



## The Scottish Parliament – A Storyline

**Samantha Todd**, 3<sup>rd</sup> Year B.Ed student,  
Moray House, Faculty of Education, Edinburgh University  
Working in Roseburn Primary School, Edinburgh

This Storyline was designed as a study of the Scottish Parliament. The plan was that the pupils would use their existing knowledge of the parliamentary system and learn more within a structured role-play activity. They would look at what the parliament does, how it is run and how elections work. As a culminating event we would make a visit to Holyrood and benefit from the 'parliament outreach' visiting the school.

The aims of this study include learning to investigate the features of an election and the work of representatives at a local, national and European level in order to develop a deeper understanding of how democracy works.



## **IDP Sequence Plan**

### Overview of Sequence

Whole Class

Mixed Levels

Scottish Parliament

### Context

The class is studying Scottish Parliament as their next topic. They will look at what the parliament does, how it is run and how elections work. During this topic the class will have a visit to the Parliament building as well as the parliament outreach visiting the school.

### Overall Learning Intention

To develop and use our knowledge of the parliamentary system within a structured role-play activity.

### Relevant Curriculum for Excellence Outcomes/Experiences

“I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland.”

SOC 2-17a

“I can investigate the features of an election and the work of representatives at a local, national or European level to begin to develop my understanding of how democracy works.

<b>Learning Intention</b>	<b>Learning Activity</b>	<b>Shared Success Criteria</b>	<b>Assessment Method</b>	<b>Modification</b>
<p><b>Lesson 1</b></p> <p>To begin to be aware of the Scottish Parliament and what it does.</p> <p>To use research skills to gain knowledge of the Scottish Parliament, how it works and what it does.</p>	<p>Discussion of what we know, what we want to know, and where we will find this out.</p> <p>Research through use of booklets from Scottish Parliament and info sheets from me.</p> <p>Completion of whole class KWFL grid.</p>	<p>I have thought about what I know of the Scottish Parliament already and researched to gain new knowledge.</p>	<p>Oral</p> <p>Written</p>	
<p><b>Lesson 2</b></p> <p>To create a realistic character to become part of 'our' society and be involved in the parliamentary process.</p>	<p>Discussion of who voters are.</p> <p>Creation of MSP or voter.</p>	<p>I have created a realistic character using a range of materials.</p>	<p>Written (Visual)</p>	

<p><b>Lesson 3</b></p> <p>To think about aspects of life which are important to voters as individuals and to society as a whole.</p>	<p>Writing of letters to MSP's and manifestos</p>	<p>I have created a piece of writing which tells what my character feels is important in life.</p>	<p>Written</p>	
<p><b>Lesson 4</b></p> <p>To create a variety of resources to be used as a campaign by an MSP.</p>	<p>Creation of campaign poster, flyer and rosette.</p> <p>(Voters employed as campaign team by MSP)</p>	<p>I can create media which shows important information and campaigns for a cause.</p>	<p>Written</p>	
<p><b>Lesson 5</b></p> <p>To debate a 'local' issue looking at the arguments for and against the cause.</p> <p>To respond to arguments put across during the debate by asking relevant questions.</p>	<p>Decide on a 'local' issue.</p> <p>MSP's divide into for and against.</p> <p>Debate issue.</p>	<p>I can offer arguments for and against an issue.</p> <p>I can ask questions based on the information I have heard.</p>	<p>Listening</p> <p>Observation</p> <p>Self/Peer</p>	

<p><b>Lesson 6</b></p> <p>To look at the workings of an election and hold our own secret ballot.</p>	<p>MSP's give speech to argue their cause.</p> <p>Voters register to vote.</p> <p>Secret Ballot</p>	<p>I have been involved in a mock election.</p>	<p>Observation</p>	
<p>To sum up knowledge gained over sequence.</p>	<p>Quiz/KWFL grid</p>	<p>I have shown my improved knowledge of the Scottish parliament.</p>	<p>Written</p>	

## **IDP Sequence – Lesson 1**

### Group

Whole Class

Various Levels

Scottish Parliament

### Background Factors

The class is studying Scottish Parliament as their next topic, and have visited the parliament building . They will look at what the parliament does, how it is run and how elections work. During this topic the class will have a visit to the Parliament building as well as the parliament outreach team visiting the school.

### Learning Intention

- To begin to be aware of the Scottish Parliament and what it does.
- To use research skills to gain knowledge of the Scottish Parliament, how it works and what it does.

### Relevant Curriculum for Excellence Outcomes/Experiences

“I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland.”

SOC 2-17a

“I can investigate the features of an election and the work of representatives at a local, national or European level to begin to develop my understanding of how democracy works.”

SOC 2-18a

### Shared Success Criteria

I have thought about what I know of the Scottish Parliament already and researched to gain new knowledge.

