

Teaching notes and key

Year group	Year 10/11
Key concepts	1.3.a.; 1.3.b.
Key processes	2.1.a.
Range and content	f.
Curriculum opportunities	a.; b.; h.; i.

Topic

These two lessons are about the potential break-up of the political union of England and Scotland.

Outcomes

- Students begin to appreciate the issues surrounding referendums.
- Students learn about the debate concerning an independent Scotland.

Resources

You will need:

- a picture, poster or clip of Mel Gibson in the film *Braveheart*
- the PowerPoint downloadable from www.citizenshipteacher.co.uk
- the interactive 'whizzy' activities, 'Label the maps' and 'Build the Union Flag', on www.citizenshipteacher.co.uk
- the questions and answers on pp.9-10 below, cut up as appropriate for your chosen version of activity 4
- images of posters for the 'Yes Scotland' and 'Better Together' campaigns (plenty available on Google images by searching for 'Yes Scotland' and 'Better Together Scotland')
- access in class to the following websites:
www.yesscotland.net/
www.bettertogether.net/

Lesson 1

Starter: Braveheart (5 minutes)

Show students the image/clip of *Braveheart* and ask them:

- 'Do you know who this is?'
- 'What did Braveheart want?'

Answer: 'Braveheart' was the nickname of William Wallace (1270-1305). He and his men drove the English army out of Scotland at the Battle of Falkirk in 1298.

For more information you could look at the following sites:

www.middle-ages.org.uk/william-wallace-braveheart.htm;

www.bbc.co.uk/history/scottishhistory/independence/features_independence_wallace2.shtml

Activity 1: Label the maps (10 minutes)

Open the first whizzy activity on www.citizenshipteacher.co.uk and ask students to drag the orange country labels to the maps. Then ask them if they know which group of countries is the British Isles, which Great Britain and which the United Kingdom.

Answers: (see the United Kingdom information sheet below)

For more information, you could go to the following site:

<http://blog.ordnancesurvey.co.uk/2011/08/whats-the-difference-between-uk-britain-and-british-isles/>

Activity 2: Build the Union Flag (5 minutes)

Open the second whizzy activity on www.citizenshipteacher.co.uk and ask students to build and explain the composition of the Union Flag.

Answers: (see the United Kingdom information sheet below)

For more information, you could go to the following site:

<http://www.royal.gov.uk/MonarchUK/Symbols/UnionJack.aspx>

Activity 3: Referendum (10 minutes)

Tell students that Scotland is going to hold a referendum on becoming independent from the United Kingdom.

You might want to save the following task for a future lesson and develop it further:

Ask students to discuss the following questions in small groups and choose a spokesperson to report back to the class:

- 'What is meant by the term 'referendum'?'
Answer: see the definition on the information sheet below or on the first slide of the PowerPoint.
- 'What issues might the class want to have a referendum on in school?'
- 'What might be the result of these referendums?'
- 'Would you let parents and carers vote as well as students?'

Activity 4: Questions and answers (20 minutes)

There are several ways you could use this activity:

Hold up the answer

1. Cut the answers into cards and give one to each student or pair of students.

2. Allow them time to read their card. Answer any questions they may have about meaning and pronunciation.
3. Read out the questions.
4. The student/pair with the correct answer holds it up and reads it out.
5. If several students/pairs have the correct answer, you could award points for being the first to hold it up.
6. Give each student the complete list of questions and answers from pp.9-10 of the information sheet below.

Matching and sticking

1. Make a copy for each student. Cut the answers into pairs and jumble them.
2. Have students match the answers to the questions.
3. After plenary feedback, they can stick the questions and answers in their books.

Dominoes

1. In the editable Word version, jumble the questions and answers so that each row has an answer on the left and an unrelated question on the right.
2. Cut the rows into cards and give one to each student.
3. Ask the students to form a line or circle by matching their questions with their classmates' answers.
4. Check by asking them to read their questions and answers out loud along the line or round the circle.
5. Give each student the complete list of questions and answers from pp.9-10 of the information sheet below.

