



Group Leaders' Notes – *Election! Britain Votes*

Many of the activities will work with learners working individually, in pairs and in small groups. There are six activities which focus on each section of the exhibition. There is also a floor plan which shows which sections correspond to the activities.

We would advise that the group be divided into smaller groups and start with different activities, sharing your created work with each other at the end of your visit.

Several activities could be recorded on by video, audio or by photograph. Feel free to do this and use the recorded material as a stimulus for writing or other work in your centre after your visit.

Around the gallery there are several discussion questions. It may be useful to conduct small debates at each of these point.

We have included EXT (extension) activities if you have time.

1. Who can vote? (in infographics section)

Try playing the game on the display as a group to work out who is allowed to vote in the general election and who is not. Then have a look at the discussion point below:

'Should people be allowed to vote at the age of 16?'

Split into two groups and give each group an **Activity 1** sheet explaining some of the possible advantages and disadvantages of lowering the voting age to 16.

Give each group a few minutes to read over their information and develop a short presentation stating why they think it would be a good or bad idea to lower the voting age. After each group has spoken, allow the other group time to pose questions to the group that has spoken.

Encourage the learners to think of how they can justify their answers, use anecdotal evidence to support their arguments and think of how to answer any counter-arguments to their ideas.

Extension: Film the speeches and questions taking place and play to the group back at centre. You could develop this into a whole class 'Question Time' to explore this theme in more depth.

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2. Propaganda TV Advert (in timeline section)

Split students into groups of 2/3. Present each group of children with the card for **Activity 2**:

'To whom it may concern,

As the leader of the Labour party, I have set you the task of creating a political party TV advert that will encourage people to vote for us during upcoming 1974 election. Have a look at some examples of propaganda artwork to help you in your task.

How do parties depict the opposition in these pictures? How do they try to persuade the voter to vote for them?

I know I can rely on you to do a good job!

Kind regards

Harold Wilson'

- Using the background information card provided, ask the groups to create a TV advert for the Labour party for the 1974 election. Use the posters and leaflets around the gallery as a stimulus.

3. Key Words

Get the learners to divide into groups of twos or threes. Divide the pack of key words (but not the definitions) in the folder amongst the group. There are ten key words to find.

Ask group to move around the gallery looking for definitions and explanations of the keywords they have. When the group has reconvened, place the definitions on the floor and get the small groups to find the one relating to their key word. Discuss this as a group and move definitions around as necessary.

Here is the list of correct definitions:

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House of Commons	A body with 659 members who have been elected by residents of an area to represent them in parliament.
House of Lords	A body made up of Lords. There is no limit on the number. Their job is to double check the work of the government.
Constituents	People who live in a particular electoral district.
Constituency	An electoral district represented by a politician or politicians.
Candidate	A person who seeks to be elected to Parliament.
Democracy	A system of government in which all people are involved in the decision making.
Coalition Government	Government in which several political parties have an agreement to work together.
Politician	A person who wants or holds an elected position in Parliament.
Member of Parliament (MP)	A person who has been elected to parliament to represent a constituency.
Manifesto	A declaration of policy and aims issued before an election by a political party or candidate.

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4. Voting: What's the point? (in infographics section)

A) Allow learners to read Russell Brand's statement about democracy. Ask why they think he might feel this way? Now look at the Forms of Government section of the gallery. How is democracy defined here?

Do you agree or disagree with Russell Brand's statement?

'Democracy is a pointless spectacle where we choose between two indistinguishable political parties, neither of whom represent the people'

Split your group into 'agree' and 'disagree.' Discuss why you think this is the case.

B) Many people choose not to vote in general elections and have many reasons for doing this. Highlight some of these reasons on the display.

Now pose the question – '*Is there any point in voting?*' Staying in your groups of agree/disagree, play 'argument tennis'. Line each group up facing one another. State reasons one at a time back and forth both for and against voting.

EXT: When you have finished exploring the gallery, come back to this point and see if the students' opinions have changed. Try repeating the activity to see how the group's opinions changed.

5. Election Top Trumps (in timeline section)

Split learners into groups of 3. Explain the rules to the group before they start.

- One player will act as the 'public' while the other two players will be representing a political party presenting arguments to get their vote.
- 'Public' player gives out the two cards from the same election year. Give party players a minute to read through the information card of the party/leader they have been given.
- Each player will state why they think the 'public' player should vote for them and at the end, the public player will decide who they would vote for.
- Look in the timeline section to see if the result you picked was the result in real life. If not, why not?

EXT: Use the blank cards to create some of your own cards for the upcoming election. Use the information in the middle section of the exhibition to help

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6. Hot Seating

Split into groups of 3. Give the learners **Activity Card 6** looking at the perspective of a voter from 1945 and ask them to read the card as a group. Imagine what it must have felt like from that person's perspective. Discuss it as a group. Have one learner play the role of that person and other members of the group ask questions to explore how that person may have felt at the time.

Show the other groups this improvised performance.

7. Tableaux/Frozen Pictures

- Give the group **Activity Card 7** explaining women's suffrage throughout the 19th and 20th century.
- Ask learners to read their scenario cards and create a set of four freeze frames using their bodies to express what is happening at each stage of their scenario. At this point you could also use the dressing up box and 10 Downing Street door in the middle section of the exhibition to help learners with the freeze frames.
- Each group should show the rest of the group their freeze frames, with each frame lasting for around 10 seconds. Discuss what each other these freeze frames may represent.

EXT: You could take photos of the freeze frames your group make and share them with us on Twitter - @PHMMcr.

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