Who's got the power?
Lesson plan

Topic: Democracy and dictatorship
Level: B1
Time: 90 minutes

Aims
• To give practice of use of will for promises and the second conditional.
• To develop students’ ability to discuss voting preferences.
• To develop students’ vocabulary around the democratic process.

Lesson overview
This lesson is about democracy and the balance of power in different settings. Students will develop their listening skills by watching and listening to a humorous video about democracy in the UK. The lesson will provide opportunities for students to express their own views and will finish with a discussion on bringing democracy into the classroom.

Preparation
As well as one copy of the student worksheets per student, you’ll need to print one copy of Resource A and Resource B for each pair (these will be used in task 1), cut Resource B into 10 vocab cards and fold along the dotted line. You’ll also need enough copies of Resource C for each small group in the class to have one of the sheets, e.g. ‘The Freedom Party’.

Set up the video to begin: http://www.parliament.uk/education/teaching-resources-lesson-plans/democracy-parliament-and-government-video/you-decide-video/ (0:00 to 4:13)

Procedure

Warmer (10 mins )
• Ask students what class rules we have and who made them. Write ideas on the board represented by a tick for each rule in a table – Organisation/School/College/Principal(as appropriate); Class Teacher; Students.
• Take feedback on balance of power and elicit brief discussion on if this is fair.
Task 1 – Vocabulary: Democracy or dictatorship? (10 mins)

- Distribute Resource A (Venn diagram) ask the students whether the classroom fits into system of ‘democracy’ or its opposite ‘dictatorship’.
- Elicit examples of current/recent dictatorships and democracies to aid concept check.
- Give students the cut-up vocab cards (Resource B) with definitions folded/stuck behind and ask them in pairs to place on Venn Diagram.
- Elicit sentences using new vocab.

Task 2 – Video task (10 mins)

- Show students the picture of Danny. Ask the students their impression of him as a leader. (Danny is dressed in a military uniform so some students may see this as positive strength, or for others as negative dictatorial style).
- Tell the students to watch the introduction to ‘Democracy? You decide’ and see if they think he prefers democracy or dictatorship.
- Ask the students if they heard any of the words from task 1.

Task 3 – Speaking: Election promises game (20 mins)

- Tell the students that Danny made five promises at the beginning. Ask them in pairs if they can remember these.
- Take feedback on promises and write on the board what students have remembered, highlighting use of will e.g. I will be a kind and fair dictator/ I will make old people happy/ I will create nine day weekends/ I will give Norfolk to the French/ I will ban everythin.
- Watch again to 1.28 and check.
- Divide the class into small groups. Tell each group they are going to be a new political party trying to get into government. Write the names of these fictional political parties on the board: The Freedom Party; The Party Party; The Justice Party; The Earth Party; The Cash Party
- Explain that you will give them some information on their party but they need to think of some election promises to make to the rest of the class.
- Hand out party cards one per group (Resource C)
- Students work in groups to write five election promises using will, then present in turn to the class. Instruct the class to listen and take notes.

Task 4 – Grammar presentation (15 mins)

- Ask the students, to imagine who they would vote for. Model the example ‘I would vote for the Freedom Party’ and drill.
- Divide the students into pairs to ask and answer the question – ‘Who would you vote for and why?’
- Take feedback and count votes. Ask ‘If we had our election, who would win?’
Task 5 – Written practice: *What would happen if.....?* (15 mins)

- Point out the stills from the video on the worksheet. Ask the students: *if these people got their laws passed, what would happen?*
- Get the students to complete written practice on 2nd conditional worksheet

Cooler (10 mins)

- Ask the students to think back to the classroom rules (Warmer), and think of what they would do if they had power to change their class rules.
- Promote discussion on if the question: *Is the classroom the place for democracy?*