Activity 5: Questions about the future of Scotland (10 minutes)

Ask students to work in small groups and discuss the following questions (see slide 2 of the PowerPoint):

1. Why is a referendum on Scottish independence important?
Suggested answer: People in Scotland get to choose about an issue which affects their country's budget and national identity.
2. What are the main areas of discussion in regards to independence?
Suggested answer: economic policy (including pensions), defence, relations with the UK (including services such as energy, rail transport and telecommunications), and membership of the European Union.
3. Why might the 'yes' campaign want to lower the voting age to 16?
Suggested answers: The SNP believes that younger people in Scotland are more patriotic. Younger people tend to be more open to change and may be more likely to vote for independence. Younger Scots have grown up with the Scottish Parliament (introduced in 1999).
4. Why might some English people want Scotland to become independent?
Suggested answer: There are currently a lot of Scottish politicians in the UK Parliament. Without them, decisions would be more focused on what's best for England and Wales. People may think that without Scotland there will be more money for the rest of the UK, but some financial analysts disagree (see <http://www.moneyobserver.com/news/13-01-10/what-would-scottish-independence-mean-rest-uk>)
5. Do you think voter turnout may be high or low in a referendum? Why?

Suggested answer: Voter turnout may be low, which is why the SNP is trying to increase it by allowing 16 and 17-year-olds to vote. Voters only get to say 'Yes' or 'No' to a very big issue and don't have a choice about the details, which may put them off voting.

A spokesperson from each group should then feed back to the rest of the class.

Homework

Split the class in two, FOR independence and AGAINST.
Ask them to make a note of five points to support their side of the debate. They should use the questions and answers sheet and can also do independent research.

Lesson 2

Starter: The two campaigns (5 minutes)

Show students a 'Yes Scotland' poster and a 'Better Together' poster and ask them what they are about.

Activity 1: Review of lesson 1 (10 minutes)

Students work in small groups. Give each group the questions from Activity 4 above and ask them if they can remember the answers.
Allow them to read the answers again.

Activity 2: Debate (40 minutes)

1. Split the class into the FOR and AGAINST groups from the homework task and get them to share their five points.
2. Display slide 3 of the PowerPoint. You may want to point out that the question is **neutrally worded** (not trying to persuade voters one way or the other). Andrew Salmond's preferred question, 'Do you agree that Scotland should become an independent country?' was rejected by the elections watchdog as too **biased**.
3. Ask one half to go to the website of the 'Yes' campaign, 'Yes Scotland', (www.yesscotland.net/get_the_facts) and summarise the advantages of independence.
4. Ask the other half to go to the website of the 'No' campaign, 'Better Together', (bettertogether.net/pages/the-ve-case) and summarise the advantages of staying in the UK.
5. Students work in their FOR/AGAINST group to prepare cards with key arguments, one argument per card. Remind them that they should also imagine what the other side might say and plan how they will respond.
6. Show slide 4 of the PowerPoint. Ask students to choose a proposer and an opposer and decide what those people will say. They can then allocate the remaining arguments cards to the members of their team to make sure that each student has a point to make.
7. You could chair the debate yourself or else prepare one of the students to chair it, leaving you free during the debate to keep a tally of the points won by each side.
8. At the end of the debate, either:
 - the side with the most points wins

- or give the class a free vote (i.e. they do not have to vote for the side they were arguing) and see which side the class most agree with.
9. Ask students how the result might be different if the lesson were being taught in Scotland, and why.

Peer assessment (5 minutes +)

Hand out the assessment sheet from p.11 below.

Invite students to work in pairs and give themselves a score (1-5 with 5 as highest) in each category.

They could add their own comments for homework.

Take in their sheets and add your own comments for feedback in a future lesson.

Homework

Having thought about referendums in the last two lessons, which issue would you like to see taken to 'referendum' by the school council? How would you communicate it to the school?