### Assessment Method

Oral

Written

### Resources

Information Leaflets:

<http://www.scottish.parliament.uk/vli/publicInfo/publications.htm>

<http://www.scottish.parliament.uk/vli/education/resources/learningResources/index.htm>

## Opening

The lesson will begin with 'thinking time' in which the children will think about what they already know about the Scottish Parliament. They will then pair share their ideas before offering ideas to be noted on a whole class KWFL grid. We will then discuss what they want to know about the Scottish Parliament. The children's suggestions for this will also be noted on the grid, as well as where they recommend looking in order to find this information.

## Development

From here they will move into pairs to look at the leaflets from the Scottish Parliament and the information that has been printed from the internet. They will focus on one particular piece of information that they would like to know about the Parliament.

Each pair will note what they find on a piece of paper and feed this back to the class at the end of the lesson.

## Close

The class will gather again on the carpet to hear the information that each pair has found and possibly raise other questions. Each pair will be given the chance to speak in front of the rest of the class and it is hoped that by doing this as a pair rather than individually there will be less of a confidence issue in this task. To finish off we will work through the initial questions that were raised and see if we have found the answer to these.



## **IDP Sequence – Lesson 2**

### Group

Whole Class      Various Levels      Scottish Parliament      Ex. Arts

### Background Factors

The class has had a basic introduction to the Scottish Parliament. They have researched this topic from leaflets and the Internet, and visited the Parliament.

### Learning Intention

To create a realistic character to become part of ‘our’ society and become involved in the parliamentary process.

### Relevant Curriculum for Excellence Outcomes/Experiences

“I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland.”      SOC 2-17a

“I can investigate the features of an election and the work or representatives at a local, national or European level to begin to develop my understanding of how democracy works.”      SOC 2-18a

“I have the opportunity to chose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.”      EXA 2-02a

“I can create and present work what shows developing skill in using the visual elements and concepts.”      EXA 2-03a

### Shared Success Criteria

I have created a realistic character using a range of materials.

### Assessment Method

Visual

### Resources

Fabric, paper, scissors, glue, and pens.



## Opening

Before starting the main task we will recap as a group what we learnt in the previous lesson. We will discuss our research, our KWFL grid and also what we already knew. From there I will direct the discussion towards who is involved in parliament, thinking about the MSP's and the voters who elect these people into parliament. We will discuss what is required of you to be a voter, looking at employment, gender, age as well as education. We will also discuss what MSP's may look like will they be male or female? Old or young? I will then explain the main learning intention of the lesson. I will explain that there will only be 6 MSP's and the rest of the class will create voters. The children will be given the chance to choose which they would like to create.

## Development

From here the children will have access to a variety of materials with which they will create their character. For those who wish to use it I will also have available a planning sheet so as to help them focus their ideas. I will also show them some examples of the characters that were created during the storyline workshop the university held.

## Close

Finally each child will create a profile for each character. They will then present their character to the rest of the class before adding them to our display.



## Opening

Firstly each child will spend a minute or two thinking about what they personally find important in life. Having done this they will share their ideas with the class. Next each child will collect their character from the display and read the character profile they created to remind themselves of what their character is like. They will then take on the role of their own character and suggest something, which they would find important in life. We will discuss how each character might put these feelings across in a parliamentary setting. Discussing how MSP's create their manifesto while voters might write a letter to their MSP in order to get their view across.

## Development

The class will now move on to create a written piece detailing what their individual characters feel is important. The children who had created a voter will set their written piece out as a letter whilst the MSP's will write manifestos of what they wish to impose should they be elected. I will provide each child with an example of their particular type of writing as well as offering a template to those who may need extra assistance in the setting out of their piece of work. I will offer verbal support to children who require it as well as generally observing their progress with the lesson.

## Close

To finalise this lesson I will ask if there are any children who would like to share their piece with the class. Those who wish to will be given the time to read their writing to the others who will give 2 stars and a wish. I will then collect all the written pieces and create a booklet of the letters and another of the manifestos to be added to the display. I will encourage the children to read these, as their opinion of them will be important at a later stage of the sequence.

**Letter writing guide (optional to higher ability pupils E/F)**

Address

Date

Dear...

I think...

It is my opinion... (sentence prompts level c only)

I believe...

I also think...

I also believe...

Another point...

Yours sincerely,

(Your Name)

## Manifesto Writing Guide

You should vote for me because...

I will...  
I believe...  
It is my aim to...

I will also...  
I also believe...  
My other aim is...

Finally...  
The most important thing is...

(Your Name)



## Shared Success Criteria

I have created media, which shows important information and campaigns for a cause.

I have worked as part of a team to complete a task which required me to support and collaborate with others.

## Assessment Method

Visual

## Resources

Example campaign media (poster, leaflet and rosette) and support sheets.

