



Political Parties agree their ideas they put them in a **Manifesto** which they offer at a **General Election**.

One of Party 21's **Manifesto Pledges** is that all children should receive five free books every year to encourage reading.

They win the election and form a **Government** and their leader becomes **Prime Minister**.

The Free Books **Bill** is discussed by **Members of Parliament** in the **House of Commons chamber** and in special groups called **Committees**.

The **Bill** goes to a **vote** and the government wins. This doesn't always happen!

The Bill now goes to the **House of Lords** which is made up of people from all walks of life including experts on many issues, some of them are former members of the commons.

They **scrutinise** the Bill, taking time to go through every word.

If they think there are problems with the Bill it goes back to the House of Commons for further debate and perhaps changes. In the end, if the two sides disagree, it is the House of Commons that has the final say because its members are directly elected by the people.

The Bill now becomes **law** receiving what is known as **Royal Assent** – agreement by the Monarch (The Queen or King).

'Free Books for children' is now law.

It is now up to the **courts** to uphold the law and sometimes allow challenges if it doesn't work very well.

Democracy: What is Democracy?

The United Kingdom is a democracy. Democracy means that people can have a say about how the country is run by casting their vote in elections. The word democracy comes from the Greek language because the Ancient Greeks were one of the first people to use a form of democracy: 'Dem' means people in Greek and 'Crat' means rule or ruler so the word means 'rule by the people'.

Democracy: what have you learned?

Suitable for: Rainbows, Brownies

Aim: To explore and understand the need for systems of democratic decision-making

How long: 15 mins for story and discussion, variable for further activities

This introduces the idea of democracy through a fun short story followed by discussion.

Story

Miss Crispin's classroom was in a terrible state! Just one week before she had been showing the class how to make a frothing, foaming, volcano and five groups had made five magnificent fire-mountains. Victoria's group had made the biggest which was nearly as tall as her but she was so excited that she put in too much of the special ingredients and... whoosh, up went the volcano throwing vinegar, baking soda, soil and food colouring, lots of food colouring, all over the classroom. Buzzy, Miss Crispin's Labrador dog, was visiting that day and he became very excited, rushing around the room, knocking over all the other groups' volcanoes and setting them off until the whole room was a mucky murky mixture of mess!

Oh dear!

Since then the class had been having their lessons in the hall while their classroom was cleared out and cleaned. Now they were going back to their own room for the first time and when they all arrived, Miss Crispin had a piece of news for them.

'We're going to paint the room whatever colour we want, to make it look bright and new again.'

The class were very excited by this news and they were even happier when, with a flourish, Miss Crispin pulled a sheet off a big pile of paint tins and brushes and they saw all the colours they could choose from.

'So let's decide which colours we want to paint the room. Who has an idea? Come up and have a look'.

The whole class gathered round the paint tins and looked... and looked. No one said anything until Alan piped up,

'Can we try them out Miss Crispin? You can't really make up your mind 'til you seen them on the wall can you?'

'An excellent idea Alan; yes, take a paint brush and try out a small patch. Buzzy! Stop sniffing round those paint cans. Children, I'll just take Buzzy out of the room – we don't want a repeat of the volcano incident do we?'

Miss Crispin and Buzzy left the room. All the children rushed to the paint pots and brushes and started painting the walls. You see, when Miss Crispin said, '...try out a small, patch' she was talking only to Alan but everyone thought she meant that they could all try painting the walls!

Everything was fine at first with different patches of colour here and there around the room but soon David's blue patch grew until it was next to Michelle's red, and Samina's green bumped into Jacob's yellow which started mixing up with Stefan's black. Before long the walls were covered in paint – all different colours running together and making a dark, sludgy purple-y-grey mess!

Oh dear.

Miss Crispin took a while getting back because she had to take Buzzy outside to do his business before settling him in the Head's office. When she walked back in she had to use her special voice, the one that was so quiet yet powerful that it cut through all the arguments and shouting in the classroom,

'Stop right now. I... said... stop!'

Silence.

The children looked around and saw what they had done and what a mess they had made. If anything it was worse than after the volcano explosion a week before. Their once lovely bright and fun classroom was dark, messy and sad.

Oh dear.

