Who, Why, What?

Curriculum Guide:
Social Studies, Religious and Moral Education, Citizenship, Literacy, Language

Teaching Levels: 1, 2 and 3 (P4-S3)

Citizenship Themes:
Human Rights, Political Awareness

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INTRODUCTION

The work contained in this section is designed as an introduction to the Parliamentary system.

It starts by looking at why we need Parliaments, and what types of systems of government there can be. It also looks at some of the people who work in the Parliament in order to familiarise pupils with some terms and key words they might find in their work about the Scottish Parliament. There are also worksheets about the work of the Parliament.

For some historical background to the Scottish Parliament, please see the history section on the website http://www.scottish.parliament.uk/vli/history/index.htm or for a simplified version of the timeline http://www.scottish.parliament.uk/vli/education/youth/timeLine/index.htm and for pre-1707 information, see the Records of the Parliament of Scotland website http://www.rps.ac.uk/ (Please note that the Scottish Parliament is not responsible for the content of external websites)
REPRESENTATIVE DEMOCRACY ACTIVITY - TEACHER’S NOTES

Design a Children’s Parliament for Scotland building

This activity is designed to show three different systems of running a country. It is a good starting point for a topic. A natural progression would be to look at the electoral system for Scotland.

The resource is split into two sections – teacher notes on organising the task, and pupil resources.

The activity takes about 30 minutes to complete, but is flexible.

You will need paper to draw on, colouring pens, a group task sheet for each group and an alternative activity for group 3.

Each group has a task: - to design a building to hold a children’s parliament.

Group 1 – one person is nominated by the teacher as the boss. Ideally, you should choose someone who is happy to take charge of the group and tell people what they can and can’t do. The boss can discuss what the building might look like but does not have to listen to any ideas of the other members of the group. The work of drawing the building will be done by the group members under the instruction of the leader. The boss can give directions to the other members (colour in that, draw this). The boss can exclude any person from taking part in the task.

You may want to do the following to help the group get the most out of this exercise:

• encourage the leader to take charge over the design
• encourage the group members to try to put forward their ideas to the leader
• encourage the group members to add bits into the design of the building as they are drawing it
• point out any changes to the leader’s original design that the group members might draw
• get the leader to check that the members are drawing it to his or her design
• point out that if anyone is constantly challenging the leader by changing the design of the building, that person can be told to stop drawing and sit out the rest of the task.

It would be advisable to keep an eye on the group and make sure no one is getting too upset by the leader being too bossy or if they are excluded from the task. Point out it is only for 15 minutes and is part of an exercise.
**Group 2** – the whole group is responsible for the design and drawing of the building. The purpose of the exercise is to see how far the task can get with everyone making all the decisions together. Every person must be involved. All decisions must be made by discussion and vote. All decisions must be made first and any changes or new ideas must be voted on – work must stop and all group members must vote.

You could encourage the group by:

- helping them to discuss the 6 points listed on their sheet to do with the design of the building. They must agree a basic design before they can start drawing.
- if anyone asks a question about the drawing – e.g. should the window go here or here, make sure that everyone stops work and listens to the question before voting to decide where the window should go.
- if no one is asking any questions, perhaps you could suggest to a group member that it might look better if there was a change – e.g. a different coloured door, or an extra window. If this member suggests this to the group, all work must stop for a vote again.

It does not matter how much of the drawing of the building this group does – the most important thing is that they work together and vote on all decisions.
Group 3 – The purpose of group 3 is to choose two members of their group to design the building on behalf of the rest of the group. The group discusses the design and what it should look like and then votes to select the best two people to work on the design. If no one in the group wants to nominate themselves, you can either persuade people to put themselves forward for the job or, if no one still wants to put their name forward, you may have to choose 4 people and let the group vote on your choice. It is important that the group does not spend too long on the nominating and voting. Try to limit this to 5 minutes.

These two people are then responsible for drawing the group’s building. They can consult the group at any time, with any new ideas going ahead if the majority of the group agrees.

If the people drawing the building are stuck at a certain point, they can ask the other group members for their opinions and hold a vote to find out the result. For example, if the drawers want to know if they should have stairs or lifts, then they can ask the group to have a vote to decide.

The rest of the group can work on another activity – perhaps some word searches from the Parliament’s website. http://www.scottish.parliament.uk/vli/education/youth/games/wordsearch/index.htm

It is not important that the group finish the drawing of the building in the time given.
After 15 minutes or so, bring the groups together to discuss their outcomes.

- Did you get the task finished? Why/why not?
- Who is happy with the design of their building?
- What were the good and bad points about the way your group worked?