[http://www.parlamaid-alba.org/vli/education/docs/election-03/How\\_to\\_Make\\_Your\\_Own\\_Rosettes.pdf](http://www.parlamaid-alba.org/vli/education/docs/election-03/How_to_Make_Your_Own_Rosettes.pdf)

Campaign images from Google

[http://www.parliament.uk/education/docs/voting/voting\\_campaign-planning-pack.pdf](http://www.parliament.uk/education/docs/voting/voting_campaign-planning-pack.pdf) (page 4 only)



## Opening

The class will be divided into, mixed ability, groups of 3 (1 group of 4), so that each MSP has a 'campaign team.' I will explain to them that they are going to create a campaign showing them examples of what MSP's produce as part of this. They will be given a couple of minutes in their groups to discuss what themes that their campaign is going to have. For this part it may be useful for the MSP's to have access to their manifestos so as to ensure that they include the important points. They will be able to decide on a colour scheme for their campaign and also create a slogan for their MSP.

## Development

From here each group will create a poster, a leaflet and a rosette for their team. They will have access to a variety of materials as well as being able to print images from the computer, which they feel would be useful. They will continually be reminded that they are working as part of a team and so should ensure that all members are aware of their role and have taken part in the task. During this part of the lesson I will be available to answer any queries that the children might have as well as reminding them of the examples that were shown at the beginning of the lesson, these will be left out for the children to refer to should they need it.

## Close

Finally each group will gather their characters and campaign materials so they can be photographed and added to the display. They will also be given the opportunity to share 1 piece of their work with the rest of the class.



“When listening and talking with others for different purposes, I can:

- Share information, experiences and outcomes.
- Explain processes and ideas.
- Identify issues raised and summarise main points or findings.
- Clarify points by asking questions or by asking others to say more.

LIT 2-09a

### Shared Success Criteria

I can offer arguments for and against an issue.

I can ask questions based on the information I have heard.

### Assessment Method

Listening

Observation

Self/Peer

### Resources

Debate lesson plan.

## Opening

To start I will show the class a video clip of a pre-election debate. I will then present the class with 3 'issues,' which are relevant to the area and give them the chance to think about them and their opinion of them. They will then be given the chance to vote on which issue they would most like to debate.

## Development

The MSP's will now decide whether they would like to argue for or against the issue (3 on each side). Whilst they are discussing this I will ask if there is anyone in the rest of the class who would like to be the chair. The MSP's will be given time to make notes on their argument and to discuss their approach with the others. During this the other children will be able to make notes on their opinions of the issues and possible questions they might raise.

## Close

Finally we will debate the issue, listening to the arguments of each side. The class will then have the opportunity to ask questions that they have, either from before the debate or issues that were raised during it. Having heard all arguments each team will be given the chance to sum up their arguments and a vote will be held to decide whom the children agree with.

## **IDP Sequence – Lesson 6**

### Group

Whole Class      Various Levels      Scottish Parliament      Language

### Background Factors

The children have been looking at the Scottish Parliament using a storyline approach in which they are creating their own society and a parliament to run it. This has been supported by a visit to the Parliament Buildings and the Parliament Outreach group attending the school. We have created our characters for society, and then progressed through the processes building up to an election.

### Learning Intention

To look at the workings of an election and hold our own secret ballot.

To sum up knowledge gained over the sequence by completing a quiz.

### Relevant CfE Outcomes/Experiences

“I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland.”      SOC 2-17a

“I can investigate the features of an election and the work of representatives at a local, national or European level to begin to develop my understanding of how democracy works.”      SOC 2-18a

### Shared Success Criteria

I have been involved in the process of carrying out an election.

I have shown my improved knowledge of the Scottish Parliament.

### Assessment Method

Observation  
Written

### Resources

Speech aids, registration forms, ballot box and polling cards.

### Opening

We will recap what we have covered from the beginning of the sequence looking at each activity we did in order. We will then discuss what the next step to this might be. Having concluded that we are going to hold an election we will think about the processes which need to be undertaken in order for the actual Election Day to take place. We will discuss the setting up of a polling station, voters having to register to vote and receive their polling card. I will also ask the children if there is anything that the MSP's might do in order to try and boost their votes. We will also discuss what will happen to the MSP's once they have been elected. In this case they will all become part of our parliament and our election will determine the leading MSP, therefore our First Minister.

### Development

From this the MSP's will be given some time to write a short speech. This will be supported by me along with a structured support sheet. Whilst the group are doing this the voters register to vote and receive their polling cards. Having done this the class will gather at the 'Polling Station' to hear the MSP's make their final speech. This will be the opportunity for them to remind the voters of their aims and to encourage others to vote for them.

Next the class will take part in an election with a ballot box being placed in the classroom. Once everyone has voted the votes will be counted and the winning MSP announced.

### Close

To conclude the lesson we will have a short quiz to test our knowledge of the Scottish Parliament and will complete our KWFL grid as a whole class. We will have a short talk about what we found most interesting about the lessons, what we thought was most difficult and if there is anything that we still don't fully understand.

**BOOKS  
MAY  
BE  
LOANED**



**S  
H  
I  
O  
M**

Electoral Registration

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Year of Birth: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Occupation: \_\_\_\_\_

Polling Card

Name: \_\_\_\_\_

Bob Jones

Linda Smith

George Laton

Samantha Ruby

Harold Smith

Laura Smith