

Rock Enrol!® resource pack



Cabinet Office

This Rock Enrol!® resource pack includes sessions aimed at young people aged 16 and over which bring to life why young people should register to vote.

Welcome to Rock Enrol![®]

A growing movement to get the voices of young people heard.

Although young people can apply to register to vote when they are over 16, only around half do so. Why is that? Many are passionate about the issues that affect them but they are unaware of their own power.

This resource will support you to introduce the topics of registering and voting with your class, youth organisation or peer group.

The games and materials in this resource are aimed at inspiring young people to discuss and debate what they care about whilst considering why they should register to vote.

Rock Enrol[®] contains four sessions, each approximately 45 minutes long and containing 2-3 activities. You can run some or all the sessions although we suggest you run session 1 as a minimum. The sessions provide opportunities for young people to:

- Discuss the question “why vote?”
- Understand the significance of being registered to vote and how to register to vote
- Understand the importance of disagreement in a democracy and respect for different views and values.
- Discuss what voting means to them personally
- Understand how the election process works
- Take part in discussions about controversial issues in society
- Discuss the concept of power and how it should be used
- Explore the topic of government spending.

FLEXIBILITY

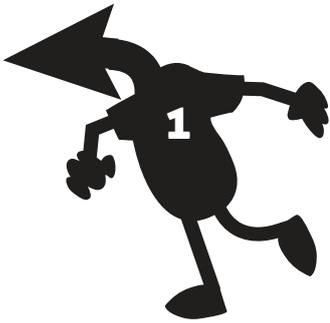
Our plans are a guide for you to adapt for your group.

Remember!

We recommend that you provide the opportunity to register to vote at the end of sessions 1 and 4. You can register to vote online at bit.ly/rock-enrol



Rock Enrol!® Sessions



Session 1

Vote with your feet

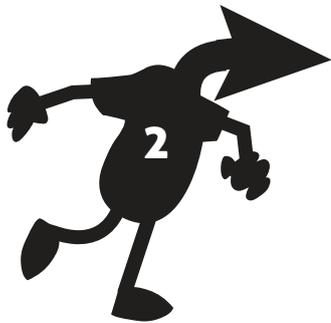
(15 minutes) Get young people expressing opinions on issues that matter to them. Introduce voter registration. Show the “What matters to you?” clip on page 18 to enhance this activity.

Why vote?

(20 minutes) Explore with your group why it’s important for young people to cast their vote at election time.

Summary and invitation to register

(10 minutes) Summarise the session and invite the group to register to vote. Remind your group ahead of the session they will need their National Insurance numbers!



Session 2

Critical issues and hot potatoes

(45 minutes) Challenge your group to discuss and debate hot topics and get them thinking about what they believe in and why.



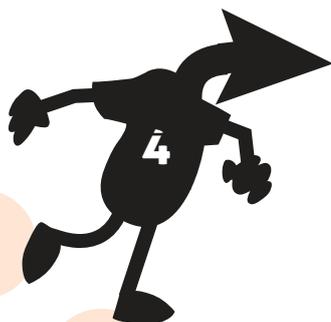
Session 3

Show me the money

(20 minutes) Working in small groups, challenge everyone to spend the country’s budget on what they think is important. Show the “What does government do?” clip on page 18 to enhance this activity.

The power game

(25 minutes) Give young people power and see what they do with it!



Session 4

At the ballot box

(10 minutes) Get your group prepared for voting in a real election by going through the whole process step by step.

Invitation to register

(10 minutes) Another opportunity for your group to register to vote. Remind them ahead of the session they will need their National Insurance numbers! Show the “Why register to vote?” clip on page 18 to enhance this activity.

Enhance your sessions by using the Rock Enrol!® clips on page 18.



Session 1

Vote with your feet

15 minutes

This activity introduces voter registration and is a good warm-up exercise.

People vote with their feet in response to two statements. Part way through half the group is taken out to illustrate what happens when people do not register to vote.

Aims

To show that in order to vote, you need to be on the electoral register.

To practise debating and persuasion skills and introduce 'everyday' issues.



You will need

- Stickers for half the class or group
- Floor space
- Two statements – examples below.

How to

1-2-3

1. Introduce the game

Explain to the group that they will be asked their opinion about several statements.

EXAMPLE STATEMENTS

Violent video games should be banned.

The legal age for drinking alcohol should be raised to 21.