Miss Crispin was not one to live with 'Oh dear' for very long and straight away she thought of a way to make this terrible mess into something good. Here's what she said:

'You have made a mess and I can tell you why. You didn't work together, you didn't plan and you didn't agree first. There's enough paint left to paint the whole room nicely in one or two colours but first you have to tell me how you will decide which colours. Over to you.'

Activity

1. You might wish to stress that this is a made-up story, not a real one to reassure the girls that you wouldn't let them use dangerous things in school nor leave them alone.

Discuss the story, focussing on the end. How would your class decide together which colour to paint the room?

Accept and value all ideas, drawing out the theme of democracy which means:

- Letting everyone have their say
- Agreeing a set of rules for how to make a decision
- Accepting the final decision even if you don't get what you want



Cast your votes

Suitable for: Rainbows, Brownies, Guides, Senior Section

Aim: To explore and understand the need for systems of democratic decision-making

How long: 15 minutes, variable for further activities

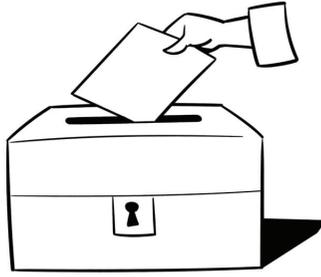
Think of an issue that matters to your group and ask them to cast their votes for or against the issue. You can use the ballot paper below and the ballot box provided in your pack for this activity. Once your group have voted, count the votes and discuss your results.

The box brings all of the discussions and activities around democracy to life. Casting an actual ballot is a moment of drama, a decision made in a physical way.

Using the box helps your unit to understand that:

- Once a ballot is cast, it cannot be un-cast
- Democratic decisions require careful consideration;
- Democracy involves people in a collective act.





Ballot paper

YES

NO





INFORM

Women in history

Key historical achievements for women

Suitable for: Brownies, Guides, The Senior Section

Aim: To inform members of key dates in history

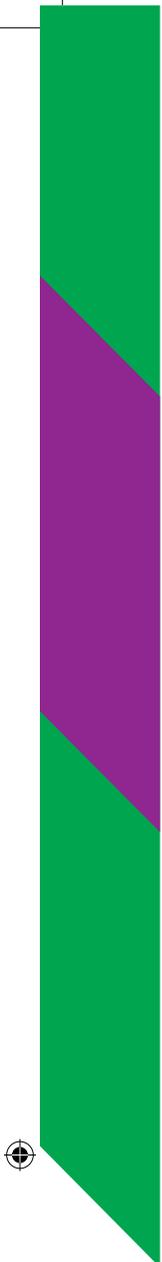
How long: 15 minutes

Activity

Divide the members into small groups. Photocopy the note cards on page 22 and 23, cut the cards along the lines and give a set of the cards to each patrol. Each group should lay the note cards out on a table or other flat surface match the date to the event. Check the answers of each group.

Answers: 1- M, 2- H, 3- J, 4- N, 5- L, 6- O, 7- C, 8- D, 9- E, 10- B, 11- A, 12- G, 13- I, 14- F, 15- K





1. 1558	2. 1813	3. 1820
4. 1858	5. 1870	6. 1901
7. 1911	8. 1918	9. 1928
10. 1932	11. 1955	12. 1979
13. 2009	14. 2014	15. 2015

<p>A.</p> <p>Rosa Parks refuses to give up her seat on a bus for a white man and starts the Montgomery Bus Boycott as part of the fight to end segregation in the United States</p>	<p>B.</p> <p>Amelia Earhart is the first woman to fly solo across the Atlantic and is awarded the Distinguished Flying Cross, an award no woman had ever won before</p>	<p>C.</p> <p>The first ever International Women's Day is celebrated</p>
<p>D.</p> <p>Women over the age of 30 are given the right to vote in the United Kingdom</p>	<p>E.</p> <p>Women compete in the Olympics for the first time</p>	<p>F.</p> <p>Malala wins the Noble Peace Prize for her work campaigning for all girls to have an education in Pakistan</p>
<p>G.</p> <p>Margaret Thatcher becomes Britain's first female Prime Minister</p>	<p>H.</p> <p>Jane Austen writes Pride and Prejudice</p>	<p>I.</p> <p>Michelle Obama becomes the first African American First Lady of the United States</p>
<p>J.</p> <p>Florence Nightingale is born, she will later change conditions in hospitals</p>	<p>K.</p> <p>Queen Elizabeth II becomes the longest serving monarch of Great Britain</p>	<p>L.</p> <p>Emily Davies and Barbara Bodichon raised funds for the first women's college at Cambridge University</p>
<p>M.</p> <p>Queen Elizabeth I becomes the Queen of England</p>	<p>N.</p> <p>Emmeline Pankhurst is born, she will later become instrumental in the campaign for women's right to vote</p>	<p>O.</p> <p>Queen Victoria I dies after reigning for 63 years, 7 months and 2 days</p>

