

Politics and Youth

Topic

Politics and Youth

Aims

- To develop reading and speaking skills
- To revise vocabulary related to politics

Age group

Teens

Level

B1 +

Time

60-90 minutes

Materials

- Politics and Youth student worksheet
- Extra resources: <http://www.ukyouthparliament.org.uk/>
- <http://www.byc.org.uk/>
- <https://en.wyparliament.org/>

Introduction

This lesson gives students the opportunity to find out about the political system in the UK and to discuss the attitude of many young people towards politics.

Procedure

1. Task 1: Political people and places (5 minutes)

- This is a simple matching task to introduce the topic. If you want to make the task more challenging, add more items. You could also mention that, as in many countries, the political outlook in the UK is changing, especially since the UK is leaving the EU.

	<p><i>Answers: 1 – The Prime Minister, 2 – The Queen, 3 – Hung Parliament, 4 Members of Parliament, 5 – The Houses of Parliament, 6 – Westminster, 7- The Conservative Party, 8 – The Labour Party, 9 – Downing Street</i></p> <p><i>TIP:</i> For higher levels or for students that already have some knowledge of the political system in the UK, extend the task using information from these sites:</p> <p>http://www.parliament.uk/education/ – a site for young people about the Parliament http://en.wikipedia.org/wiki/UK_politics – UK political system explained.</p>
2. Task 2: Find someone who... (10 -15 minutes)	<ul style="list-style-type: none"> • Copy task 2 for each student or put it on the board for students to copy into a notebook. Ask students to add two more statements of their own in the blank spaces at the bottom of the chart before they begin. Then get everyone standing up and moving around the class to ask each other the questions. • Make sure students know they can't write the same person for more than one question and that the extra information is important. • Set a time limit, or wait to see that most students have finished. Then ask for feedback. While students are mingling, monitor, and make a note of any errors / good language for a brief feedback session at the end.
3. Task 3: Politics – sentence completion (10-15 minutes)	<ul style="list-style-type: none"> • This task leaves students completely free to express their own opinions. If you are working with young learners, think carefully about whether or not your students are mature enough to be able to do this before you offer them this task. With teenagers there is a certain element of risk involved in a completely open ended task like this. Give students time to think about their answers first. • To save photocopies and to make the task more challenging, dictate the sentences to your students. Alternatively, give each student a copy of Task 3 from the worksheet. • Put students into pairs to discuss their answers. Depending on your group, you could then put them into groups of 4 to compare their opinions in larger group.
4. Task 4: Reading. Politics and Youth (15 minutes)	<ul style="list-style-type: none"> • Give each pair or group of students a copy of the reading text on worksheet D. They should read the text and put the headings in the right place. Worksheet E offers some follow-up discussion questions from the text. • <i>Answers: 1 – C, 2 – A, 3 – D , 4 – B</i> <p><i>Tip: The vocabulary in the text could be a little tricky so be sure to pre-teach the words you think your students won't know. If you don't pre-teach the challenging vocabulary, encourage students to guess the meaning of unknown words from the context – this is an important skill</i></p>

	<i>for language learners.</i>
5. Task 5: Politics and Youth – Discussion (10-15 minutes)	<ul style="list-style-type: none"> This activity of discussion questions would follow on nicely from the reading task on worksheet D. Students could discuss them in small groups or you could have a whole class discussion. Be prepared to feed-in new language as and when your students need it. Either give out copies of Task 5 to each group or introduce the questions in turn and use for a group discussion.
6. Task 6: Vote for us! (15-30 minutes)	<ul style="list-style-type: none"> This is a fun task that could lead on to becoming a mini project. Put students into groups or ‘parties’. They will have to think of a name for their new political party and to think up five policies that they will use to try and win the election. Encourage students to think of which political issues are most important for them, if necessary, help with suggestions: The environment, Health, Education, Crime, Taxes, Equality etc. When all groups have finished, give them each two minutes to try and persuade the other groups to vote for them. Then hold a class election. If you have time to prepare it, make ballot papers and use a shoebox so students can have a secret vote. Then count up the votes and let the winners celebrate.

Contributed by

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