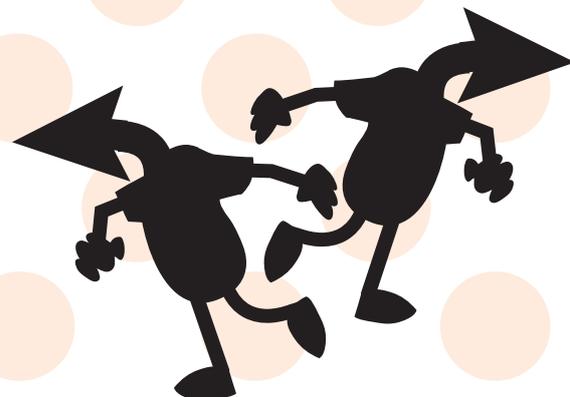
The death penalty should be reintroduced.

Remember you can replace any of these statements with your own.

You can either use the example statements above or your own. The group should 'vote with their feet' by moving to one side of the room if they agree and to the opposite if they disagree. Those who do not know should stay in the centre of the room.

2. Ask for opinions

Once people have taken their places, ask them for their reasons. Invite them to swap sides if they feel persuaded by an argument. 'There is no wrong answer!'



Vote with your feet *continued*



3. Using another statement, ask for opinions again and distribute stickers

As you ask for opinions about this statement, give stickers at random to half of the class. Do not explain at this stage what the stickers mean. Ask people to move to their chosen position. Ask people why they have chosen their position.



4. Stop! Ask all those without stickers to step aside

Explain that people without a sticker represent the proportion of young people who are not on the register and therefore cannot vote.

PROMPTS

Would this have changed the outcome?
(if half of the people hadn't voted)

How does it feel not to be able to express your opinion?

Do you think the minority should make decisions?

5. Conclude the game

Half of young people are registered to vote, so they can have a say, but half are not so cannot have a say. When you are on the register you can vote and, therefore, have a voice.

The electoral register is the list of people who can vote. You have to register to be on it. You can apply to be on the register when you are over 16 so that you can vote as soon as you turn 18.*

* In Scotland, 16 and 17 year olds can vote in Scottish Parliamentary and local government elections.



TOP TIPS:

Make the statements easy to understand and controversial.

Local issues are a good way to draw out opinion (e.g. local transport, crime, recent news announcements).



Why vote?

20 minutes

This activity encourages the group to think about why young people should vote.

Aim:

To help build an understanding of the reasons why it is beneficial to vote.



You will need:

- Blank sheets of flipchart paper
- Marker pens and sticky tac.

1-2-3

How to:

1. Introduction

Tell the group that you will be exploring why people vote. Ask the group if anyone has voted before in any local, national or European elections. (If the group are all too young, skip this. Ask the group for a show of hands for how many intend to vote in future elections.



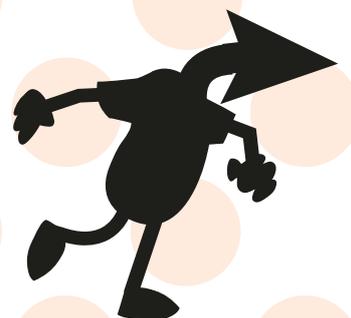
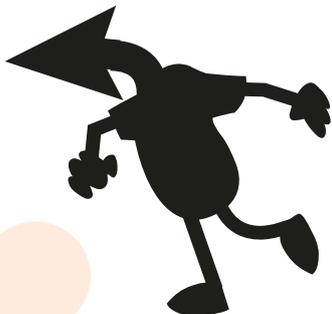
2. Ask for opinions

Ask the group to call out some reasons why they think people vote and note these down on flipchart. Ask them why they think so few young people vote and also jot these down on flipchart.

3. Split the group

Split the group into two or more smaller groups. Now ask them to think of all the good reasons for young people to vote in elections. Ask the groups to discuss their ideas and write them down on a piece of flipchart.

Bring the groups together and display their pieces of flipchart on the wall. Ask one or two volunteers from each group to come and present back to the whole group, summarising what they discussed.



Invitation to register to vote

15 minutes

An opportunity for individuals to register to vote.

Invite participants with their National Insurance numbers to apply to register to vote.

Explain to the group that anyone can apply to register to vote once they are over 16. Even though they cannot vote until they turn 18 their influence begins as soon as they join the register!

You can use the 'why register?' section on page 19 to support your discussion or to share with others. You can also use page 19 to explain what you can vote for.



