

Key Stage 4

# Me and Europe

The UK Referendum on  
EU membership and Brexit



**REMAIN**



**REMAIN**



**REMAIN**



**LEAVE**

written by  
Dr Darren Sharpe and  
Natasha Ashman-Banks

Teacher Booklet

**Disclaimer**

The Me and EU project is part of the UK in a Changing Europe Initiative, which promotes rigorous, high-quality and independent research into the complex and ever changing relationship between the UK and the European Union (EU).

It provides an authoritative, non-partisan and impartial reference point for those looking for information, insights and analysis about UK-EU relations that stands aside from the politics surrounding the debate.

Funded by the ESRC, and based at King's College London, the Initiative explores the key aspects of UK and EU dynamic.

**Me and Europe: The UK Referendum on EU membership and Brexit** – This teaching resource is for Key Stage 4 and provides a description of the United Kingdom's decision and steps to leave the European Union, combining a synthesis of studies that explain the role of young people in Brexit.

**About the Institute for Human Health and Development (IHHD)**

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Published February 2020

The authors would like to thank all the users who have shared information and engaged in debate and discussion through the website over the last three years. We would also like to thank the ESRC and UK in a Changing Europe for their funding and on-going assistance and Professor Matt Henn for his collaboration in establishing the website.

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# Foreword

Written by Professor Anand Menon



An informed electorate is good for democracy. The more information people have, the better the choices they will make. The UK in a Changing Europe exists to present facts, based on detailed academic research, in an accessible way, so I am delighted to be able to write the foreword to a publication that does just that. All the more so because what follows targets a group of people that are frequently overlooked when we talk about politics. Young people do not participate as much in politics as they should. And one reason is because we do not spend enough time informing them about politics as we should. This report makes a valuable contribution in this regard. The EU Referendum was not merely a huge democratic event in its own right, but its effects will impact on us and our country for many years to come. It is vital that people understand what is happening and why and are sufficiently knowledgeable to draw their own conclusions about what is going on. This is, let me be clear, not a question of telling people what to think, or of promoting one side or the other of the argument, but rather about providing them with the information they need to make up their own minds. This report marks an important first step in this process.

Anand Menon is Professor of European Politics and Foreign Affairs at King's College London in the United Kingdom and is the director of the UK in a Changing Europe initiative.

# About the Teaching Resource

This teaching resource looks at the impact of Brexit on young people's engagement in UK politics and how their presence or absence might impact on the renewal of UK democratic institutions and political life. Specifically, this teaching resource addresses the following objectives as it relates to:

- challenging patterns of social and political mobilisation and demobilisation among young people;
- public engagement and participation of young people;
- inequalities and questions of fairness experienced by young people;
- social divisions, disunities and conflicts across generations.

This teaching resource will help you to explore the likely impact/outcome of Brexit on the engagement of young people in UK politics. Underpinning the teaching resource is the assumption that democracies need – for their own legitimacy and effectiveness – active and engaged citizens. Grounded in the way many young people voted in the 2016 EU Referendum (64% of 18- to 24-year-olds turned out to vote, of whom 71% voted Remain) and the rise in youth political engagement at the 2017 and 2019 General Elections, British democracy can ill afford for youth turnout figures to drop back down to earlier General Election levels of 40% in 2001, 38% in 2005, 52% in 2010, 49% in 2015. Our recent ESRC-funded research has shown that despite significant interest levels in national politics, young people are disillusioned about their political futures, not least because their preferences for the future of the country (voting to remain in the EU and also voting for Labour by a large majority in 2017) have not materialised because of the voting patterns of their generational elders (voting for Brexit and then for the Conservatives). To prevent deepening generational divisions and conflict, it is therefore critical to better understand young people's political needs and democratic participation in the future.

This teaching resource questions, what are the changes in behavioural patterns, aspirations and expectations of the young British electorate within an evolving and uncertain UK political landscape? Our innovative approach will help decipher and understand the critical moments of activation, mobilisation and demobilisation among young people during the 2016 EU Referendum and the 2017 General Election; furthermore, our research will identify the drivers and barriers to engagement for the renewal of UK democracy in the journey towards Brexit and beyond. The teaching resource builds on decades of research on young people's citizenship and politics by the experienced research team, and uses digital and mobile technology and participatory approaches to build knowledge. This teaching resource is based on research conducted in 2014 and 2016 by Dr Sharpe, which shows that some 81% of 12- to 24-year-olds in the UK feel that they do not know enough about the EU and how it affects their everyday lives. The ESRC-funded website, 'Me&EU', was complemented with a mobile phone app, that gave young voters – in just two clicks – the key, relevant information to aid and support them in making a decision in the run-up to the UK Referendum on EU membership. This easy-to-understand tool breaks down some of the complexities involved with the

Referendum and Brexit, colourfully presenting information on a range of topics, including security; the environment and sustainable energy; income and economic justice; education; and travel and transport. We invited contributors to author young-people-friendly blogs and tweets for the site. Contributors consisted of self-nominated young people from across the UK, Youth Participation Organisations, and officials from the President's Office in Malta and Eurochild, as well as third sector actors, and finally UK and EU academics. The website was shortlisted for the 99% Campaign Youth Digital Award at the 5th Annual IARS Research and Youth Leadership Awards 2016. IARS annual awards aim to celebrate and reward cutting-edge research and youth leadership from around the world and exemplify the project's meaningful involvement of young people.

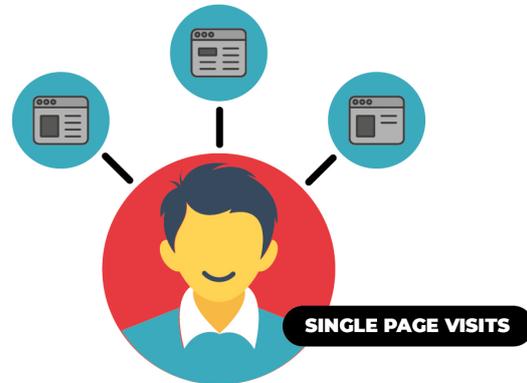
Our collective effort changed behaviour in getting young people to register to vote. For instance, the website recorded 5,228 sessions between its launch in the week beginning 11 April and 31 January 2020. From being launched, we had 4,883 distinct users, with 16,046 page views on repeat visits. The web analytics show that turning empirical evidence into cartoons was the most viewed feature of the site. Bounce rate was around 48% – not bad – and session average duration was 1:52 minutes. Lack of strong referrals from other sources was our main challenge. In order of prominence, the top sources that brought traffic to the 'Me&EU' site were: ukandeu.ac.uk 648 (20.41%); esrc.ac.uk 430 (16.63%); facebook.com 343 (9.43%); ntu.ac.uk 218 (8.96%); referendumanalysis.eu 69 (2.61%) and byc.org.uk 57 (1.93%).



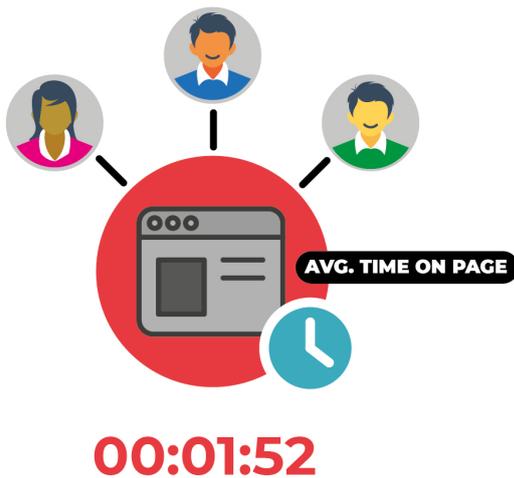
# Infographics from the Website



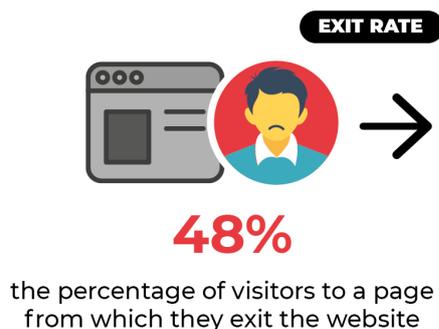
the total number of pages viewed. Repeated views of a single page are counted.



the total number of pages viewed. Repeated views of a single page are not counted.



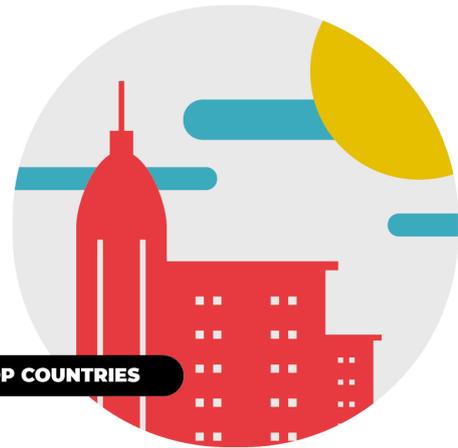
the average amount of time all users spend on a single page



the percentage of visitors to a page from which they exit the website

## DEMOGRAPHICS

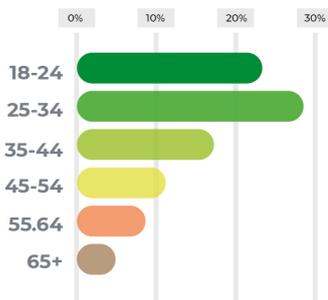
TOP COUNTRIES	USERS	% USERS
United Kingdom	971	33.15
United States	619	21.13%
France	328	11.20%
Germany	97	3.31%
Italy	88	3.00 %
Belgium	36	1.23%
Netherlands	35	1.19%



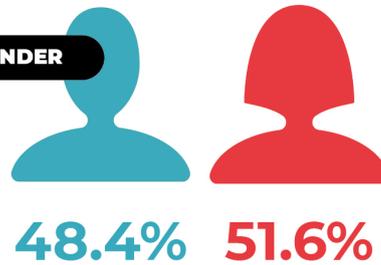
TOP COUNTRIES

### AGE

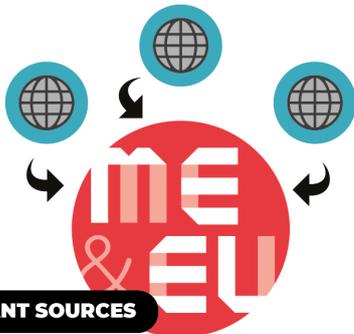
28% OF TOTAL USERS



### GENDER



## REFERRALS



RELEVANT SOURCES

### BEST RELEVANT SOURCES

[ukandeu.ac.uk](http://ukandeu.ac.uk)  
[esrc.ac.uk](http://esrc.ac.uk)  
[facebook.com](https://facebook.com)  
[ntu.ac.uk](http://ntu.ac.uk)  
[referendumanalysis.eu](http://referendumanalysis.eu)  
[byc.org.uk](http://byc.org.uk)

### SESSIONS

648  
 430  
 343  
 218  
 69  
 57

### PAGE VIEWS

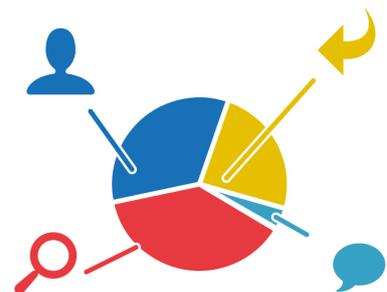
20.41%  
 16.63%  
 9.43%  
 8.96%  
 2.61%  
 1.93%