Explain in a minimum of 100 words.

The United Kingdom - information sheet

The countries in the UK

Great Britain is not the same as the United Kingdom:



England + Scotland + Wales + Ireland, incl. the Republic of Ireland = **the British Isles**
(this just refers to the group of islands, not to a political grouping or nationality)



England + Scotland + Wales + Northern Ireland = **the United Kingdom**
(this refers to the political union)

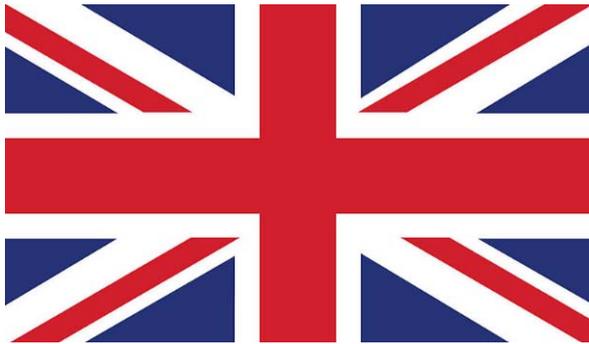


England + Scotland + Wales = **Great Britain**
(Also: England + Wales = Britain)

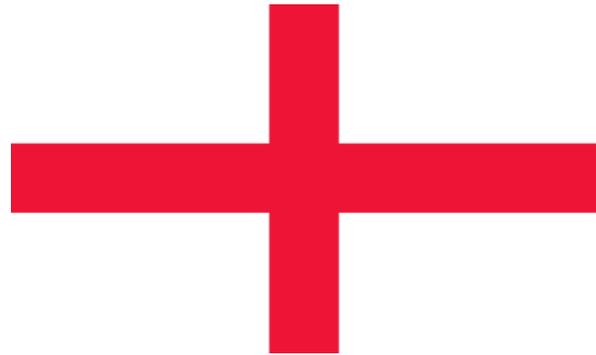
The Union Flag

It is also known as the Union Jack. The first Union Flag, combining the St George's Cross and the St Andrew's Cross, was created in 1606.

The present design, including the St Patrick's Cross, was made official in 1801.



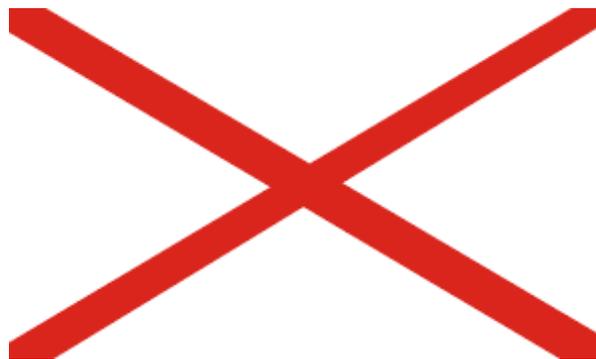
The Union Flag
The United Kingdom



The St George's Cross
England



The St Andrew's Cross
Scotland



The St Patrick's Cross
Ireland

Wales is not represented in the Union Flag. This is because Wales was already united with England when the first Union Flag (England and Scotland) was created in 1606.

Scottish referendum on independence - information sheet

A **referendum** is a vote in which people are asked to accept or reject a particular proposal. Usually they have to answer just 'yes' or 'no'.

The Scottish Government is planning to hold a referendum on whether Scotland should become independent from the United Kingdom.

Questions about the future of Scotland

The main issues that voters will need to think about are:

- economic policy
- defence
- relations with the UK
- membership of the European Union.

See questions and answers on pp.9-10.

Campaigns

For

The campaign in favour of Scottish independence is called 'Yes Scotland' and is led by Alex Salmond of the Scottish National Party, with support from the Scottish Green Party.