How to Register

1. ONLINE via bit.ly/rock-enrol using a computer, tablet or smart phone. It takes as little as 5 minutes!
2. BY POST using blank registration forms. These can either be printed from the internet or you can contact your local Electoral Registration Office. Find their contact details and forms on www.aboutmyvote.co.uk or www.eoni.org.uk if you are in Northern Ireland. Collect the forms and send them to the relevant local council straightaway (remember – participants might be from different areas and their forms will need to be sent back to the correct office).

IF YOU SIGN UP TO THE ELECTORAL REGISTER YOU SHOW THE POLITICIANS THAT YOU ARE A VOTE WORTH WINNING.

Session 2

Critical issues and hot potatoes

45 minutes

This activity helps young people identify and discuss the key issues in society that they think people are most passionate about.

Aims:

To encourage discussion about difficult issues and challenges in society in a mature and considered way.

To highlight to young people that democracy means lots of different opinions are tolerated, whether we agree with those opinions or not.

Resources:

- Flipchart/Whiteboard
- Marker pens
- Sticky notes and pens



How to:

1-2-3

1. Critical issues

As a warm up to the main 'hot potatoes' exercise, ask for people to call out what they think are the issues in society that get people most excited, worked up and angry. List them on the flipchart/whiteboard.

PROMPTS:

Ask them what issues they hear other people talking about at home, in the street or at school/college.

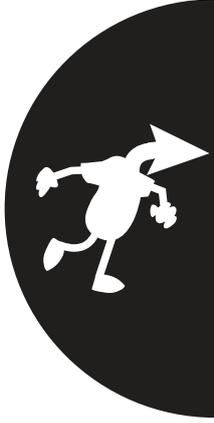
Ask them what they read or see on social media and what issues they think young people really care about.

Include some of the following issues if they are not raised: education, youth employment, immigration, tax, crime, welfare and drugs.

RESPECT!

Before getting started, ask the group to think about how they can talk about difficult issues without using offensive language, statements or stereotypes. Try to come to an agreement that everyone is happy with and remind them of this agreement if the conversation starts to take a disrespectful tone.

Critical issues and hot potatoes (continued)



2. Give everyone some sticky notes and a pen.

Explain that in 'hot potatoes' everyone is going to choose something they want to discuss in the group. They are each to choose up to three of the issues written up on the flipchart. For each issue, they write the title of the issue and then an 'I believe...' or 'I don't believe...' statement related to the issue. Ask the group to stick all their sticky notes onto a blank piece of flipchart.

ALTERNATIVE IDEA

Make this a debating exercise. Ask someone to argue in favour of the statement and someone to argue against it. Give a limited time to speak and then a vote can be taken.



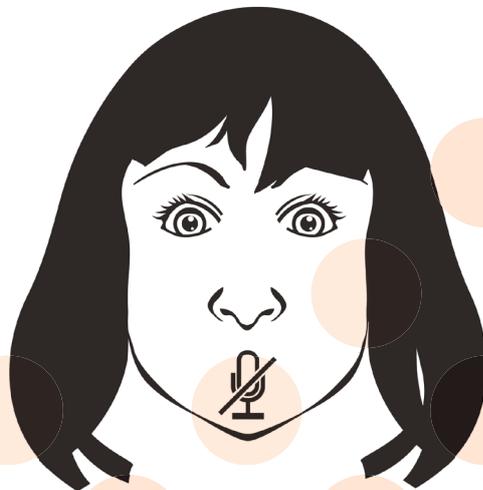
3. Split everyone into 3 or 4 smaller groups

Each group should come up and pick one or two 'hot potatoes' they want the whole group to discuss either because they agree or disagree with the statement or simply find it interesting. Ask each group to read out their statement and say why they chose it and then invite everyone else to comment. Give each topic about five minutes and close each discussion by briefly summarising the key points raised.



4. Conclude

Ask the group to feedback on what it was like to take part in the discussions and have the freedom to express themselves. Remind them that democracy means a lot of different opinions are tolerated, whether we agree with those opinions or not.



Session 3

Show me the money

20 minutes

Played in small groups: young people decide how the Government should spend (and save) its money.

Aims

To encourage young people to develop and voice opinions on issues that matter to them.

To encourage teamwork and negotiation skills as students prioritise public spending.

To prompt young people to consider who makes these decisions and how they can influence them, bringing it back to voter registration.



You will need

- Worksheet (see page 11) and pens for each group.