**33%(1214)**

reporting visits that came from sources outside meandeuropa.com

## ACQUISITION OVERVIEW

<b>1,919</b> ORGANIC SEARCH	<b>1,687</b> DIRECT	<b>1,214</b> REFERRAL	<b>109</b> SOCIAL
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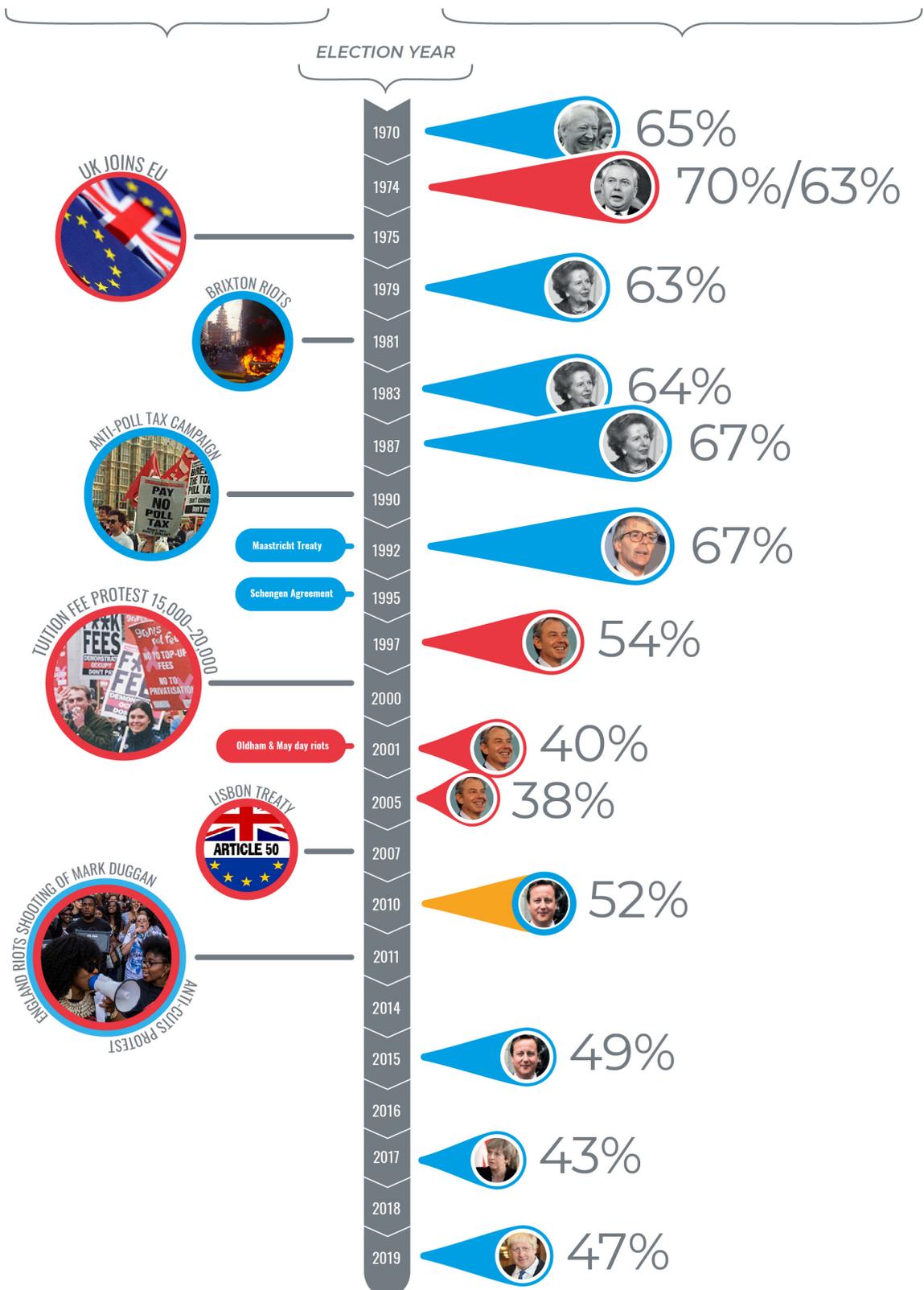


displays where users come from.

# Young People's Voting Behaviour

INFORMAL/EXTRA-PARLIAMENTARY POLITICAL PARTICIPATION 18-24 YEAR OLDS

FORMAL POLITICAL PARTICIPATION 18-24 YEAR OLDS



# Scheme of Work

## Lesson one

Outline	Outcome	Resources
<p>An introduction to the European Union</p> <p>Why David Cameron held a Referendum</p> <p>The Referendum result</p>	<p>Why David Cameron held the 'Brexit' Referendum</p> <p>Why the United Kingdom voted to leave</p> <p>The consequences for British politics due to the leave vote winning</p>	<p>Main resource to be used throughout the four lessons: <a href="https://meandeuropa.co.uk/">https://meandeuropa.co.uk/</a></p> <p>All worksheets/handouts differentiated in three levels: a - Higher b - Middle c - Lower</p> <p>Worksheet: W1.1 - The history of the European Union</p> <p>Handout: H1.2 - 'Why did Cameron hold the Referendum in 2016?'</p> <p>Worksheet: W1.3 - Young people who voted to leave</p> <p>Worksheet: W1.4 - How would you have voted in the Brexit Referendum?</p>

## Lesson two

Outline	Outcome	Resources
<p>Why Cameron resigned as PM and the implications this caused, including:</p> <ul style="list-style-type: none"><li>• May becoming PM</li><li>• The 2017 General Election</li><li>• Mobilisation of organised youth groups</li></ul>	<p>The reasons surrounding Cameron's resignation and May's succession</p> <p>Why there was a snap General Election in 2017</p> <p>How the Brexit Referendum result triggered a surge in younger people becoming actively engaged in politics</p>	<p>Video: <a href="https://www.youtube.com/watch?v=fXNV3Ad0qQ0">https://www.youtube.com/watch?v=fXNV3Ad0qQ0</a></p> <p>Worksheet: W2.1 - '2017 General Election in numbers'</p> <p>Treasure Hunt handout – H2.1 differentiated in three levels: a - Higher b - Middle c - Lower</p> <p>Handout: H2.2 - 'Student research task'</p> <p>Videos for student research tasks: <a href="https://meandeuropa.co.uk/peoples-vote/">https://meandeuropa.co.uk/peoples-vote/</a> <a href="https://www.facebook.com/OFOCBrexit/">https://www.facebook.com/OFOCBrexit/</a> <a href="https://meandeuropa.co.uk/">https://meandeuropa.co.uk/</a></p>

# Scheme of Work

## Lesson three

### Outline

Discovering the factors which culminated in May's resignation

Why May resigned

### Outcome

What was included in May's deal

Why May's deal was rejected by the Commons and the political consequences of this

### Resources

Video:

<https://meandeuropa.co.uk/i-believe-in-my-deal/>

Worksheet:

W3.1 - 'I believe in my deal' differentiated in three levels:

a - Higher

b - Middle

c - Lower

Handouts for student research task:

H3.2 - 'Local elections'

H3.3 - 'Irish backstop'

H3.4 - 'Scottish Independence'

differentiated in three levels:

a - Higher

b - Middle

c - Lower

## Lesson four

### Outline

Discovering who Boris Johnson is

Why he suspended Parliament

The results of the December 12th General Election

### Outcome

The reasons for the prorogation of Parliament and the Supreme Court ruling

Why Johnson pushed for a General Election

### Resources

Worksheet:

W4.1 - 'Journalism brief' differentiated in three levels:

a - Higher

b - Middle

c - Lower

Handout:

H4.2 - 'Journalism help sheet'

# Glossary of Terms

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<b>Article 50</b>	Article 50 of the Lisbon Treaty sets out how an EU country might voluntarily leave the union.
<b>Benn Act</b>	MPs have passed the EU Withdrawal (No. 2) Act, known as the 'Benn Act', which would force the government to act to stop a no-deal Brexit on 31 October 2019.
<b>Brexit</b>	Brexit is the withdrawal of the United Kingdom from the European Union.
<b>Brexit Extension Bill</b>	The European Union (Withdrawal) Act 2018 retains relevant EU law as domestic law.
<b>EEC</b>	The European Economic Community (EEC) was a regional organisation that aimed to bring about economic integration among its member states.
<b>European Union</b>	The European Union (EU) is a political and economic union of 28 member states that are located primarily in Europe.
<b>EU elections</b>	An election to the European Parliament.
<b>General Election</b>	A General Election is an opportunity for people in every part of the UK to choose their MP.
<b>Hung Parliament</b>	A hung parliament is a term used in legislatures under the Westminster system to describe a situation in which no particular political party or pre-existing coalition has an absolute majority of legislators (in a parliament or other legislature).
<b>Irish Backstop</b>	The Irish backstop is a defunct appendix to a draft Brexit withdrawal agreement developed by the May government and the European Commission in December 2017 and finalised in November 2018, that aimed to prevent an evident border between the Republic of Ireland and Northern Ireland after Brexit.
<b>Letwin amendment</b>	The amendment says parliament will withhold approval of the prime minister's deal until the withdrawal bill implementing Brexit has been passed.
<b>Majority Government</b>	A majority government refers to one or multiple governing parties that hold an absolute majority of seats in the legislature.
<b>Meaningful vote</b>	The 'meaningful vote' is best understood both as a specific Parliamentary process, and as a term that describes Parliament's broader role in shaping the terms on which the UK leaves the EU.

<b>Minority Government</b>	A minority government, minority cabinet or minority parliament is a cabinet formed in a parliamentary system when a political party or coalition of parties does not have a majority of overall seats in the parliament.
<b>PM</b>	Prime Minister.
<b>Prorogation</b>	Prorogation marks the end of a parliamentary session.
<b>Referendum</b>	A Referendum is a direct and universal vote in which an entire electorate is invited to vote on a particular proposal and can have nationwide or local forms.
<b>UK Supreme Court</b>	The Supreme Court is the final court of appeal in the UK for civil cases, and for criminal cases from England, Wales and Northern Ireland.
<b>Youthquake</b>	A surge in youth turnout has often been cited as the reason for Labour's unexpectedly strong performance in the 2017 election.
<b>Scottish Independence</b>	Scottish independence is the political movement for Scotland to become a sovereign state, independent from the United Kingdom.
<b>Single Customs Territory</b>	The single customs territory is basically another name for a temporary customs union and, if it were needed, it would ensure that completely frictionless trade could continue across the Irish border.