Discuss each group more specifically:

**Group 1** – absolute monarchy or dictatorship – rule by one person. How did the members of the group feel about one person making all the decisions? Did they get their ideas across? Were they bossed about? Was the leader the best person for the job? If not, why not? Often, the next boss would be a son/daughter of the monarch or dictator. Would this be good?

**Group 2** – direct democracy – every one works together – good points (everyone has a say) and bad points (work can be slow and time consuming). Also, think about what would happen if your group size was doubled? Then imagine a country with 5 million people living in it being run like that?

**Group 3** – representative democracy – what were the good points and bad points? (Good – people chosen for the job should be good designers/drawers, the rest of the group can get on with other things at the same time so work progresses faster; the group were consulted on important decisions. Bad – people don’t have to take an interest or take part if don’t want to, designers can do something you don’t like). What could you do if one or more of your designers did something that you didn’t like or weren’t working hard? Would you let them design another building?

Hold a vote to see which system worked the best?

You can then link this activity to our representative democracy system of voting for 129 MSPs to make decisions for us, and the positives of having a country run by this method. You can then link to the electoral system used.
REPRESENTATIVE DEMOCRACY ACTIVITY

Group 1

Your task is to design a Children’s Parliament for Scotland. You should draw your design on paper.

As a group, think about:

- How many floors will your building have?
- What shape will it be – square, rectangle, circular or other?
- Will it have renewable energy built in (solar panels or wind turbine)?
- Will it have stairs, lifts or escalators? Will these be inside the building or on the outside of the building?
- What style of windows will the building have?
- What features in the building will show it is Scottish?

For the leader of the group only: Read this out

**I am the leader.** I will design the building. I will make decisions about the design of the building.

You can discuss what you think the building should look like, but I will decide the design of the building.

You will draw the building for me. I will watch you to make sure you draw the building how I want it. If you don’t draw the building how I want it, I will stop you working and tell you. If you argue with me about the building, I can make you stop work on the building altogether for the rest of the time.

**Remember – I am the leader and I decide what the building looks like.**

You have 15 minutes to design and draw your building before you show it to the rest of the class.
Who, Why, What? / Representative Democracy Activity (continued)

REPRESENTATIVE DEMOCRACY ACTIVITY

Group 2

Your task is to design a Children’s Parliament for Scotland. You should draw your design on paper.

In your group, all members have an equal say in the design of the building. That means everyone has a vote. All decisions about your building must be taken by a vote.

Before you start drawing your building you must decide on the following points:

1. How many floors will your building have? Discuss this and then have a vote to decide how many floors the building will have.
   Write your decision here

2. What shape will it be – square, rectangle, circular or other? Have a vote to decide which shape it will be.
   Write your decision here

3. What features in the building will show it is Scottish? Have a discussion and then a vote.
   Write your decision here

4. Will it have renewable energy built in (solar panels or wind turbine)? Have a vote to decide if you will include these in your design.
   Write your decision here

5. Will it have stairs, lifts or escalators? Will these be inside the building or on the outside of the building? Vote!
   Write your decision here

6. What style of windows will the building have? Square, round, tall, small? Have a vote to decide.
   Write your decision here

Now you are ready to start drawing your building.

Any time someone suggests something about the design, work on the drawing must stop and all group members must discuss the suggestion and vote on it.

Remember – everyone in your group has one vote and decisions must be made by a majority.

You have 15 minutes to design and draw your building before you show it to the rest of the class.
REPRESENTATIVE DEMOCRACY ACTIVITY

Group 3

Your task is to design a Children’s Parliament for Scotland. You should draw your design on paper.

Points to think about:
- How many floors will your building have?
- What shape will it be – square, rectangle, circular or other?
- What features in the building will show it is Scottish?

As a group:
1. Vote for 2 people to draw the building
2. Briefly discuss the rough design of the building – you should decide on the basic points – how many floors, what shape and what features will show it is Scottish.
3. Let the 2 people you voted for get on with drawing the building.

Although only 2 members are involved in the drawing of the building, the rest of the group must keep an eye on their work and their progress.

Remember, you must discuss your basic design and then choose 2 people to draw it for the group.

You have 15 minutes to design and draw your building before you show it to the rest of the class.

For the 2 people voted to draw the building:

You must draw the building for your group. You should have an idea of what the building will look like.

You will need to add the detail to your building:
- Will it have renewable energy built in (solar panels or wind turbine)?
- Will it have stairs, lifts or escalators? Will these be inside the building or on the outside of the building?
- What style of windows will the building have?

The rest of your group will be watching you while you draw the building.

If you are really unsure about what to do with your building, you must ask the rest of your group for the answer by having a vote.

You have 15 minutes to design and draw your building before you show it to the rest of the class.
THE ‘I WANT’ GAME - TEACHER’S NOTES

This activity is for younger children to introduce the concept of representation and how people can make their views heard to the people who make decisions.