1-2-3

How to

1. Divide the class into groups of 4 or 5

Hand out one worksheet per group.



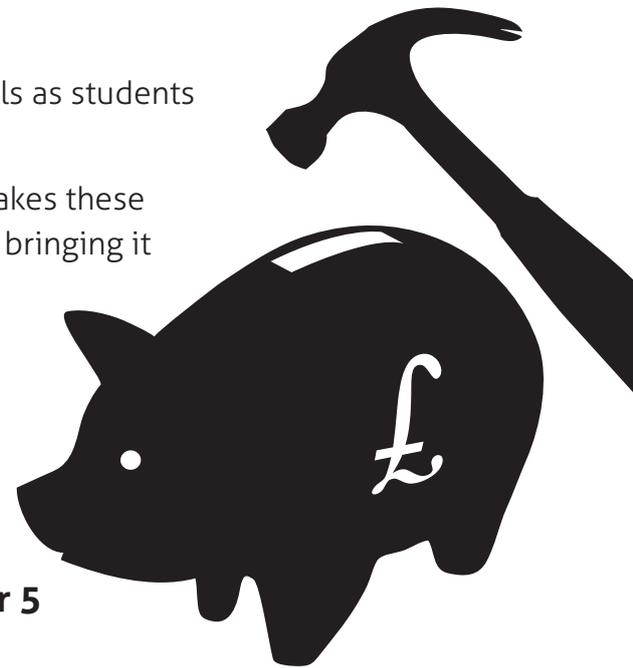
2. Introduce the game and Round 1 (7-9 minutes)

Each group is in charge of dividing up the country's budget.

Each group has five minutes to divide £100 across the categories listed on the worksheet. They are: police and security; culture and sport; defence; environment; education; health; international aid and welfare and benefits.

They can spend the money as they wish but they must spend it all.

Move between the groups to discuss how money is being distributed.



Show me the money (continued)



3. Round 2: Economic crisis (7-8 minutes)

The country is in economic crisis. Groups now have three minutes to remove £30 from their first budget. Where will you make changes?

PROMPTS

If you change funding to education or sport and culture, what effect will that have e.g. on the economy or on health?

If money is not given to international aid what impact could that have?

If you make changes in one area e.g. health, what effect will that have on another area e.g. on welfare and benefits?

Does anyone want to remove funding something completely – why?

4. Concluding the game (5-6 minutes)



Get feedback from groups and compare decisions made by different teams.

PROMPTS

What caused the most debate in your groups?

Who actually makes these decisions in real life?

How can you influence what decisions are made? (If people do not mention voting, ask if voting is a way to do so.)

Extension

If you have time you can try the activity below.

If you had around £1 billion how would you spend it?

Ask the group which one of the following they would choose and why:

- Keep 30,000 criminals in prison
- Provide free school meals to an additional 2.5m children (for a year)
- Pay a year's salary for around 43,700 newly qualified teachers
- Raise the state pension by £1.50 per week.



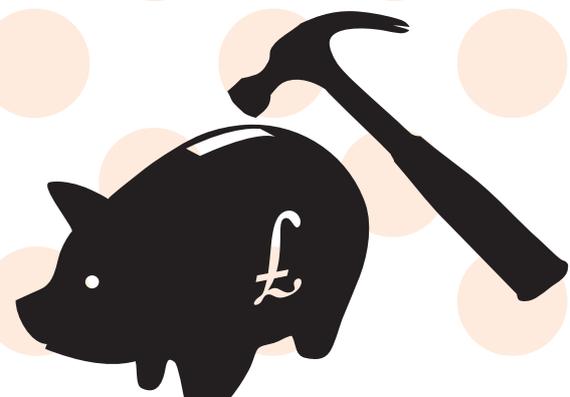
Show me the money: handout

How will you spend the Government's budget

Round 1
(7-9 minutes)

Round 2
(7-8 minutes)

Police and Security – includes police, work to stop people committing crime again, prisons, counter terrorism and drugs control.		
Culture and Sport – includes funding for people to play sport, for museums and art galleries and tourism.		
Defence – includes the armed forces (army, navy and the RAF) and military equipment.		
Environment – includes flood prevention, animal welfare, pollution and climate change.		
Education – includes teachers and schools, colleges (including training on vocational skills) and universities.		
Health – includes doctors, nurses, hospitals, medicines and social care.		
International Aid – includes assistance for people overseas who do not have the food, shelter, education and health care they need and to help development.		
Welfare and Benefits – includes pensions for older people, support for people looking for work, for people with disabilities, carers and for families on low incomes.		
Total	£100	?