EQUIP

Raise an issue

Writing to your MP

Suitable for: Guides, The Senior Section

Aim: To equip members with the skills and knowledge to be able to communicate with their Member of Parliament

How long: 30 to 45 minutes but variable depending on age and the amount of explanation and discussion

Activity

Explain to the group what a Member of Parliament does and how they represent the people who live in a particular area. Tell the girls who their MP is and show them a picture. Explain that one way to contact your MP is to write a letter, although there are other ways to contact them, including making an appointment at their surgery, using social media or even going to Parliament.

In smaller groups, get them to think about an issue they feel strongly about, and write to your local Member of Parliament - it could be an international, national, regional or local issue.

Make sure their letter covers what the issue is, why it is important that your MP addresses it, how you would like your MP to tackle the issue and don't forget to include your name and address so your MP will know who to reply to!

If you are unsure who your Member of Parliament is, check [Parliament.uk/mps-lords-and-offices/mps](https://www.parliament.uk/mps-lords-and-offices/mps)

Take it further!

Why not see if there is an online petition that is linked to your issue and sign it? If one doesn't exist, why not start one?

After you have received a reply, you could invite your MP to your unit meeting.

Vote with your feet

Justifying your opinions

Suitable for: Rainbows, Brownies, Guides, The Senior Section

Aim: To understand that, like politicians, girls and young women can use their voices to influence other people's opinions and make their views heard while remembering that listening is an important part of the decision-making process

How long: 45 minutes

Activity

Explain that in the House of Commons in order to vote for or against an issue, the Lord Speaker calls a 'division' by announcing "clear the lobbies". During a division, members divide into two separate areas called the "Aye" and the "No" lobbies. As they pass through the lobbies, members have their names recorded by clerks which are counted by tellers.

Create a list of issues for the members to make decisions about; the issues should have a yes or no answer. You can begin with simple questions such as "is a cat a better pet than a dog?" and move onto more involved questions such as "should the UK voting age be lowered to 16?" or "should education to degree-level be compulsory?", depending on the age group.

Label two parts of the room with 'Aye' and 'No'. On hearing a statement, girls move to one of the signs. After each statement, there could be a discussion as to why girls have a particular opinion. This is likely to provoke some interesting discussions.



Election Time Activity

Activity time: 30 mins

Age: 4+

A look at how UK elections work

Find out what it takes to get elected and learn skills that MPs need to be effective in Parliament.

Overview

Encourage girls in all sections to think about how Parliament, the government and politics affect their lives. As well as encouraging girls to have their say in the political process, this activity also helps to build confidence at presenting and public speaking. Those same skills are required by MPs in order to be effective in Parliament.

What to do

1. Get into groups of three or four. Each group will become a 'political party'. Give each party a number (for example, if you have five groups number each party from 1 to 5).
2. Ask everyone to think about what they would do if they were put in charge of running the unit. In their parties they must discuss and come up with a list of promises of things that they would do if they were in charge. These can be as serious or as fun as they want them to be. Each party must write down at least five different promises. This list of promises is what they call in Parliament a 'manifesto'.
3. The parties will have ten minutes to prepare and then they must present these promises to the other parties.
4. Each party must give a short two minute presentation to the rest of the parties, telling them their ideas and promises of what they would do if they were in charge. They must try to be persuasive and memorable because everyone will vote afterwards on which party they want in charge.
5. When each party has given their presentation it's time to vote. Give each person a ballot paper and explain that it is a secret ballot, meaning that they cannot discuss their vote with anyone – even their party.
6. Each person should put an 'x' next to the party that she wants to vote for. Voting for your own party is not allowed. To make sure no one cheats the ballot papers could be printed on different coloured paper for each group to tell them apart.
7. Each person folds up her ballot paper and drops it into the ballot box.
8. When everyone has voted count the votes and declare the winner.
9. Ask why people voted for that party? Was it the presentation style or the list of promises that made them choose that party? Why do they think it is important to have a secret ballot?