Find out more: www.yesscotland.net

- Why vote Yes: www.yesscotland.net/why_vote_yes
- Questions about an independent Scotland: www.yesscotland.net/questions

Against

The campaign against Scottish independence is called 'Better Together' and is led by Alastair Darling, with support from the Conservative Party, the Liberal Democrats and the Labour Party.

Find out more: bettertogether.net

- the +ve case: bettertogether.net/pages/the-ve-case

The BBC news website asked members of the public for their questions. Here are some of the most frequently asked questions and answers:

Qu: What is the history of the independence movement in Scotland?	A: The flags of England and Scotland were combined in the Union flag in 1603. Scotland was politically united with England in 1707 and many Scots were against it. In 1934, the Scottish National Party (SNP) was created. In 1999, Scotland was given the right to elect its own parliament and in 2011 the SNP won the election, probably because they promised to hold a referendum on Scottish independence.
Qu: When will the referendum be held?	A: It will take place in autumn 2014.
Qu: What question will Scotland be asked in the referendum?	A: They will probably be asked, 'Should Scotland be an independent country?'. Voters will just choose the answer 'yes' or 'no'.
Qu: Who gets to vote in the referendum?	A: Anyone aged 16 or over and who lives in Scotland will be allowed to vote in the referendum. Scottish people living outside Scotland will not be allowed to vote.
Qu: Why is a referendum necessary? Why doesn't the SNP just declare independence?	A: The SNP wants the support of people living in Scotland - it doesn't want to force them to become independent from the rest of the UK.
Qu: If the answer is 'yes', what will happen to the Union Flag?	A: The SNP's Alex Neil has said that the Union flag will not change because the Queen will still be Queen of Scots - it is only the parliaments which will become totally independent. However, the Conservatives' Michael Forsyth argues that you can't break up the United Kingdom but keep the Union Flag.
Qu: Will there be a Scottish passport?	A: 'Yes,' says the SNP - people who were born or who live in Scotland will be able to get a Scottish passport.

Qu: Will there be border checks?	A: The SNP has said that there will be no customs posts or passport control when you go between England and Scotland.
Qu: Will Scotland be a member of the European Union?	A: Most people are sure that Scotland will be EU members, but politicians disagree about whether this will happen automatically or whether they will have to apply to join. It is also unclear whether the terms will be the same as or different from the UK's, for example, whether or not they will have the euro.
Qu: Will Scotland share services with England?	A: Scotland will still be able to work with England, Wales and Northern Ireland if there is an advantage for everyone involved. The type of services under discussion will be energy, rail networks and telecommunications.
Qu: Will Scotland have its own National Health Service?	A: The Scottish Parliament already has already had control of healthcare in Scotland since 1999.
Qu: Will Scotland have its own army?	A: Yes, Scotland will have its own army of between 10,000 and 12,000 people and will take part in peacekeeping and disaster relief work. However, it won't have nuclear weapons, allowing it to save about £205m a year. It will probably share some military facilities with the rest of Britain.
Qu: What will happen to state pensions?	A: The SNP has said that they will continue to be paid in the same way, but pensions expert Malcolm McLean says that it is not as simple as it sounds, particularly if Scotland adopts the euro.

adapted from:

- Q&A: Your Scottish independence questions, by Steven Brocklehurst and Andrew Black, BBC News, Scotland, Scotland Politics, 25 June 2012: <http://www.bbc.co.uk/news/uk-scotland-scotland-politics-18364699>
- Q&A: Scottish independence referendum, by Andrew Black, BBC News, Scotland, Scotland Politics, 30 January 2013: <http://www.bbc.co.uk/news/uk-scotland-13326310>

Debate assessment sheet

Work in pairs to give yourself a score from 1 to 5. (5 = very good; 4 = good; 3 = average; 2 = poor; 1 = very poor)

How well did you ...?	Your score	Your comments	Teacher's comments
use information from the lesson and from your own research			
work as a team to prepare your arguments			
communicate your arguments			
respond to the other team's arguments			