The power game

25 minutes

Give young people power and see what they do with it!

Aims:

To prompt young people to consider what power is and the variety of ways in which it can be used.

To encourage young people to think about the power they have in a democracy by registering to vote.



Resources:

A small piece of card or paper with the word 'POWER' written on it – one for each group.

1-2-3

How to:

1. Divide the group into smaller groups

Give each smaller group one piece of paper with 'POWER' written on it and tell them they have 15 minutes to decide what to do with it. Let them know there are no rules as to what they can and can't do with it, that they can interact with each other and other groups and they must keep going until the time is up.

Give no further explanations, sit down and observe what they do and don't do with their power.

2. Discussion

After 15 minutes is up, bring everyone back together and discuss what happened in each group.

PROMPTS:

Did anyone steal power? Why? Why not?

Did anyone share power? What was this like?

Who ended up being the 'most' powerful and why?

Ask other questions based on what you observed the groups doing. Make the point that each of them has the power to add their voice to our democratic society by registering to vote.

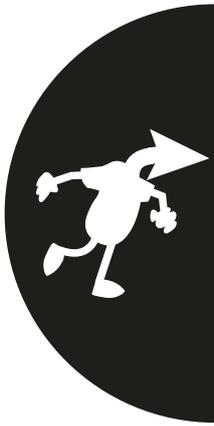


Session 4

Speed voting

25 minutes

In this activity, young people get to implement any law they want.



Aims:

To demonstrate to young people how laws are made.

To highlight to young people that they have opportunities to shape how laws are made.



Resources:

- Coloured paper/card and pens

How to:

1-2-3

1. Pair everyone up

Give each pair two pieces of paper and a pen.

Explain that they will be the UK Prime

Minister for one day only and will be able to make

two new laws. The first law must be something that

they think will improve society for everyone and the

second law can be anything they like e.g. National Wear Your

Socks on Your Hands Day.

Give them 3 minutes to decide what their new laws are and to write each of them down on separate pieces of paper.



2. Vote for a sensible law

Going round each pair in turn, ask them to read out their

sensible law and encourage the group to ask each pair

questions. Explain the first round of voting is to draw up a

shortlist and each law will need 50% of the group vote to go to the next round. Vote on each law in turn.

Tell everyone they now have one vote only and ask each person in

turn to state which law they want, tallying the votes. The law with

the most votes wins – if there is a tie for first place remove the

other laws and vote between the tied laws to decide a winner.

Ask the group how they would feel about living under this new law in real life.

Democracy in action

If you have time, go onto the Government's e-petition site www.gov.uk/petition-government to show current petition examples.

Speed voting *(continued)*



3. Vote for a silly law

Ask everyone to read out their silly laws. If there is time in the session, repeat the voting exercise for the silly laws.



4. Conclude

Explain that in reality there is a whole process of discussion and consultation involved before a new law is passed. Explain that we can all have an impact on creating and changing laws. Use the Government's e-petitions site as an example if you have time.

HOW LAWS ARE MADE

Why not go to www.parliament.uk/education/about-your-parliament/how-laws-are-made/ to find out more.

At the ballot box

10 minutes

This activity goes through the voting process in a real election.

Aim:

To demystify the voting process and make sure the group knows what to expect at their first election.



You will need:

- Copies of handout on the page 16 for each young person.



How to:

1. Introduction

Explain that in this exercise the group will be going through what they will need to do to vote in an election.



2. The polling station

Explain that if they have registered to vote and have chosen to vote at a polling station, in the run up to the election a poll card will be sent to the address at which they are registered. This is for local and national elections as well as for referendums. Give everyone a copy of the handout and explain that poll cards will usually look something like this, although they vary between local authorities.



3. The ballot paper

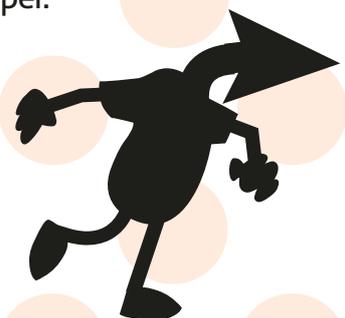
Refer back to the handout and explain that the ballot paper will look something like this, although it can vary between local authorities. Be clear that no-one writes their name on a ballot paper. Ask if anyone knows why we vote in secret. Explain that one of the key aspects of voting in a democracy is that everyone can keep confidential who they voted for.