Try it this way

To shorten the activity, you could do a 'hands up' vote at the end. Ask the girls to all close their eyes so that it is a secret vote and to raise their hand when they hear the number of the party they want to vote for. Alternatively, put the numbers of each party in different corners of the room and ask the girls to go and stand next to the number of the party they want to vote for.

Take it further

This activity is taken from Girls Matter: Hear our voice. This resource has fun activities to develop how girls of all ages understand democracy and the part they play in the UK's decision-making processes. Get Girls Matter: Hear our voice resource from the Girlguiding online shop here:
<https://www.girlguidingshop.co.uk/6051-girls-hear-our-voice.aspx>

INSPIRE

Hot air balloon game

Discussing inspiring women

Suitable for: Brownies, Guides and The Senior Section

Aim: To speak passionately and persuasively

How long: 30 minutes

Activity

Each patrol or small group nominates a spokesperson. She chooses a woman who inspires her, or is randomly allocated a character (see below).

Participants are informed that the women they have chosen are on a hot air balloon trip together but that the hot air balloon has malfunctioned and is going to crash! A rescue team is on its way but can only rescue one woman from the hot air balloon at a time.

Each spokesperson has 30 seconds to speak about why their inspiring woman / character should be rescued. Once each person has spoken, the girls should vote for the woman they think most deserving to be rescued by placing slips of paper in the ballot box. The speaking and voting should continue until all the women have been rescued.

Suggested characters:

Scientist - You have the knowledge to invent cures to most known illnesses

Teacher - You are an excellent teacher and can teach anything to any student

Grandmother - You are a loving grandmother of 15 grandchildren

Comedian - You are really funny and have kept up spirits in the balloon

Highly successful businesswoman - You have a HUGE amount of money in your bank account

Doctor - You can treat most ailments, or know who to refer people to if you cannot treat them

Inventor - You are a very successful inventor who has developed life-changing inventions.

Member of Parliament - You represent the views of your community in Parliament and sit on many committees.

A nun - You are a woman of faith who has taken a vow of poverty, meaning that you don't have any possessions. You have a good heart and love people unconditionally.

Environmentalist - You are passionate about saving the planet, reducing carbon emissions, breathing clean air and saving animals which are becoming extinct.

Vote 100

2018 marks 100 years since Parliament passed a law which allowed the first women, and all men, to vote for the first time. To celebrate this milestone we've created some activities to help you and your group mark the occasion.



Vote 100: Key 2018 anniversaries

Suitable for: Rainbows, Brownies, Guides, Senior Section

Aim: To celebrate Votes for Women

How long: Variable depending on extent

Here are some important dates and laws for women's equality in Parliament. Have a look at them with your group and discuss. Visit our website for more information on these events in history. (www.parliament.uk/get-involved/vote-100/what-is-vote-100)

1918

Representation of the People Act (100 years) - All men over 21 and some women over 30 were granted the vote for the first time.

Parliament (Qualification of Women) Act (100 years) - Gave women over 21 the right to stand for election as an MP.

General Election 14 December 1918 (100 years) - Women over 30 (and all men over 21) vote in a General Election for the first time.

1928

Representation of the People (Equal Franchise) Act (90 years) - Gave women electoral equality with men.

1958

Life Peerages Act (60 years) - Female and male life peers could be members of the Lords.

Vote 100

Vote 100: Who were the Suffragettes and the Suffragists?

Suffragettes

Suffragettes were members of women's organisations led by Emmeline Pankhurst in the late-19th and early-20th centuries which advocated the extension of the "franchise", or the right to vote in public elections, to women.

It particularly refers to militants in the United Kingdom such as members of the Women's Social and Political Union (WSPU).

Suffragists

Suffragist groups existed all over the country and under many different names but their aim was the same: to achieve the right to vote for women, but through constitutional, peaceful means rather than militant activity. There were regional groups, especially in urban centres like Manchester, which held public meetings and petitioned at local level. At national level, key individuals included Millicent Fawcett and Lydia Becker.