# Resource Guide

## Lesson one

W1.1a - The history of the European Union  
W1.1b - The history of the European Union  
W1.1c - The history of the European Union  
H1.2a – Why Cameron held the Referendum in 2016  
H1.2b – Why Cameron held the Referendum in 2016  
H1.2c – Why Cameron held the Referendum in 2016  
W1.3a – ‘Young people who voted to leave’  
W1.3b – ‘Young people who voted to leave’  
W1.3c – ‘Young people who voted to leave’  
W1.4 – Plenary ballot paper  
**L1-Cameron.PPTX**

## Lesson two

H2.1a – The 2017 General Election in numbers  
W2.1a – The 2017 General Election in numbers  
H2.1b – The 2017 General Election in numbers  
W2.1b – The 2017 General Election in numbers  
H2.1c – The 2017 General Election in numbers  
W2.1c – The 2017 General Election in numbers  
H2.2 – Student research task  
**L2-May-Part-1.PPTX**

## Lesson three

W3.1a – ‘I believe in my deal’  
W3.1b – ‘I believe in my deal’  
W3.1c – ‘I believe in my deal’  
H3.2a – Irish backstop and DUP  
H3.3a – Scottish Independence  
H3.4a – Local elections  
H3.2b – Irish backstop and DUP  
H3.3b – Scottish Independence

H3.4b – Local elections  
H3.2c – Irish backstop and DUP  
H3.3c – Scottish Independence  
H3.4c – Local elections  
**L3-May-Part-2.PPTX**

## Lesson four

W4.1a – Journalism brief  
W4.1b - Journalism brief  
W4.1c - Journalism brief  
H4.2 – Journalist help sheet  
W4.3 – Plenary ballot paper  
**L4-Johnson.PPTX**

# Equipment List

## Essential

- Computer
- Projector
- Speakers

## Desirable

- Mini whiteboards
- Class set of tablets/computers (for research tasks)

## Lesson I

# David Cameron

Why did David Cameron hold a Referendum on Britain's continued membership of the European Union?



# Lesson overview

This lesson looks at the impact of the EU Referendum through former Prime Minister (PM), David Cameron's premiership.

The lesson starts by enabling students to show any prior knowledge they may have on the European Union (EU), via the starter activity.

This first lesson establishes what the European Union actually is, including its origins and history, so that students can grasp the main theme throughout the sequence of upcoming lessons, the EU.

Key concepts will be explained, such as Brexit and what a Referendum actually is. Additionally, the reasons given by young people for why they chose to leave will be explored, as well as the breakdown of the leave/remain split by age.

Time	Student Activities	Teacher Activities	Assessment For Learning	Teaching Standard
<b>Starter</b>				
 5 min.	What does the 'EU' stand for?  Can you name the 28 member states of the EU?	Reveal list of 28 EU member countries from PowerPoint	Students to feedback to teacher.  This can be done orally or via the use of mini whiteboards	1.2 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions  2.1 - be accountable for pupils' attainment, progress and outcomes  2.2 - be aware of pupils' capabilities and their prior knowledge
<b>Main</b>				
 2 min.	Students to write down learning objective	Share learning objective and topic overview of the upcoming four lessons		
 5 min.	Students answer What does 'Brexit' mean? What is a Referendum?	Give students 2 minutes to consider both words and come up with a definition. Could work in pairs to aid each other.	Students answer and feedback  Mini whiteboards for feedback optional.	2.1 - be accountable for pupils' attainment, progress and outcomes  2.5 - encourage pupils to take a responsible and conscientious attitude to their own work and study.

Time	Student Activities	Teacher Activities	Assessment For Learning	Teaching Standard
 8 min.	Students to complete:  Worksheet: W1.1 The history of the European Union	Show 'Brexit Explained' video from start until 6.33 minutes  For weaker classes pause video at relevant sections	Completion of worksheet	4.1 - impart knowledge and develop understanding through effective use of lesson time  5.1 - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 20 min.	Students to read and unpick handout –  H1.2 'Why Cameron held the Referendum in 2016'.  Students will then 'become' the PM  Students to write a speech explaining why they have decided to give the British people a Referendum to decide Britain's future with the European Union.	Show video of PM announcing Referendum <a href="https://www.youtube.com/watch?v=5r95mbV193k">https://www.youtube.com/watch?v=5r95mbV193k</a>	Students present their speeches	1.2 set goals that stretch and challenge pupils of all backgrounds  3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject  3.3-demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English  4.1 - impart knowledge and develop understanding through effective use of lesson time 4.2 - promote a love of learning and children's intellectual curiosity  6.4 - give pupils regular feedback
 20 min.	Why did the UK vote to leave?	Give students definition of upcoming key words		2.1 - be accountable for pupils' attainment, progress and outcomes

Time	Student Activities	Teacher Activities	Assessment For Learning	Teaching Standard
 5 min.	What reasons were given for why people voted to leave?  Students to complete:  Worksheet W1.3 Young people who voted to leave		Guess Who?  Without using the name students are to describe a reason why one of the young people voted to leave.	6.2 - make use of formative assessment to secure pupils' progress
 2 min.	What was the leave/ remain split by age?	Show the table revealing the % split		3.1 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject
<b>Plenary</b>				
 2 min.	Students complete W1.4 'ballot paper' on how they would have voted in the 2016 Referendum	This will be reviewed at the end of the sequence of lessons.  Secret vote: Can be done with them closing their eyes and being asked to raise their hands to indicate how they voted  Or a ballot box could be made and an official count could be done	Class to have a secret vote.	2.3 - guide pupils to reflect on the progress they have made and their emerging needs  4.2 - promote a love of learning and children's intellectual curiosity

# Teacher Guidance 1

  
5 mins

**STARTER – WHO IS IN THE EU?** 

What does the 'EU' stand for?

Can you name the 28\* member states of the EU?

The EU countries are:

Austria, Belgium, Bulgaria, Croatia, Republic of Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden and the UK.

\*Currently there are 28 members, when the United Kingdom leaves there will be 27

  
2 mins

LESSON ONE

WHY DID DAVID CAMERON HOLD A REFERENDUM ON BRITAIN'S CONTINUED MEMBERSHIP OF THE EUROPEAN UNION?



**TOPIC OVERVIEW** 

**Brief**  
Over the next four lessons you will discover how Brexit impacted the United Kingdom with a focus on the three Prime Ministers involved.

<b>Lesson 1</b> Why did David Cameron hold a referendum on Britain's continued membership of the European Union?	<b>Lesson 2</b> What impact has Brexit had on young peoples' involvement in politics?
<b>Lesson 3</b> What did Theresa May resign?	<b>Lesson 4</b> Who is the new DUDE in Downing Street?

  
5 mins

**BREXIT EXPLAINED** 

On June 23rd, 2016, an entire country headed into the unknown when 17.4 million people in the United Kingdom voted to become the first country to leave the European Union, (EU).

But what does Brexit actually mean? And what is a referendum?



**BREXIT EXPLAINED** 

What does 'Brexit' mean?

What is a referendum?

2 minutes 

Show video 'Brexit Explained' start until 6:33

Give students 2 minutes to consider both words and come up with a definition. Could work in pairs to aid each other. Mini whiteboards for feedback optional. As students work, handout video worksheet.

**BREXIT EXPLAINED** 

What does 'Brexit' mean?  
• Brexit means Britain's Exit from the European Union

What is a referendum?  
\*A referendum is a vote by the people on a single issue question. It usually only has one question with two options. E.g. leave or remain, yes or no etc.

Ask students to feedback answers – either verbally or via showing answers on mini whiteboards

# Teacher Guidance 1

  
8  
mins

**BREXIT EXPLAINED**



Ok so we know what Brexit means and we know what a referendum is.  
But what is the European Union and why did we vote to leave?  
To fully understand you need to know the history of the EU.

**BREXIT EXPLAINED**



Your task is to complete your 'history of the EU' question grid as you watch the following video...

<https://www.youtube.com/watch?v=43204tkrsq8p0>



Show video 'Brexit Explained' start until 6:33 – students to complete worksheet based on ability

Lesson 1 - David Cameron

**Worksheet 1.1 - Level A**

**The history of the European Union**

Your task is to complete your 'history of the EU' question grid.

1 Why was it believed to be important for countries to form strong economic ties with each other?

  
20  
mins

**SO WHY DID PM CAMERON HOLD A REFERENDUM?**



I am going to let the British people decide our future for Europe. The choice is in your hands.

But why did PM Cameron hold a referendum on the EU?

<https://www.youtube.com/watch?v=5r95mbV193k>

The Telegraph



David Cameron announces

**You are going to become the PM!**

Write a speech which explains why you decided to hold an 'in' 'out' referendum on Britain's continued membership of the EU.



Show video of PM announcing Referendum <https://www.youtube.com/watch?v=5r95mbV193k>

Students to read and unpick worksheet – 'Why Cameron held the Referendum in 2016'. Students will then become the PM and write a speech explaining why they have decided to give the British people a Referendum to decide Britain's future with the European Union.

**SPEECH TIME!**



Lesson 1 - David Cameron

**Handout 1.2 - Level A**

**Why Cameron held the Referendum in 2016**

You are the PM. Using the information above you are going to write a speech which explains why you have decided to give the British people a referendum to decide Britain's future with the European Union.

David Cameron was the Conservative Prime Minister (PM) from 2010-2016. Amongst his party there was growing Euroscepticism.

Cameron was facing pressure from his own party and the British electorate over the powers of the European Union (EU). Some people were keen to see the powers of the EU reduced and the feeling was starting to grow.

# Teacher Guidance 1

  
5  
mins

**WHY DID THE UK VOTE TO LEAVE?**



Ok, so I know why we had a referendum on the EU. But why did the UK vote to leave?

**WHY DID THE UK VOTE TO LEAVE?**



Your final task is to learn why some people voted to leave the EU.

But first we have some important words:

**Decentralise (power)** – spread power out so that it isn't concentrated in one place  
**Immigration** - the action of coming to live permanently in a different country  
**Red tape** – excessive rules and regulations which prevent matters from changing

  
5  
mins

**WHAT REASONS WERE GIVEN FOR WHY PEOPLE VOTED TO LEAVE?**



Task: as you watch the following video write down why Kieran, Jacoby, Belfi and Rehaan voted to leave.

[https://www.youtube.com/watch?v=3Dwvz\\_4d412&list=PL8090909090909090](https://www.youtube.com/watch?v=3Dwvz_4d412&list=PL8090909090909090)

Lesson 1 - David Cameron

**Worksheet 1.3 - Level A**

**Young people who voted to leave**

Reason for voting to leave. Write the answer.



Max

**GUESS WHO?!**



Without using the name – describe a reason why one of the young people voted to leave.

The class will then try to guess who you are describing.

  
2  
mins

**WHAT WAS THE LEAVE/REMAIN SPLIT BY AGE?**

The people you saw in the video were in the minority amongst their age group.

Younger people tended to vote remain.  
Where as older people tended to vote to leave.

**WHAT WAS THE LEAVE/REMAIN SPLIT BY AGE?**

Table 1 - Vote by age at the 2016 UK Referendum on membership of the European Union (%)

	16-24	25-34	35-44	45-54	55-64	65+
Leave	22	26	48	59	71	80
Remain	73	62	52	44	33	20

Source: Lord Ashcroft Poll (2016)

  
2  
mins

**HOW WOULD YOU HAVE VOTED IN THE BREXIT REFERENDUM?**

Write down how you would have voted if you were allowed to vote in the 2016 referendum on the UK's continued membership of the European Union.

There is no right or wrong answer – we will come back to this at the end of the four lessons to see if your opinion has changed or stayed the same.

Referendum on the United Kingdom's membership of the European Union

Vote only once by putting a cross (X) in the box next to your choice.

Should the United Kingdom remain a member of the European Union or leave the European Union?

Remain a member of the European Union

Leave the European Union

Lesson 1 - David Cameron

**Worksheet 1.4 - Plenary**

**How would you have voted in the Brexit Referendum?**

Write down how you would have voted if you were allowed to vote in the 2016 Referendum on the UK's continued membership of the European Union.