Explain that clear instructions are always written on the ballot paper and they can also ask the person there, called the Presiding Officer, if you have any questions. If they make a mistake they can always ask for another ballot paper.



4. Summarise

Summarise by emphasising that it is quite straightforward to vote in an election. Emphasise the first important step is to ensure they are registered to vote – it is quick, easy and takes as little as 5 minutes to do online.



At the ballot box: handout

The POLL CARD

OFFICIAL POLL CARD REPRESENTATION OF THE PEOPLE ACTS EAST CAMBRIDGESHIRE DISTRICT COUNCIL	 ROYAL MAIL POSTAGE PAID GB HQ 23426
PARLIAMENTARY ELECTION: SOUTH EAST CAMBRIDGESHIRE	
POLLING DAY: Thursday, 6th May 2010	NUMBER ON REGISTER: KF1 491
POLLING STATION: SWAFFHAM PRIOR VILLAGE HALL HIGH STREET SWAFFHAM PRIOR CAMBRIDGE	NAME & ADDRESS: A N OTHER PRIORY HOUSE ELY CAMBS CB8 6GH 32389 66441615
POLLING HOURS: 7am – 10pm	
If undelivered, return to: Electoral Services, East Cambs D.C., The Grange, Nutholt Lane, Ely, Cambs CB7 4EE	Please Note:- The closing date for postal applications is 5pm on Tuesday, 20th April 2010 and for proxy applications it is 5pm on Tuesday, 27th April 2010.

When you have registered to vote, you can vote in person at a polling station. This might be a local school or community centre, and it's never very far from where you live. Before an election you will be sent a poll card which will tell you where your polling station is. Poll cards vary in each local authority area, but will look similar to the image on the left.

The BALLOT PAPER



In general elections you choose the one candidate you want to vote for as your MP and put an 'X' next to their name. The political party each candidate represents is next to their name, unless they are independent. Sometimes there are photos of the candidates on the ballot paper too. Ballot papers vary in different elections and in different local authorities. Always follow the instructions written on the ballot paper.

Summary and invitation to register

10 minutes

A short discussion and opportunity for individuals to register to vote.

1. Recap activity outcomes

Summarise today's session. Highlight that by registering to vote and voting, politicians can be influenced. People often disagree about what should be done; voting is one way that you can have your say. If you register to vote then you can have your say on how you think things should be done and who you want to do them.

2. Invitation to register

Invite participants with their National Insurance numbers to apply to register to vote.

IF YOU SIGN UP TO THE ELECTORAL REGISTER YOU SHOW THE POLITICIANS THAT YOU ARE A VOTE WORTH WINNING.

You can apply to register to vote once you're over 16. Even though you cannot vote until you are 18 your influence begins as soon as you join the register.

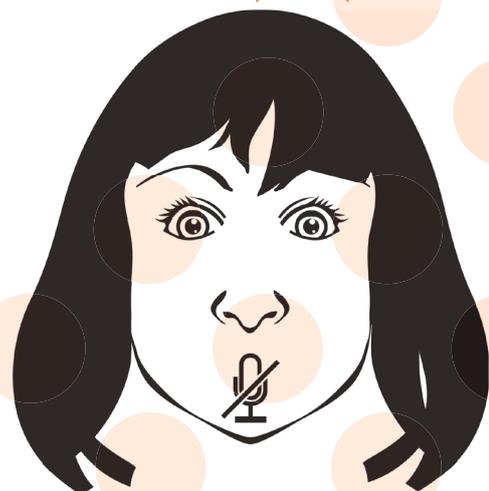
How to Register

1. ONLINE via bit.ly/rock-enrol using a computer, tablet or smart phone. It takes less than 5 minutes!
2. BY POST using blank registration forms. These can either be printed from the internet or you can contact your local Electoral Registration Office. Find their contact details and forms on bit.ly/about-my-vote or www.eoni.org.uk if you are in Northern Ireland. Collect the forms and send them to the relevant local council straightaway (remember – participants might be from different areas and their forms will need to be sent back to the correct office).

You can use the 'why register?' section on page 19 and the "why register clip on page 18 support your discussion or to share with others.

You can also use page 19 to explain who you can vote for.