You will need a set of the 15 cards for each group, although if you have a limited time you might want to use fewer cards.

1. Split into three groups of a maximum 10 each.

Each group will choose a leader. The group leader will be the representative. Each representative can ask the teacher for three things for his or her group.

2. The pupils choose their ‘I want’ cards

Group 1
5 mins: each pupil picks one thing they want

The ‘representative’ will pick three ‘I want’ cards that they want from their group’s choices. They will ask for those.

Group 2
5 mins: each pupil will pick one thing they want

The ‘representative’ will read out all the things that people want. You will get three things at random.

Group 3
5 mins: the group will work together to pick three things that they can all agree on, and ask for those.

3. Representatives

The reps come out to the front with their groups’ list of ‘things I want’. They read out their group’s list to the class. They will be given three things.

4. Discussion

Which method was fairer? Why?
e.g. how many people in group 1 and 2 got what they wanted? How many did not? How many of the things they got are for only one person? How do the people who did not get what they wanted feel about it?

How many in group 3 did not get at least one thing they wanted? How did the group choose what they wanted? Did they choose things that would benefit more than one person, or that could be shared?

Conclusion

Group 3 is the best kind of representation, because the rep talked to the rest of the group about what they wanted (CONSULTATION), tried to find things that everyone could agree on (COMPROMISE), and then asked the people who make decisions if they could have those things (REPRESENTATION).
A trampoline

Stuff for art

A trip to the science museum for the class

A games console
A super bubble maker

A pile of books

Playground games

A vegetable garden in school
A remote controlled car
A teddy bear
A skateboard
Musical instruments
WHO DOES WHAT?

Match the job titles on the left with the job descriptions on the right.

- **MSP**

- **Cabinet Secretary**

- **Backbencher**

- **Presiding Officer**

- **First Minister**

- **Committee Convener**

- **Opposition leader**

**MSPs who are not part of the Scottish Government.** They look after their constituents, ask questions of ministers, and serve on committees.

**The head of the second biggest party.**

**The MSP in charge of a committee of the Scottish Parliament.**

**Someone who has been elected to represent the people of their constituency.**

**Leader of the Scottish Government.**

**An MSP with responsibility for a department in the Scottish Government.**

**The person who chairs debates and keeps order in the debating chamber.**
WHO DOES WHAT? ANSWERS

Match the job titles on the left with the job descriptions on the right

- **MSP**
  - MSPs who are not part of the Scottish Government. They look after their constituents, ask questions of ministers, and serve on committees

- **Cabinet Secretary**
  - The head of the second biggest party

- **Backbencher**
  - The MSP in charge of a committee of the Scottish Parliament

- **Presiding Officer**
  - Someone who has been elected to represent the people of their constituency

- **First Minister**
  - Leader of the Scottish Government

- **Committee Convener**
  - An MSP with responsibility for a department in the Scottish Government

- **Opposition leader**
  - The person who chairs debates and keeps order in the debating chamber
THE PRESIDING OFFICER

Who is the Presiding Officer?

The Presiding Officer is the Chairperson of Parliament. He or she makes sure that the business of the Parliament is carried out on time, fairly, within the rules and in an orderly manner. There are also two Deputy Presiding Officers.

Find out who is the Presiding Officer of the Scottish Parliament

1. Go to www.scottish.parliament.uk.

2. From the home page, click on the About the Parliament section.

3. When you are on the About the Parliament page, in the menu on the left hand side there is a section called Presiding Officer. Click on it to find out the name of the Presiding Officer and the two Deputy Presiding Officers. If you can, copy the pictures and stick them beside their names.

The Presiding Officer is:

The Deputy Presiding Officers are:
THE SCOTTISH GOVERNMENT

What is the Scottish Government?
The Government is the organisation in charge of running Scotland. The people who work in the government are responsible for putting through policies that they want to become laws.

Who works in the Scottish Government?
People who work in the Scottish Government are also MSPs. They are from the biggest party (or parties if they share power). The MSPs who have jobs in the Government are called Cabinet Secretaries or Ministers.

The First Minister
The First Minister is the leader of the Scottish Government.

The name of the First Minister is

The First Minister is from the ......................... Party.

Other Ministers
There are other Cabinet Secretaries and Ministers who work in the Scottish Government. They are in charge of a subject area.

Find out who the Cabinet Secretaries and Ministers are and write some of them in the space below along with what job they do.
Look on www.scotland.gov.uk/About/14944/Scottish-Cabinet

The Scottish Government Logo
Look out for the logo of the Scottish Government on TV adverts and leaflets.

Find the logo of the Scottish Government and put it in this box
THE SCOTTISH PARLIAMENT VALUES

When the Scottish Parliament was opened in 1999, the Queen gave the Parliament a mace.