There is no right or wrong answer – we will come back to this at the end of the four lessons to see if your opinion has changed or stayed the same.

Referendum on the United Kingdom's membership of the European Union

Vote only once by putting a cross in the box next to your choice.

## Worksheet 1.1 - Level A

# The history of the European Union

Your task is to complete your 'history of the EU' question grid.

- 
- 1 Why was it believed to be important for countries to form strong economic ties with each other?

- 
- 2 Name three countries which formed the European Economic Community in 1957

- 
- 3 Which years did the UK try to join?

- 
- 4 When did the UK finally become a member of the EEC?

## Worksheet 1.1- Level A

---

5 What was the result of the 1975 UK Referendum on the EEC?

Yes	%	No	%
<input type="text"/>		<input type="text"/>	

---

6 One way in which the UK remained independent from the EEC

---

7 What was Article 50?

---

8 What was one of the reasons which pushed the UK to vote leave?

---

9 What was the Brexit result in 2016?

Yes	%	No	%
<input type="text"/>		<input type="text"/>	

## Worksheet 1.1 - Level B

# The history of the European Union

Your task is to complete your 'history of the EU' question grid.

- 
- 1 Why was it believed to be important for countries to form strong economic ties with each other?

- 
- 2 When did the UK finally become a member of the EEC?

1971     1972     1973

- 
- 3 What was the result of the 1975 UK Referendum on the EEC?

Yes    %    No    %

--	--

- 
- 4 What was Article 50?

- a. It gave members a way to stay in the EU
- b. It gave members a way to leave the EU
- c. It gave members a way to create a new EU

- 
- 5 What was one of the reasons which pushed the UK to vote leave?

- 
- 6 What was the Brexit result in 2016?

Yes    %    No    %

--	--

## Worksheet 1.1 - Level C

# The history of the European Union

Your task is to complete your 'history of the EU' question grid.

---

1 Why was it believed to be important for countries to form strong economic (money/trading) ties with each other?

- a. It was hoped that countries would be less likely to fight
- b. It was hoped that countries would be more likely to win wars
- c. It was hoped that countries would be more likely to start wars

---

2 When did the UK finally become a member of the EEC?

- 1971     1972     1973

---

3 What was the result of the 1975 UK Referendum on the EEC?

Yes    %    No    %

--	--

---

4 What was Article 50?

- a. It gave members a way to stay in the EU
- b. It gave members a way to leave the EU
- c. It gave members a way to create a new EU

---

5 What was one of the reasons which pushed the UK to vote leave?

---

6 What was the Brexit result in 2016?

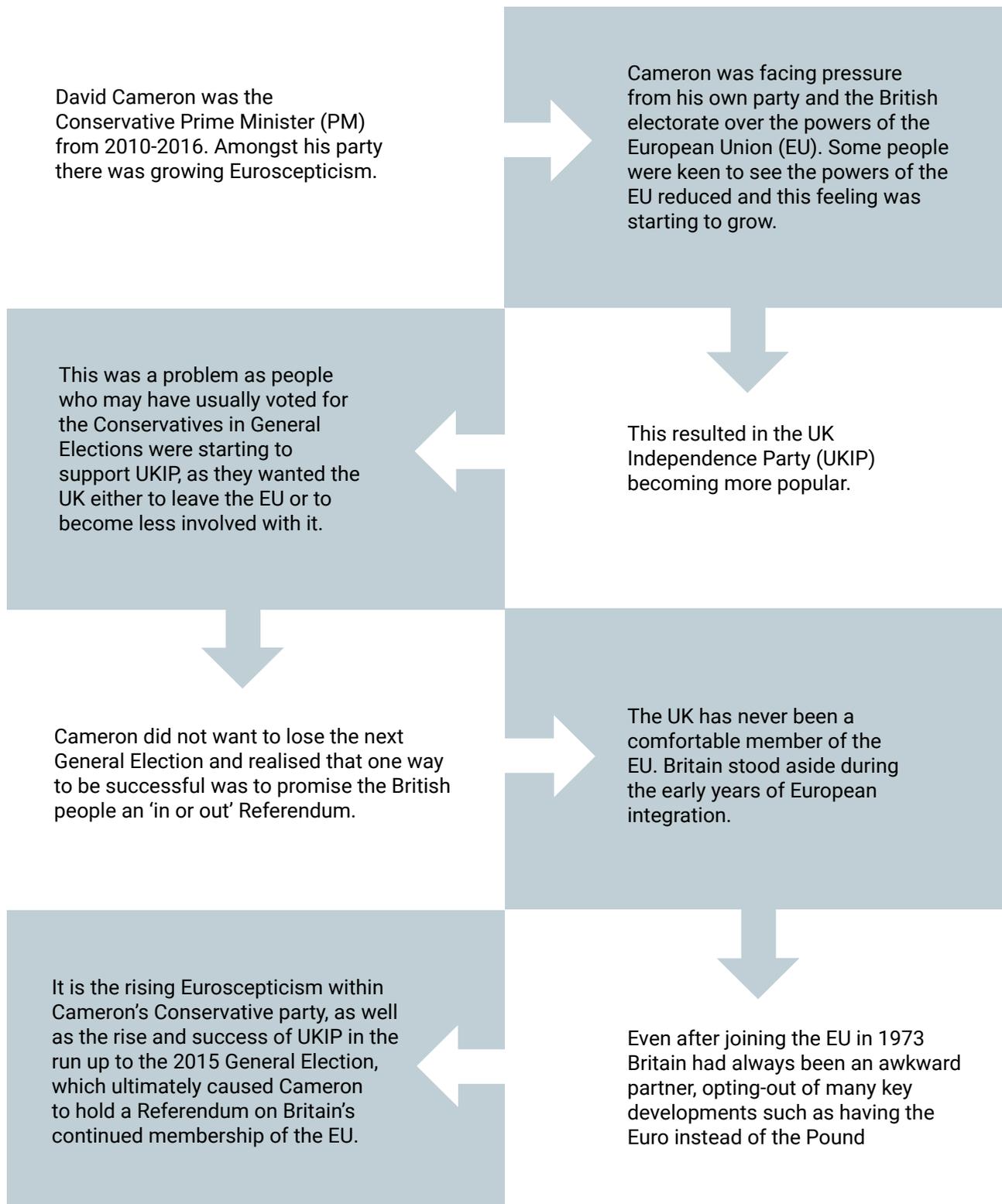
Yes    %    No    %

--	--

## Handout 1.2 - Level A

## Why Cameron held the Referendum in 2016

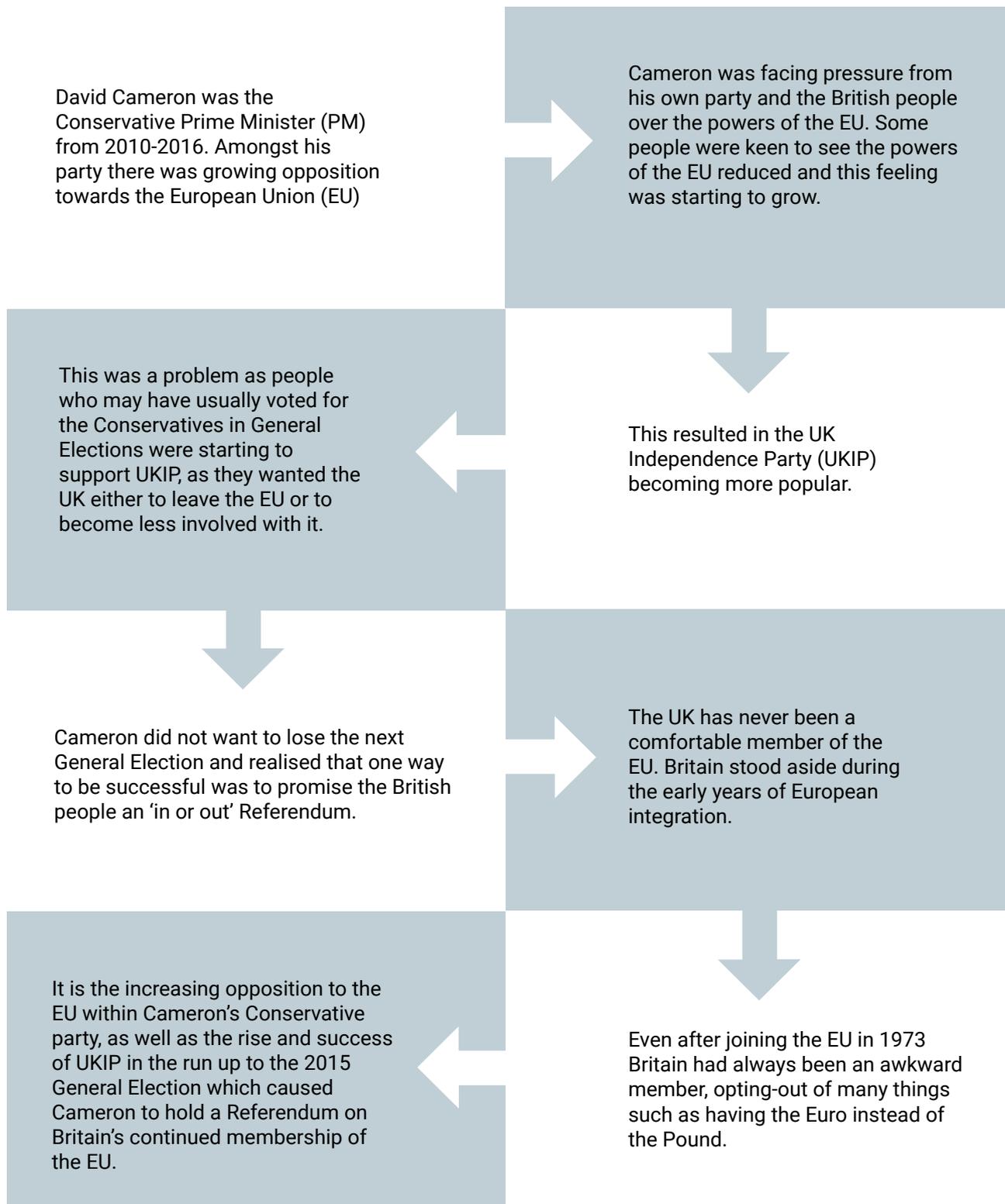
You are the PM. Using the information above you are going to write a speech which explains why you have decided to give the British people a referendum to decide Britain's future with the European Union.