How was it? Let the Democratic Engagement Team in the Cabinet Office know how your session went. We're eager to hear about your experience of delivering Rock Enrol!®, find out how many people were registered and see any pictures taken during your session. Email us at DemocraticEngagement@cabinetoffice.gov.uk or tweet us



Rock Enroll!® clips

WHAT MATTERS TO YOU?

**WHAT MATTERS
TO YOU?**



WHAT DOES GOVERNMENT DO?

**WHAT DOES
GOVERNMENT DO?**



WHY REGISTER TO VOTE?

**WHY REGISTER
TO VOTE?**



Why register to vote?

Reasons TO REGISTER

Your say



Do you want a say on how the country's money is spent? Your vote can help decide this.

Do not let others make decisions on your behalf; your vote is your chance to play a role in society and have a voice on the things you care about.

Your vote



Can you imagine being denied a voice because you are a woman, a particular ethnicity, or because of your background? This is still the case in some countries. In the UK our voices can be heard.

If you do not register you cannot vote!

Your money



To get a better credit rating it can help to be on the electoral register. The electoral register is often used for credit reference purposes. Being on the register can help you when applying for loans or mobile phone contracts.

Your community and your world



Register to vote and help to shape the future you want for yourself and others. Voting gives you a say on local, national and global issues.

Who can you vote for?

Local councillors run your neighbourhood. They make decisions on local transport prices and timetables, school budgets and local services e.g. youth clubs, libraries, sports centres, parks and community centres.

Members of Parliament (MPs) represent you when it comes to issues for which the UK parliament is responsible. They decide on laws, how much tax you pay, how much is spent on universities and age restrictions e.g. drinking age and driving age.

Members of the Scottish Parliament (MSPs) represent you on issues which have been devolved to the Scottish Parliament. They decide many of the laws for Scotland; these could include things you might learn at school, policing or funding culture and the arts.

Members of the National Assembly for Wales (AMs) represent you on issues which have been devolved to the National Assembly for Wales. They decide many of the laws for Wales; these include things you might learn at school, how the roads are kept or how the countryside is managed.

Members of the Legislative Assembly (MLAs) of Northern Ireland represent you on issues which have been devolved to the Northern Ireland Assembly e.g. education and policing.

Police and Crime Commissioners oversee your local police force in England and Wales.

You can also have your say through **referendums**. There have been votes on issues including the electoral system and devolution to Scotland, Northern Ireland and Wales. The Government held a referendum on the UK's membership of the European Union in 2016.

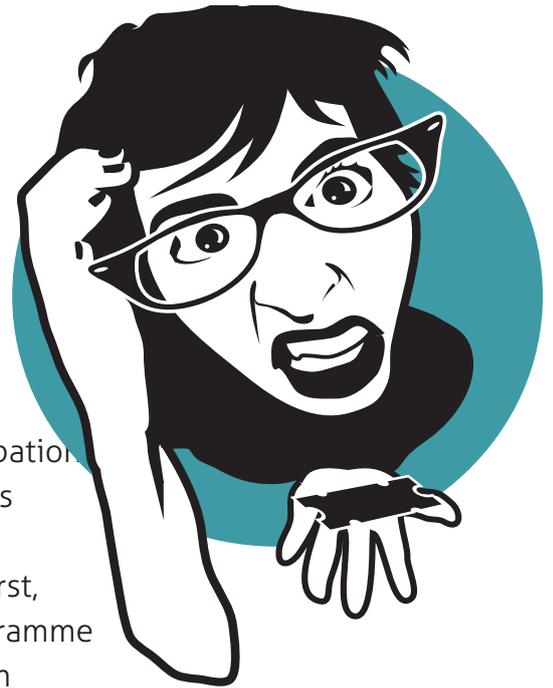


What next?

Looking for more ways to keep your group energised and enthused about democracy? Here are a few places where you can find more activities and information.

Democracy Ambassadors

The Democracy Ambassadors programme, saw over 1,000 13-16 year olds recruited across the UK to inform their peers about our country's democratic processes and promote participation. The resource is intended to increase school-age young people's confidence on the subject, ahead of reaching voting age at 18. People can apply to register to vote at 16, with registration a first, vital step on the path to full democratic engagement. The programme complements activity aimed at the same age group delivered in schools.



Parliament's Education Service

Parliament's Education Service has a range of teaching resources about Parliament and democracy that explain what Parliament does and how elections work. These resources include videos, lesson plans and interactive toolkits.

www.parliament.uk/education/