Male militants

Some men actively played a part in militant suffragette activity. One man who played a leading role was Frederick Pethick-Lawrence, joint editor of the publication 'Votes for Women' with his wife Emmeline. Frederick Pethick-Lawrence was imprisoned, went on hunger-strike and was forcibly fed on many occasions. He was an MP between 1923 and 1931, and remained influential in Parliament as an elder statesman in the House of Lords later in life.

The Men's League for Women's Suffrage

The Men's League for Women's Suffrage had no political party affiliation, was non-militant in its methods, but supported both the Women Social & Political Union and Women's Freedom League. The MLWS concentrated on "propagandist work". Charles Mansell-Moullin was one of the most active of the members.



Votes for Women colouring sheet



Vote 100

Vote 100: Celebratory feasting!

Suitable for: Rainbows, Brownies

Aim: To celebrate Votes for Women through food

How long: Variable depending on extent.

You will need some plain biscuits (which the girls can make, or use shop-bought) and icing in the Suffragette colours of Purple, White and Green.

At its simplest, children can decorate biscuits with the three colours, arranging them together around a slogan such as Deeds not Words, Votes for Women, or words of their own devising.

Options:

- Arrange small biscuits to spell out the slogan
- The slogan can be written, painted, baked in a cake or biscuit or it could be moulded in clay
- Each biscuit can include all three colours or one colour to each one
- The biscuits could be arranged to form a structure with larger biscuits on the bottom and smaller towards the top
- Children can write explanatory text about Votes for Women and their colours to accompany the biscuit display
- Eating the biscuits can be the culmination of the pageant!

Coloured cake

An alternative to biscuits is to make tricolour cakes in purple, white and green using food colouring and/or different colour peel or glaze cherries for decoration.

Make a healthier feast:

A fruit salad of banana, kiwi and purple grapes

Vote 100: Campaigning

Suitable for: Rainbows, Brownies, Guides

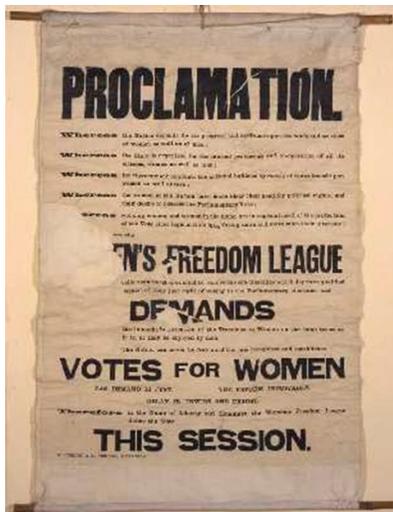
Aim: To focus on the importance of The 1918 Representation of People Act and the events leading up to it.

How long: 30 minutes or more

- Explain that this year marks 100 years since the first women were able to vote in UK Parliamentary elections. Ask the girls why they think it is important to remember and celebrate this.
- Supporters of votes for women used posters to help get their message across. Show some of these which can be found at <http://www.bbc.co.uk/news/in-pictures-42875095>
- Working in groups or solo, children create their own Votes for Women posters focussing on the message of fairness.
- They should include a bold headline 'Votes for Women', a message of their own devising which makes it clear that it is unfair to deny women the vote and a striking image that will draw attention to their poster.

Extension

- Point out that only some women were given the vote in 1918 – those over 30 years old who owned property or were married to property owners. Many ordinary working women did not get the vote until ten years later. Another focus for posters could be 'Working women demand the vote'.
- The 'Suffragette colours' were purple, white and green. Purple was said to represent royalty and so demonstrated loyalty to the Crown, white was for inner purity, and green represented spring and therefore hope. Encourage the group to incorporate these into their designs.



Parliamentary Archives, HC/SAS/3/1

Quick tip: For all of these activities you can also use red, white and green to represent the other campaigning organisations that also fought for women's suffrage. The National Union of Women's Suffrage Societies (NUWSS) used these colours which were different from the green, white and purple of the suffragette WSPU.