## Handout 1.2 - Level B

## Why Cameron held the Referendum in 2016

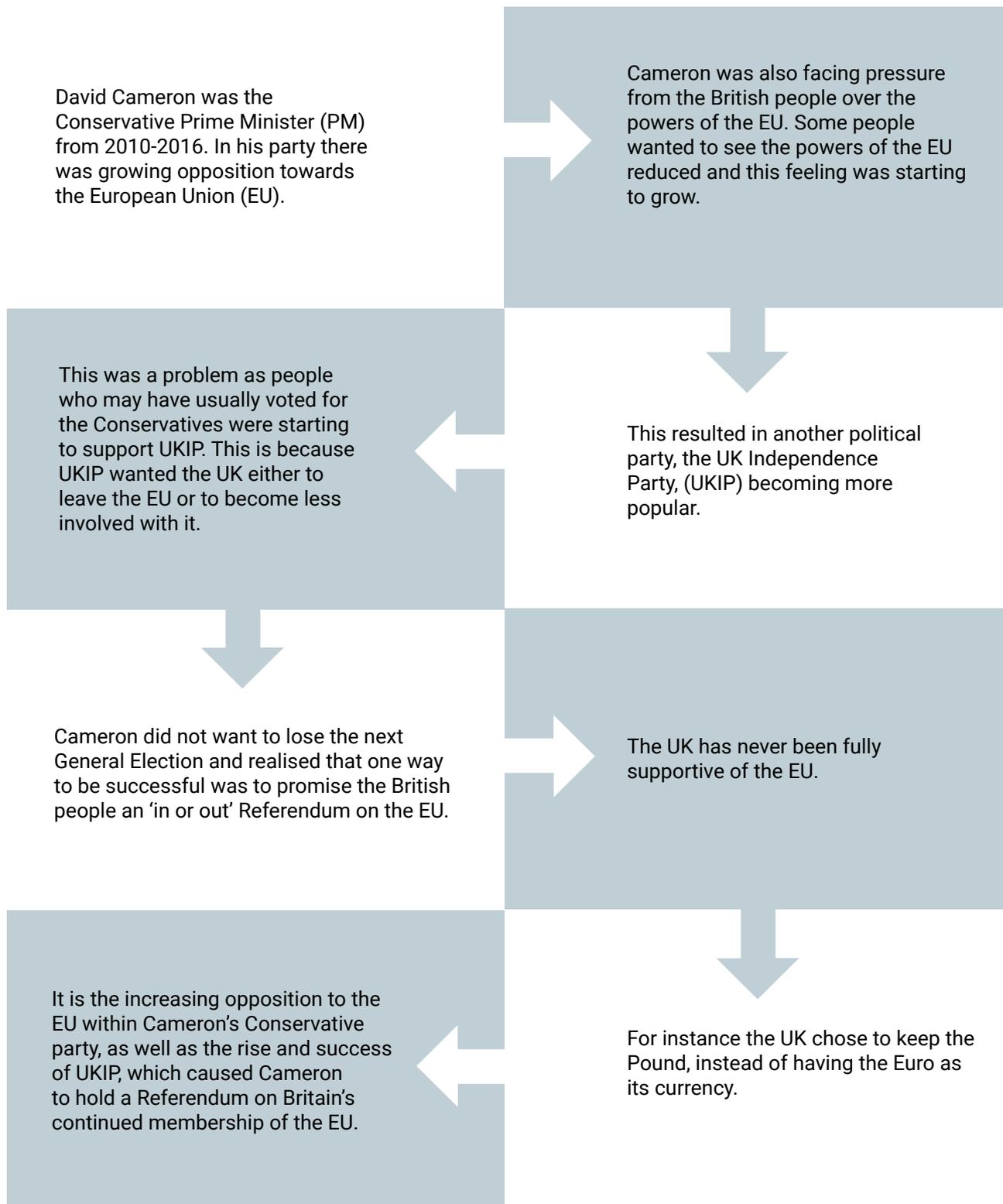
You are the PM. Using the information above you are going to write a speech which explains why you have decided to give the British people a Referendum to decide Britain's future with the European Union.



## Handout 1.2 - Level C

## Why Cameron held the Referendum in 2016

You are the PM. Using the information above you are going to write a speech which explains why you have decided to give the British people a Referendum to decide Britain's future with the European Union.



## Worksheet 1.3 - Level A

# Young people who voted to leave

Reason for voting to leave. Write the answer.



Max



Kelly



Pippa



Jacob

## Worksheet 1.3 - Level B

## Young people who voted to leave

Reason for voting to leave. Tick correct answer(s)

**Max**Voted leave due to immigration Voted to leave based on democracy Voted to leave as believes it's misguided to have 28 nations in a tight union when they have differing needs **Kelly**Voted to leave due to EU red tape Voted to leave based on immigration Voted leave based on what her friends thought **Pippa**Voted to leave due to wanting power to be decentralised (spread out) as it is good for liberty and democracy Voted leave due to the NHS Voted to leave to regain some democratic power **Jacob**Voted to leave due to working in banking Voted to leave based on democracy Voted leave as wants UK government to take back control over taxation and immigration policy

## Worksheet 1.3 - Level C

## Young people who voted to leave

Reason for voting to leave. Tick correct answer(s)

**Max**

Voted leave due to immigration

Voted to leave based on democracy

**Kelly**

Voted to leave due to EU red tape

Voted to leave based on immigration

**Pippa**

Voted leave due to the NHS

Voted to leave to regain some democratic power

**Jacob**

Voted to leave based on democracy

Voted leave as wants UK government to take back control over taxation and immigration policy

## Worksheet 1.4 - Plenary

# How would you have voted in the Brexit Referendum?

Write down how you would have voted if you were allowed to vote in the 2016 Referendum on the UK's continued membership of the European Union.

There is no right or wrong answer – we will come back to this at the end of the four lessons to see if your opinion has changed or stayed the same.

### Referendum on the United Kingdom's membership of the European Union

*Vote only once by putting a cross in the box next to your choice*

Should the United Kingdom remain a member of the European Union or leave the European Union?

Remain a member of the European Union

Leave the European Union

## Lesson II

# Theresa May

What impact has Brexit had on young people's involvement in politics?



# Lesson overview

This lesson looks at the impact of the EU Referendum through former Prime Minister (PM), Theresa May's premiership.

The lesson builds upon knowledge gained from the previous David Cameron lesson, starting using the 'vote by age' table which ended lesson one. Students will then discover the reasons for Cameron resigning and why May succeeded him as PM.

Key concepts, such as Article 50 will be, covered, as well as why a snap General Election was held. Finally, the lesson will focus on how the Brexit Referendum result culminated in a surge of youth political engagement.

Time	Student Activities	Teacher Activities	Assessment For Learning	Teaching Standard
<b>Starter</b>				
 5 min.	Using the information from the table – students answer 'why do you think younger people have become more involved in politics and have joined political organisations?'	Remind students of what was discussed in the previous lesson in regard to the table to aid and prompt memory	Students to feedback to teacher.	1.2 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions  2.5 - encourage pupils to take a responsible and conscientious attitude to their own work and study.
<b>Main</b>				
 2 min.	Students to write down learning objective	Share learning objective and lesson overview		
 4 min.	Students to watch Cameron's resignation speech and answer the following questions on the handout: - Did Cameron want to remain or leave the EU? - Why did Cameron resign? (What specifically did he say?) - Do you think he was right to resign?	Show 'Cameron's resignation speech' video from 2.20-4.00 or 5.19 (dependent on the class – professional judgement to be used)  <a href="https://www.youtube.com/watch?v=fXNV3Ad0qQ0">https://www.youtube.com/watch?v=fXNV3Ad0qQ0</a>	Completion of questions – peer/self marking	4.1 - impart knowledge and develop understanding through effective use of lesson time

Time	Student Activities	Teacher Activities	Assessment For Learning	Teaching Standard
 4 min.	Students to listen to the teacher's explanations	Teacher talk summarising: Why May became PM What 'triggering Article 50' means Why there was a General Election		3.1-have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
 15 min.	Students to complete the '2017 General Election in numbers'	Guide students to use the accompanying information which could either be: a) Placed around the classroom for students to walk around and find or b) one sheet given to each pair for 90 seconds and then swapped once the time is up	Completion of worksheet and answering of the following questions: - Why did Theresa May call a General Election in 2017? - 'Was May's 2017 snap general election successful?'	4.2 - promote a love of learning and children's intellectual curiosity
 2 min.	What is the correlation between age and the way someone voted in the Brexit Referendum?	Show vote by age table to class to prompt and remind students how most 18-24 year olds voted to remain.	Students to feedback to teacher	6.2 - make use of formative assessment to secure pupils' progress  6.4 - give pupils regular feedback
 15 min.	Students to complete research tasks	Handout research tasks and circulate around the class; students conduct their research. Stop class after 5-7 minutes to assess students' research	Four whole-class questions which can be used to lead discussions and share opinions  Students feedback their answers.	4.2 - promote a love of learning and children's intellectual curiosity  2.5 - encourage pupils to take a responsible and conscientious attitude to their own work and study.

Time	Student Activities	Teacher Activities	Assessment For Learning	Teaching Standard
 3 min.	What is it that young people are asking for?	Ask students to put their heads on the desk/ close their eyes for a secret vote to see who in the class agrees with the young people in the video and who does not. Remind students that there is no right or wrong answer.	Secret vote on whether students agree/ disagree with the reasons given by the young people from their research	6.2 - make use of formative assessment to secure pupils' progress
<b>*Plenary – choice of three dependent on class ability</b>				
 3 min.	Plenary A: What are the three main reasons 'Our Future, Our Choice' gives for wanting the UK to remain a member of the European Union (EU)		Students feedback orally or whole class feedback using mini whiteboards	6.2 - make use of formative assessment to secure pupils' progress  2.3 -guide pupils to reflect on the progress they have made
 4 min.	Plenary B: Which of the three reasons given by 'Our Future, Our Choice' do you most agree with and why?	As students feedback, students who didn't choose this task can learn from their peers. Peer-peer teaching	Students feedback orally or whole class feedback using mini whiteboards Or Students to move to a section of the room indicating which reason they agree with most	2.3 -guide pupils to reflect on the progress they have made  2.5 - encourage pupils to take a responsible and conscientious attitude to their own work and study.
 4 min.	Plenary C: Which of the three reasons given by 'Our Future, Our Choice' do you think would most persuade a person who voted leave to reconsider their choice and why?	Select three students who chose different reasons to share their opinion with the class	Students feedback orally	2.3 -guide pupils to reflect on the progress they have made  2.5 - encourage pupils to take a responsible and conscientious attitude to their own work and study.

\*Optional- plenary B and/or C could be given as a homework task

4.3 set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

# Teacher Guidance 2

  
5  
mins

**THE YOUNGER YOU ARE THE MORE LIKELY YOU ARE TO HAVE VOTED FOR THE UK TO REMAIN IN THE EU**

Table 1 - Vote by age at the 2016 UK Referendum on membership of the European Union (%)

	16-24	25-34	35-44	45-54	55-64	65+
Leave	57	58	61	64	67	69
Remain	41	42	39	36	33	31

Source: Lord Ashcroft Polls (2016)

Using the information from the table – why do you think younger people have become more involved in politics and have joined political organisations?

  
2  
mins

LESSON TWO

**WHAT IMPACT HAS BREXIT HAD ON YOUNG PEOPLES' INVOLVEMENT IN POLITICS?**



  
4  
mins

**WHY DID CAMERON RESIGN?**

Answer these questions as you watch the following video:

<https://www.youtube.com/watch?v=05023680Q> (9m 13s - 484K views)

- Did Cameron want to remain or leave the EUP?
- Why did Cameron resign? (what specifically did he say)
- Do you think he was right to resign?



  
4  
mins

**WHY DID THERESA MAY BECOME THE NEW PM?**

May was a remainer but a quiet one – she didn't publically campaign with the remain team like former PM Cameron did.

This allowed her to succeed Cameron.

With the permission of Parliament she invoked article 50.

**TRIGGERING ARTICLE 50**

On 29 March 2017, less than a year after the referendum, the Prime Minister Theresa May triggered the procedures set out in Article 50.

What is article 50?

Article 50 states how EU member countries can leave the European Union.