The mace is a ceremonial symbol to show that the Queen has given the Parliament the power to pass laws for the people in Scotland.

The mace has four values written on it: Wisdom, Justice, Compassion and Integrity.

How can The Scottish Parliament and MSPs show these values:
When they are debating?
When they work in committees?
When they vote in the chamber?

Wisdom
What does it mean?
Have you ever used or seen people using wisdom?

Justice
What does it mean?
Have you ever used or seen people using justice?

Compassion
What does it mean?
Have you ever used or seen people using compassion?

Integrity
What does it mean?
Have you ever used or seen people using integrity?
THE SCOTLAND ACT

The Scottish Parliament Mace also has the first words of the Scotland Act 1998 on it. “There shall be a Scottish Parliament”

What is the Scotland Act?
It is the law that was passed by the UK Parliament in 1998 which set up the Scottish Parliament and gave it powers to pass laws. It mentions the system of election to the Parliament and how many MSPs there will be. It also says which areas of law will be “reserved” and “devolved”.

Reserved Matters – laws made by the UK Parliament:
- Constitutional matters e.g. elections
- UK foreign policy
- Defence and National Security
- Money – e.g. most taxes, banking systems
- Trade and industry
- Some transport – e.g. road traffic laws
- Employment law
- Social security
- Gambling and national lottery
- Data protection
- Immigration
- Equal opportunities
- Broadcasting/entertainment
- Guns and weapons
- Drug laws
- Energy – coal, gas, electricity and nuclear

Devolved Matters – laws made by the Scottish Parliament:
- Health
- Education
- Local government
- Social work
- Housing
- Tourism
- Planning
- Economic development
- Some transport – e.g. concessionary bus fares, road building
- Courts and legal system
- Energy - renewable
- Police and fire services
- Environment
- Natural and built heritage
- Agriculture, forestry and fishing
- Sport and the Arts
WHAT DOES IT MEAN?

Here are some words that you will hear when talking about the Scottish Parliament. Think carefully about the meanings of the words. Put a tick in the correct box.

1. **Represent means:**
   - A gift you get when you retire
   - A large fish that lives in the seas around Australia
   - Giving back a present you did not want
   - Helping and speaking on behalf of a group of people

2. **A constituency is:**
   - A room with glass walls and ceiling
   - A local area where the people vote for one person to represent them.
   - Speaking up for what you believe in
   - A person who is represented by an MSP

3. **The Scottish Government is:**
   - A small island
   - The group of MSPs who run Scotland
   - Where the royal family work
   - The head of a large bank

4. **A region is:**
   - A large area of Scotland where seven MSPs are elected
   - A type of fizzy drink
   - A religious ceremony
   - A mountain range in Scotland

5. **An election is:**
   - A person who has the right to vote
   - The kind of energy we use to run heating and lighting
   - The time when people get to vote for someone to represent them
   - An image in a mirror

6. **A law is:**
   - A rule that has to be obeyed by everyone
   - An area of grass in a park or garden
   - A tool with a sharp blade for cutting wood or metal
   - The sound that a crow or raven makes

7. **Accountable means:**
   - Things that can be added up
   - A special kind of desk for accountants
   - Being held responsible for the things you do and say
   - Being sent to prison

8. **Devolution means:**
   - Turning round and round on the spot
   - Moving the power to make decisions closer to the people they affect
   - Changing over a long period of time
   - People overthrowing their government
WHAT DOES IT MEAN? ANSWERS

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1. Represent means:
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   - Helping and speaking on behalf of a group of people
   ✗  Helping and speaking on behalf of a group of people

2. A constituency is:
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   - A local area where the people vote for one person to represent them.
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   ✗  A person who is represented by an MSP

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ABOUT THE SCOTTISH PARLIAMENT

Choose the Right Word

The Scottish Parliament makes ................................ for the people of Scotland. It also decides how to spend the money given to it by the UK ................................ in ................................... .

Each MSP represents a part of Scotland, called a .................................. or a .................................. .

People who want to become MSPs become .................................. . They make promises in a .................................. that says what they will do if they get to be MSPs. The MSPs are .................................. by the people of Scotland in an .................................. every four years.

The party with the most MSPs forms the Scottish .................................. If they have .................................. than half the MSPs, they may go into .................................. with a smaller party.

Every .................................. afternoon and Thursday, all the MSPs meet in the debating .................................. of the Parliament. They .................................. what they think should be done, and then they .................................. on it.

Word Bank:

- Chamber
- Laws
- Election
- Vote
- London
- Parliament
- Manifesto
- Coalition
- Constituency
- Region
- Discuss
- Candidates
- Wednesday
- Less
- Elected
- Government
ABOUT THE SCOTTISH PARLIAMENT ANSWERS

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