Vote 100: Your Story Our History

Suitable for: The Senior Section

Aim: To explore how Parliament impacts the lives women today

How long: Variable depending on extent

The Your Story Our History film series explores the personal stories of women and how Parliament's laws affect us all in different ways.

Tobi Oredein, 28, is a journalist from London, she shares her first voting experience and looks at the impact of women's franchise on women from all walks of life.

Watch Tobi's Story on her right to vote and the impact this has on women of all backgrounds and discuss how Parliament affects all women today.



You can find Tobi's on our YouTube channel: www.youtube.com/UKParliament

Glossary

Bill: A detailed proposal for a new law or to change an existing law.

Courts: Part of the legal system that determines guilt or innocence if someone is accused of breaking the law.

Debate: A formal discussion with rules, followed by a vote – in the Commons this is known as a Division because the MPs divide into different rooms to show whether they agree or disagree with the motion.

General Election: When everyone over the age of 18 in the UK can vote to elect people to Parliament.

Government: Also known as The Executive, it is chosen by the Prime Minister to plan laws, make important decisions and lead the country.

House of Commons chamber: The place in the Houses of Parliament where all MPs can meet to debate and vote

House of Commons: The part of the Parliament building in Westminster where Members of Parliament meet and debate. It also means the Members of Parliament, not just the building they meet in.

House of Lords: The second chamber made up of former MPs and others who have particular experience and expertise. Its job is to examine laws sent by the Commons, suggesting changes and pointing out any errors. They have their own Select Committees.

Law: A rule that must be obeyed, supported by the courts.

Manifesto: A document that says what the party would do if elected.

Member of Parliament: Someone elected to the House of Commons.

Ministers: Chosen by the Prime Minister, they have responsibility for specific areas of government business such as Health, Education, Defence, Environment and the Economy.

Peers: Someone who is a member of the House of Lords.

Political Parties: groups of people with shared ideas and beliefs who come together to become involved in how the country is run.

Prime Minister: The leader of the country, chosen by the majority party; usually, the leader of that party.

Public Bill Committee: Small group of MPs who examine and discuss Bills. They report their findings to Parliament.

Royal Assent: When the Monarch (Queen or King) accepts the Bill on behalf of the whole country and it becomes law.

Scrutinise: This means to carefully examine something such as a document or Bill.

Select Committee: Small group of MPs who examine and discuss the work of a government department. They report their findings to Parliament.

Useful links

A wealth of age specific learning resources and activities can be found at:

UK Parliament's Education service

www.parliament.uk/education

Scottish Parliament's Visit and Learn site

www.parliament.scot/visitandlearn/15397.aspx

National Assembly for Wales resources

www.assembly.wales/en/gethome/education/resources/Pages/resources.aspx

Northern Ireland assembly schools resources

<http://education.niassembly.gov.uk/teachers>

Vote 100

www.parliament.uk/get-involved/vote-100/

Beyond the Ballot: Women's Rights and Suffrage from 1866 to Today

www.futurelearn.com/courses/womens-rights

Your Story, Our History Series

www.youtube.com/playlist?list=PLj3mInRJqlen_NBj2p3DYDy3qrBK4qQHi

EqualiTeas

www.equaliteas.org.uk

www.parliament.uk/education/teaching-resources-lesson-plans?page=1&cat=votes-for-women

Single issue resources

www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/overview/deedsnotwords/

www.parliament.uk/education/teaching-resources-lesson-plans/votes-for-women-part1/

Who got the vote in 1918?

www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/overview/thevote/

Suffragette law-breaking:

www.parliament.uk/education/teaching-resources-lesson-plans/votes-for-women-part1/

For more useful links and resources visit the resources page on the UK Parliament Week website:

www.ukparliamentweek.org/resources

How to take part and claim your badges!

Now that you and your group have taken part in UK Parliament Week, here's how to claim your woven badges and certificates.

STEP 1

If you haven't already, make sure you **register** your event on the UK Parliament Week website (www.ukparliamentweek.org)

STEP 2

Make use of this booklet and your free resources in your **UK Parliament Week Kit**.