**WHY WAS THERE A GENERAL ELECTION IN 2017?**

PM May wanted to have a bigger majority in the House of Commons. This is so that she would have more Conservative MPs to support her with her Brexit negotiations.

When May became leader of the Conservative party after David Cameron, her majority was very small. She sought to increase this by calling another general election in 2017.

  
15  
mins

**WAS MAY'S 2017 SNAP GENERAL ELECTION SUCCESSFUL?**

Complete the '2017 General Election in numbers' worksheet using the information sheets which are around the classroom.

You will be answering

- "Why did Theresa May call a General Election in 2017?"
- "Was May's 2017 snap general election successful?"

Lesson II - Theresa May

Handout 2.1 - Level A

**Treasure Hunt**

a) Placed around the classroom for students to walk around and find  
or  
b) one sheet given to each pair for 90 seconds and then swapped once the time is up

Lesson II - Theresa May

Worksheet 2.1 - Level A

**The 2017 General Election in numbers**

Number	Explanation of what each number relates to
2016	e.g. the year of the General Election
2017	

# Teacher Guidance 2

  
2  
mins

**BREXIT AND YOU!**

What is the correlation between age and the way someone voted in the Brexit referendum?

Vote by age at the 2016 UK Referendum on membership of the European Union (%)

Source: LORI ANCHUTZ PATA (2016)

	18-24	25-34	35-44	45-54	55-64	65+
Leave	27	36	46	56	57	46
Remain	73	62	52	44	43	54

**BREXIT AND YOU!**

Due to 73% of younger people voting to remain, many younger voters have felt outrage of the referendum result.

This is because younger people will be affected by the decision for longer due to their age.

Your next task will be to research some of the arguments put forward by young people and to see some of the increases in the youth movement since the Brexit referendum.

Give students 'Research task' handout

  
15  
mins

**RESEARCH TASKS**

Complete the research tasks from your handout.

Lesson II - Theresa May

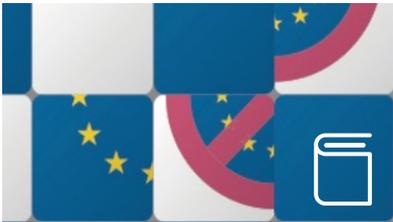
Handout 2.2

**Research Tasks**

You are going to research the increase in the youth movement after the Brexit Referendum.

**Task 1**

Go to the following website: <https://meandurope.com/peoples-vote/>  
What is it that young people are asking for?  
Do you agree / disagree? Explain your choice



  
3  
mins

**WHAT IS IT THAT YOUNG PEOPLE ARE ASKING FOR?**

Everyone put your heads on the desk and close your eyes – we are going to have a secret vote to see who in the class agrees with the young people in the video and does not.

REMEMBER: there is no right or wrong answer.

Students feedback their answers. Then secret vote on whether students agree or disagree

## Teacher Guidance 2

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3  
mins

WHAT ARE THE THREE MAIN REASONS 'OUR FUTURE, OUR CHOICE' GIVES FOR WANTING THE UK TO REMAIN A MEMBER OF THE EUROPEAN UNION (EU)

Students could use mini whiteboards to feedback answers – ALL should be able to do this as all tasks build from this

---



4  
mins

WHICH OF THE THREE REASONS GIVEN BY 'OUR FUTURE, OUR CHOICE' DO YOU MOST AGREE WITH AND WHY?

Again mini whiteboards can be used to feedback / or students could move to a section of the room indicating which reason they agree with most – then as they feedback students who didn't choose this task can learn from their peers. Peer-peer teaching

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4  
mins

WHICH OF THE THREE REASONS GIVEN BY 'OUR FUTURE, OUR CHOICE' DO YOU THINK WOULD MOST PERSUADE A PERSON WHO VOTED LEAVE TO RECONSIDER THEIR CHOICE AND WHY?

Select three students who chose different reasons to share their opinion with the class

## Handout 2.1 - Level A

### Treasure Hunt

- a) Placed around the classroom for students to walk around and find
- or
- b) one sheet given to each pair for 90 seconds and then swapped once the time is up

The 2017 General Election was billed as the “Brexit election”. Set against the backdrop of the 2016 Referendum on EU membership, Prime Minister Theresa May framed the election as a way of “strengthening her hand” ahead of the negotiations with the EU and ensuring stability.

The Conservative Party attracted a 42.4% share of the national vote – their highest share since 1979 and an increase of more than five per cent on their result in 2015. But, the party failed to increase its number of seats, which is what PM May was hoping to achieve.

## Handout 2.1 - Level A

At 318, the Conservatives won thirteen fewer seats than in 2015 and were left eight short of a majority.

With a majority of just 17 there was a hung parliament\* and negotiations with the Democratic Unionist Party (DUP) began. It left Theresa May, with a working majority of just 13.

\*Hung parliament – when no party in Parliament has a majority

## Handout 2.1 - Level A

Jeremy Corbyn's Labour Party had more success than expected, winning 40% of the national vote – their highest share since 2001 and a 9.5-point increase since 2015 – and winning 262 seats, thirty more than in 2015.

The aim of the snap General Election in 2017 was to strengthen the government's majority and to provide it with a stronger mandate during Brexit withdrawal negotiations.

## Handout 2.1 - Level A

However, the election resulted in a hung Parliament, leaving the Conservatives with a minority government.

The outcome of a hung Parliament would make it more difficult for May's government to get its way in the Brexit negotiations and would give Parliament more power to exercise over the government.

## Worksheet 2.1 - Level A

## The 2017 General Election in numbers

Number	Explanation of what each number relates to
2016	<input type="text" value="e.g. the year of the General Election"/>
2017	<input type="text"/>
42.2%	<input type="text"/>
5%	<input type="text"/>
318	<input type="text"/>
13 (two points needed)	<input type="text"/>
8	<input type="text"/>
40%	<input type="text"/>
30	<input type="text"/>

## Worksheet 2.1 - Level A

Why did Theresa May call a General Election in 2017?

Was May's 2017 snap General Election successful?

Include the facts and figures you have learnt from your '2017 General Election in numbers' worksheet

## Worksheet 2.1 - Level B

## The 2017 General Election in numbers

Number	Explanation of what each number relates to
2017	<input type="text" value="e.g. the year of the General Election"/>
42.2%	<input type="text"/>
1979	<input type="text"/>
13	<input type="text"/>
8	<input type="text"/>
40%	<input type="text"/>
30	<input type="text"/>

## Worksheet 2.1 - Level B

### Why did Theresa May call a General Election in 2017?

Theresa May called a

in 2017 to ...

### Was May's 2017 snap General Election successful?

Include:

- Hung parliament
- Minority government
- Brexit negotiations

Challenge: Include the facts and figures you have learnt from your '2017 General Election in numbers' worksheet

## Handout 2.1 - Level C

## The 2017 General Election in numbers

Number	Explanation of what each number relates to
2017	<input type="text" value="e.g. the year of the General Election"/>
42.2%	<input type="text"/>
13	<input type="text"/>
8	<input type="text"/>
40%	<input type="text"/>

## Worksheet 2.1 - Level C

### Why did Theresa May call a General Election in 2017?

Theresa May called a

General

Election

in 2017 to ...

### Was May's 2017 snap General Election successful?

Include:

- Hung parliament
- Minority government
- Brexit negotiations

Theresa May's snap General Election was / was not successful, this is because...

## Handout 2.2

# Research Tasks

You are going to research the increase in the youth movement after the Brexit Referendum.

## Task 1

Go to the following website: <https://meandeurope.co.uk/peoples-vote/>

What is it that young people are asking for?

Do you agree / disagree? Explain your choice

## Task 2

Go to the following Facebook page: <https://www.facebook.com/OFOCBrexit/>

Good: What are the three main reasons 'Our Future, Our Choice' gives for wanting the UK to remain a member of the European Union (EU)?

Great: Which of the three reasons given by 'Our Future, Our Choice' do you most agree with and why?

Excellent: Which of the three reasons given by 'Our Future, Our Choice' do you think would most persuade a person who voted leave to reconsider their choice and why?

## Challenge

Go to the following website: <https://meandeurope.co.uk/>

Find another youth organisation that has formed due to the Brexit Referendum result.

What is their name?

What do they want to achieve?

## Lesson III

# Theresa May

## Why did Theresa May resign?

After months of negotiations with the 27 other members of the European Union about the UK and the EU's future relationship Theresa May secured a deal. But she needed her deal to be approved by the MPs in the House of Commons.

But what was her deal? And did the Commons approve?



## Lesson overview

This is the second lesson which looks at the impact of the EU Referendum through former Prime Minister (PM) Theresa May's premiership.

The lesson naturally builds upon knowledge gained from the previous Theresa May lesson. Students will start by trying to name prominent politicians involved in British politics throughout the Brexit turmoil.

Students will then discover what was included in May's deal, which she negotiated with the EU, and why it was rejected three times by the Commons.

Finally, the lesson will address the implications this then had for May's position as Prime Minister, namely her resignation and Johnson succeeding her as the next PM of the UK.

Time	Student Activities	Teacher Activities	Assessment For Learning	Teaching Standard
<b>Starter</b>				
 5 min.	Students to name as many of the politicians shown as they can. Challenge: Students to name which party each politician belongs to	Hints could be given to prompt students, such as which country of the UK they are from, or what they are most known for	Students to feedback to teacher.	1.2 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions  2.5 - encourage pupils to take a responsible and conscientious attitude to their own work and study.
<b>Main</b>				
 2 min.	Students to write down learning objective	Share learning objective and lesson overview		
 4 min.	Students to try and work out what would be included in May's Brexit deal. Challenge: How do you think young people who wanted to remain would feel about the deal?	Guide students to look back at their 'young people who voted to leave' worksheet to assist them in this task – which could be completed independently, in pairs or small groups.	Students to feedback to teacher.	1.2 set goals that stretch and challenge pupils of all backgrounds  2.5 - encourage pupils to take a responsible and conscientious attitude to their own work and study.  4.1 - impart knowledge and develop understanding through effective use of lesson time

Time	Student Activities	Teacher Activities	Assessment For Learning	Teaching Standard
 12 min.	<p>Students highlight worksheet W3.1 showing what May said was included in her deal.</p> <p>Students to share their opinion on discussion point</p>	<p>Teacher to show video <a href="https://meandeuropa.co.uk/i-believe-in-my-deal/">https://meandeuropa.co.uk/i-believe-in-my-deal/</a> (from 1:20 – end)</p> <p><b>Then</b></p> <p>Reveal which boxes should be highlighted.</p> <p><b>Discussion point:</b> Do you think MPs and the people of the United Kingdom would like this deal? Why/why not?</p>	<p>Students to hold up highlighted worksheet</p>	<p>2.2 - be aware of pupils' capabilities and their prior knowledge</p> <p>4.1 - impart knowledge and develop understanding through effective use of lesson time</p> <p>5.1 - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p>
 25 min.	<p>Students to complete research tasks in pairs/groups</p>	<p>Handouts: H3.2– Irish backstop and DUP H3.3 – Scottish Independence H3.4 – Local elections</p> <p>Guide students to look at their work from lesson one – David Cameron – to remind them of key terms such as: Referendum. Stop students after 6 minutes to: - check students are completing task correctly - to model for any who may be struggling (18 mins student research 7 mins discussion – teachers discretion-class dependent)</p>	<p>Student discussion on 'which do you think is the most serious problem for May?'</p>	<p>2.5 - encourage pupils to take a responsible and conscientious attitude to their own work and study.</p> <p>4.2 -promote a love of learning and children's intellectual curiosity</p>
 2 min.	<p>Students to verbally answer the question</p>	<p>Teacher to show the results from the three Commons defeats May's deal faced Ask: Who took over the office of PM from May?</p>	<p>Students to feedback to teacher</p>	<p>6.4 - give pupils regular feedback</p>

Time	Student Activities	Teacher Activities	Assessment For Learning	Teaching Standard
<b>Plenary</b>				
 5 min.	Students to explain why May resigned using the information learnt from the lesson	Explain rules of 'three words' and ask students 'Why did former PM May resign?'	Whole class to take part and feedback to teacher	2.3 - guide pupils to reflect on the progress they have made and their emerging needs  4.2 - promote a love of learning and children's intellectual curiosity

# Teacher Guidance 3



5 mins

**HOW MANY OF THESE POLITICIANS CAN YOU NAME?**

**Challenge:**  
Which party do they belong to?



2 mins

LESSON THREE

**WHY DID THERESA MAY RESIGN?**



4 mins

After months of negotiations with the 27 other members of the European Union about the UK and the EU's future relationship Theresa May secured a deal. But she needed her deal to be approved by the MPs in the House of Commons.