STEP 3

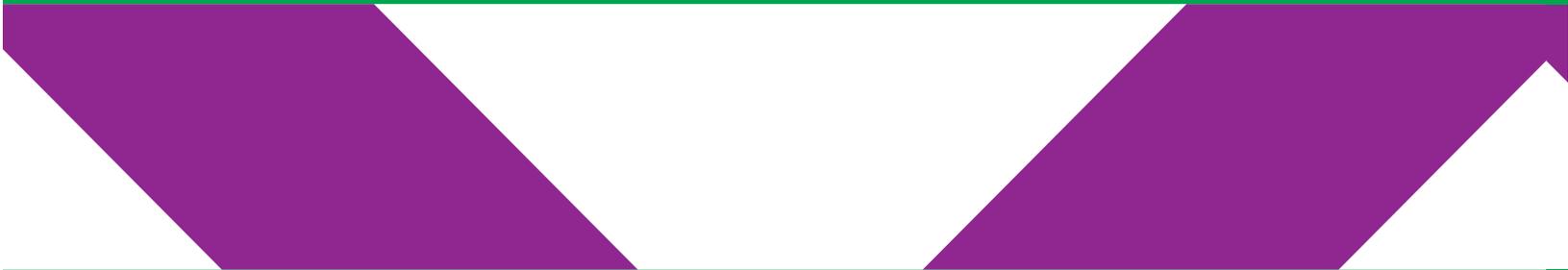
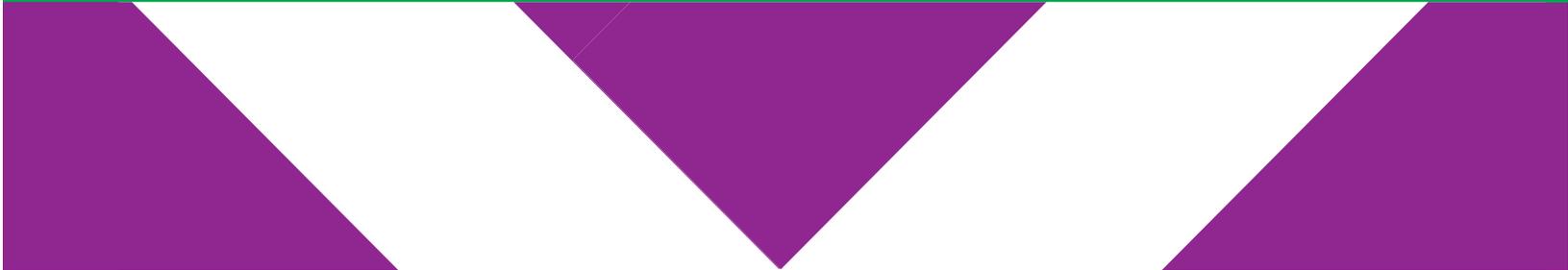
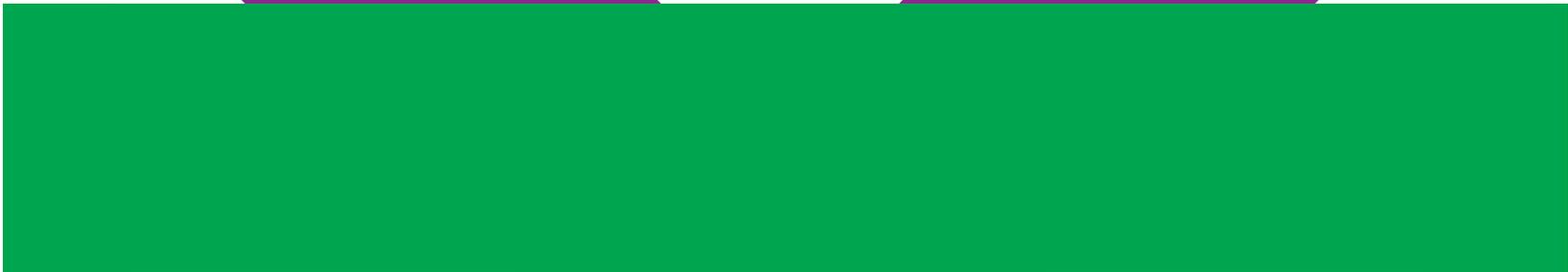
Fill in our online **feedback** form, where you can request your badges. Keep this link handy, ready for when it goes live at the beginning of UK Parliament Week (<https://www.smartsurvey.co.uk/s/UKPW18/>).



Version B

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