**But what was her deal? And did the Commons approve?**

**'I BELIEVE MY DEAL'**

Thinking back to some of the reasons people voted to leave.

**What do you think will be included in May's deal?**

Look back at your 'young people who voted to leave' worksheet to help you.

**Challenge:** How do you think young people who wanted to remain would feel about the deal?



12 mins

**'I BELIEVE MY DEAL'**

Watch the following video of Theresa May announcing her deal (from 1:20 – end)  
<https://meondeurope.com/i-believe-in-my-deal/>  
 Highlight on your handout what May says is included in her deal.

**Discussion point:**  
 Do you think MPs and the people of the United Kingdom would like this deal?  
 Why/why not?



Worksheet 3.1 - Level A

**'I believe in my deal'**

Highlight on your handout what May said was included in her deal.

Ending free movement of people, taking back	The UK would have full control of its education policy	The UK would have full control of its laws, ending influence of
---	--	---

The discussion point could be a simple yes/no vote – with some students feeding back, or could be completed as a deeper discussion – class dependent.

# Teacher Guidance 3



25 mins

## MPS DIDN'T BELIEVE MAY'S DEAL...

There were various reasons for May's deal not being approved by MPs in the House of Commons. One of them was due to the 'Irish Backstop'.

Britain not leaving the EU also caused a number of other problems for May.

You are going to investigate these problems and how they culminated in May's resignation.

## WHAT IMPACT DID MAY FAILING TO SECURE A BREXIT DEAL HAVE?

Irish Backstop and the DUP

These were impacts caused by Theresa May failing to secure a Brexit deal which MPs would back.

Calls for a second referendum on Scottish independence

Your task will be to complete research on each impact to unravel why May resigned.

Local elections

## DISCUSSION: WHICH DO YOU THINK IS THE MOST SERIOUS PROBLEM FOR MAY?

Irish Backstop and the DUP

Calls for a second referendum on Scottish independence

Local elections

## "I DID NOT DELIVER BREXIT" THERESA MAY

Theresa May resigned as Conservative Leader due to failing to gain enough support from Parliament to push through her Brexit Withdrawal Agreement. The Withdrawal Agreement failed three times when voted upon in Parliament.

Votes lost by

9 <sup>th</sup> Dec	
2 <sup>nd</sup> Jan	
9 <sup>th</sup> Jan	

### Handout 3.2 - Level A

#### Irish Backstop

Under the backstop, the whole of the UK would enter a "single customs territory" with the EU. There are many parts to this but essentially there would be no tariffs on trade in goods between the UK and the EU and some (though not all) trade restrictions would be removed. However, Northern Ireland alone would remain subject to some extra EU rules to ensure the Irish border remains open as it is today. These separate regulations for Northern Ireland would mean there would be some checks on goods entering Northern Ireland from the rest of the UK.

The Irish backstop has been highly controversial among some MPs, and is one of the main reasons why the



### Handout 3.3 - Level A

#### Scottish Independence

In 2014, Scotland had its own referendum. The question, to which voters were required to vote either yes or no, was: Should Scotland be an independent country? Scotland voted against independence. One of the reasons was that if Scotland voted to leave they would no longer be members of the European Union.

- 3,623,344 people voted (representing 64.6% of the electorate)
- 2,001,526 people (35.5% of all voters) voted No
- 1,617,989 people (44.7% of all voters) voted Yes

In 2016, the United Kingdom had a Referendum on whether to remain part of the European

### Handout 3.4 - Level A

#### Local Elections

Party	Break Position	Withdrawal Agreement Position
Water United	Pro-Brexit	Oppose
UKIP	Pro-Brexit	Oppose
SNP	Anti-Brexit	Oppose
Scottish Labour	Anti-Brexit	Supports
Scottish Conservatives	Anti-Brexit	Oppose



2 mins

## WHO TOOK OVER THE OFFICE OF PM FROM MAY?

Boris Johnson



5 mins

## PLENARY: THREE WORDS

Why did former PM May resign?

As a class you are going to explain why May resigned.

You must say three words and no more to help create an explanation as to why May resigned.

For example:

Student A: PM May resigned...

Student B: ...for many reasons...

Student C: ...such as the...

Student D: ...Irish backstop which...

## THE IRISH BACKSTOP

Under the backstop, the whole of the UK would enter a "single customs territory" with the EU. There are many parts to this but essentially there would be no tariffs on trade in goods between the UK and the EU and some (though not all) trade restrictions would be removed.

However, Northern Ireland alone would remain subject to some extra EU rules to ensure the Irish border remains open as it is today. These separate regulations for Northern Ireland would mean there would be some checks on goods entering Northern Ireland from the rest of the UK.

The Irish backstop has been highly controversial among some MPs, and is one of the major reasons why the withdrawal agreement has so far failed to pass through parliament.



#### Nation results

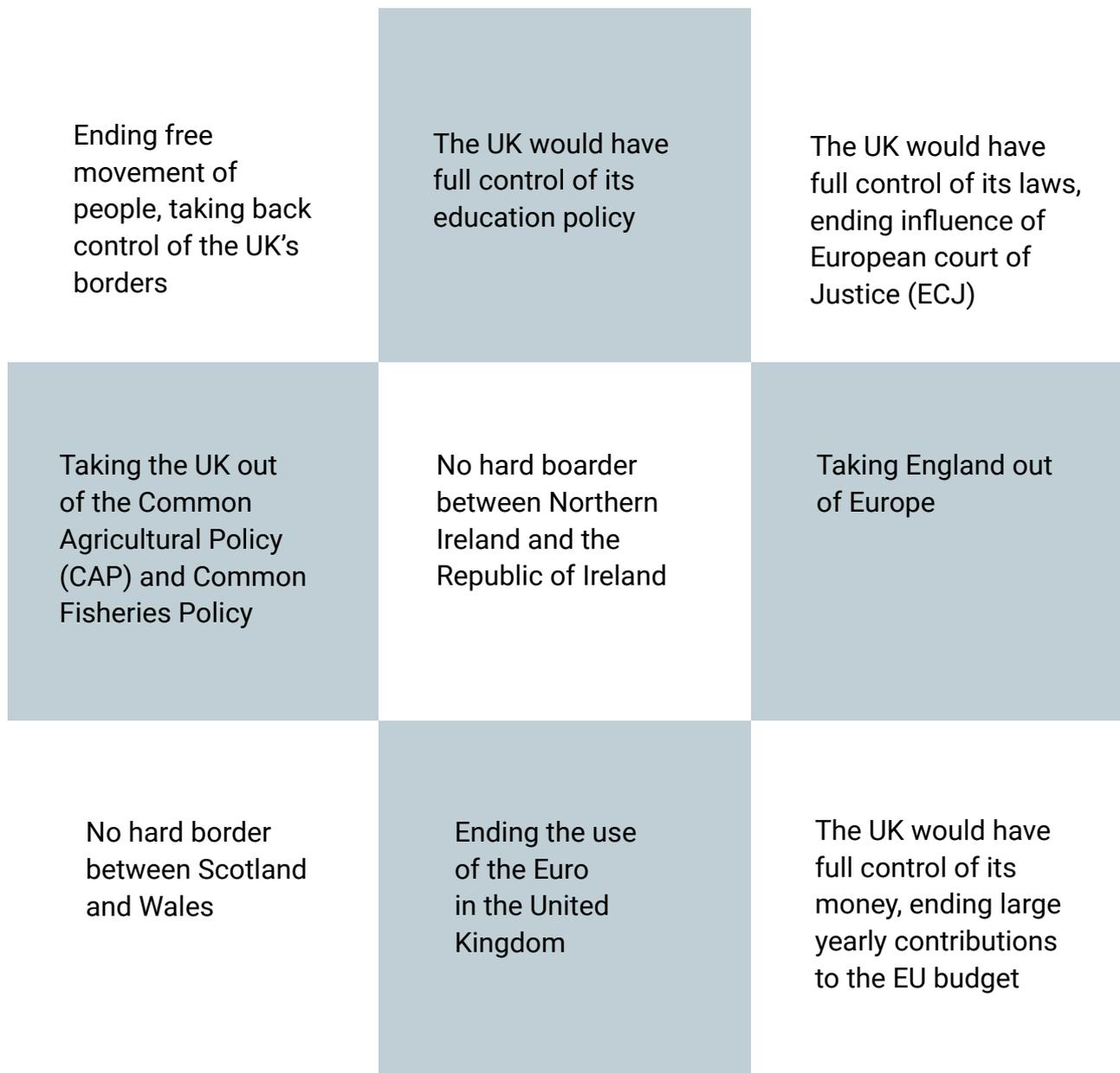
England	Lead 52.4%	Result 48.4%	Target 50%
Scotland	Lead 44.2%	Result 58.8%	Target 50%
Northern Ireland	Lead 44.2%	Result 58.8%	Target 50%
Wales	Lead 52.5%	Result 47.8%	Target 50%

Party	Break Position	Withdrawal Agreement Position
Water United	Pro-Brexit	Oppose
UKIP	Pro-Brexit	Oppose
SNP	Anti-Brexit	Oppose
Scottish Labour	Anti-Brexit	Supports
Scottish Conservatives	Anti-Brexit	Oppose
Liberal Democrats	Anti-Brexit	Oppose
Labour	Pro-Brexit	Oppose
Green Party	Anti-Brexit	Oppose
Democratic Unionist	Pro-Brexit	Oppose
Conservative	Pro-Brexit	Supports
Change UK	Anti-Brexit	Oppose
Brexit Party	Pro-Brexit	Oppose

## Worksheet 3.1 - Level A

## 'I believe in my deal'

Highlight on your handout what May said was included in her deal.



## Worksheet 3.1 - Level B

# 'I believe in my deal'

Highlight on your handout what May said was included in her deal.

Ending free movement of people, taking back control of the UK's borders

The UK would have full control of its education policy

Taking the UK out of the Common Agricultural Policy (CAP) and Common Fisheries Policy

No hard boarder between Northern Ireland and the Republic of Ireland

No hard border between Scotland and Wales

Ending the use of the Euro in the United Kingdom

## Worksheet 3.1 - Level C

# 'I believe in my deal'

Highlight on your handout what May said was included in her deal.

Ending free movement of people, taking back control of the UK's borders

No hard border between Scotland and Wales

The UK would have full control of its laws, ending influence from the European court of Justice (ECJ)

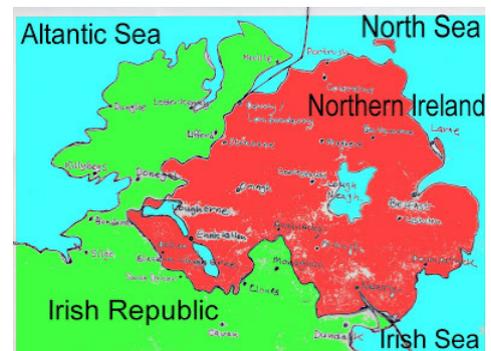
No hard boarder between Northern Ireland and the Republic of Ireland

## Handout 3.2 - Level A

### Irish Backstop

Under the backstop, the whole of the UK would enter a “single customs territory” with the EU. There are many parts to this but essentially there would be no tariffs on trade in goods between the UK and the EU, and some (though not all) trade restrictions would be removed. However, Northern Ireland alone would remain subject to some extra EU rules to ensure the Irish border remains open as it is today. These separate regulations for Northern Ireland would mean there would be some checks on goods entering Northern Ireland from the rest of the UK.

The Irish backstop has been highly controversial among some MPs, and is one of the main reasons why the withdrawal agreement had failed to pass through parliament.



The Democratic Unionist Party (DUP) are a Northern Irish political party, who are in coalition with the Conservative Party. This means they are working together. They want a deal which does not create a physical customs border between Northern Ireland and the Republic of Ireland. They also want to have the same withdrawal terms as the rest of the United Kingdom.



### Your task:

Explain what the Irish ‘backstop’ is.  
Explain who the Democratic Unionist Party (DUP) are.

### Challenge:

Why would the DUP not support the backstop?

## Handout 3.2 - Level B

### Irish Backstop

Under the backstop, the whole of the UK would enter a “single customs territory” with the EU. There are many parts to this but put simply there wouldn’t be any payments (tariffs) on goods which are brought and sold between the UK and the EU.

However, Northern Ireland alone would have to have some extra EU rules to make sure the Irish border doesn’t have any extra checks which could cause holdups at the border as people would need to do additional checks to make sure people are following the EU trade rules.

These extra checks are what make up the ‘Irish backstop’. Some MPs are very much against this, and this is one of the main reasons why the withdrawal agreement failed to pass through parliament.



The Democratic Unionist Party (DUP) are a Northern Irish political party, who are working with the Conservative Party.

They want a deal which does not create a physical customs border between Northern Ireland and the Republic of Ireland.

They also want to have the same withdrawal terms as the rest of the United Kingdom.



### Your task:

1. Explain what the Irish ‘backstop’ is.
2. Explain who the Democratic Unionist Party (DUP) are.

### Challenge:

Why would the DUP not support the backstop?

## Handout 3.2 - Level C

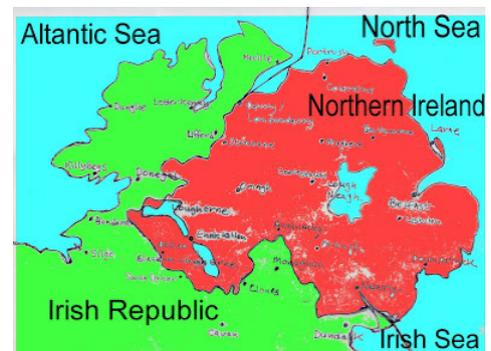
### Irish Backstop

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However, Northern Ireland alone would have to have some extra EU rules to make sure the Irish border did not have any extra checks which could cause holdups at the border, as people would need to do additional checks to make sure people are following the EU trade rules.

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They want a deal which does not create a physical customs border between Northern Ireland and the Republic of Ireland.

They also want to have the same withdrawal terms as the rest of the United Kingdom.



### Your task:

1. Explain what the Irish ‘backstop’ is.
2. Explain who the Democratic Unionist Party (DUP) are.

## Handout 3.3 - Level A

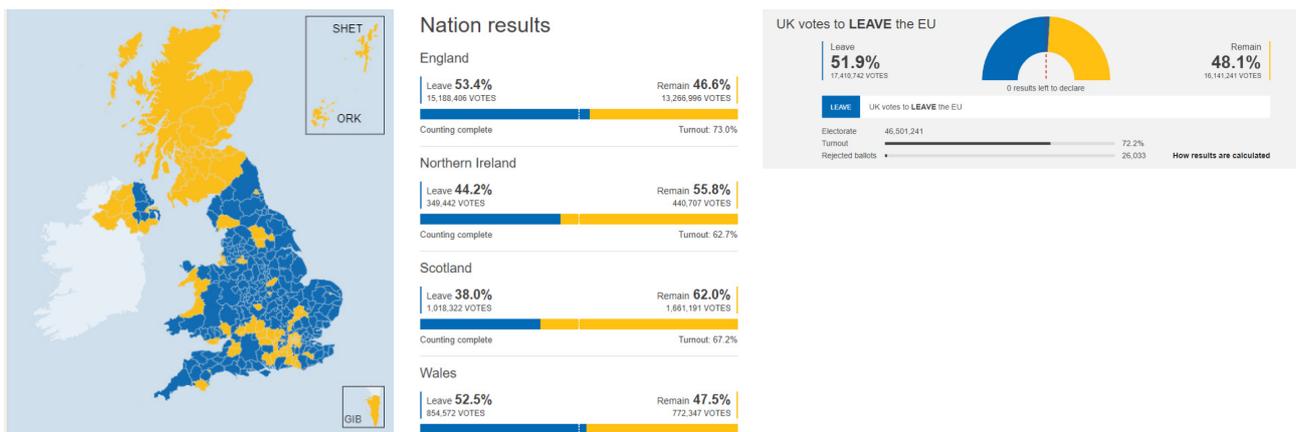
# Scottish Independence

In 2014, Scotland had its own referendum. The question, to which voters were required to vote either yes or no, was: 'Should Scotland be an independent country?'

Scotland voted against independence. One of the reasons was that if Scotland voted to leave they would no longer be members of the European Union.

- 3,623,344 people voted (representing 84.6% of the electorate)
- 2,001,926 people (55.3% of all voters) voted No
- 1,617,989 people, (44.7% of all voters) voted Yes

In 2016 the United Kingdom had a Referendum on whether to remain part of the European Union or to leave. Below are the results broken down by region.



## Your task:

Explain why the people of Scotland may want to have a second independence Referendum.

**Remember to include figures and percentages in your answer.**

## Handout 3.3 - Level B

# Scottish Independence

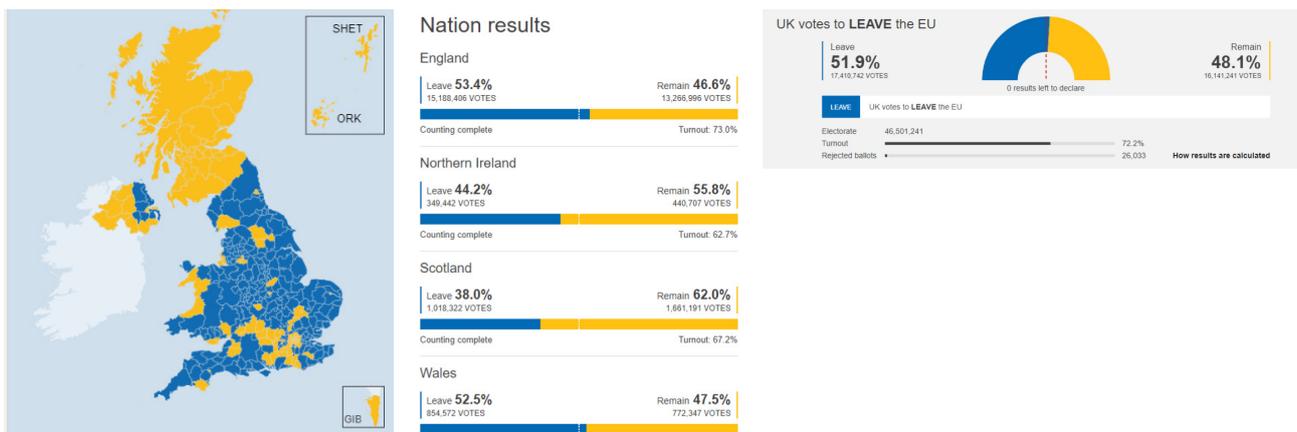
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Scotland voted no to independence. One of the reasons was that if Scotland voted to leave they would no longer be members of the European Union.

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Below are the results broken down by region.



## Your task:

**Explain why the people of Scotland may want to have a second independence Referendum.**

HINT:

- Why did Scotland vote against independence in 2014?
- How could the Brexit Referendum of 2016 change some people's opinion on Scottish independence now?

**Remember to include figures and percentages in your answer.**

## Handout 3.3 - Level C

# Scottish Independence

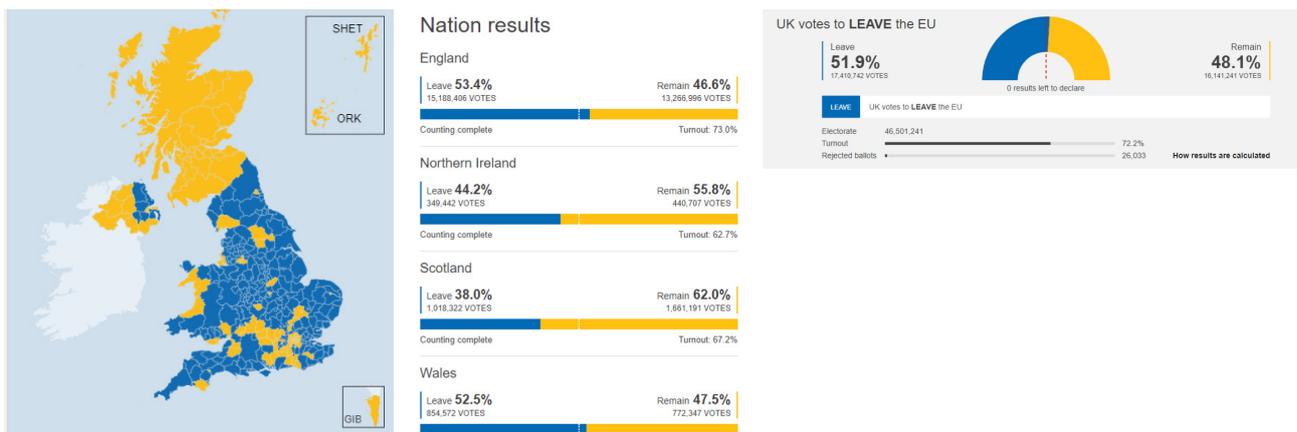
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Below are the results broken down by region.



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**Explain why the people of Scotland may want to have a second independence Referendum.**

HINT:

- Why did Scotland vote against independence in 2014?
- How could the Brexit Referendum of 2016 change some people's opinion on Scottish independence now?

**Remember to include figures and percentages in your answer.**

Not sure how to start?

*The people of Scotland may want to have a second independence Referendum because ...[look at why people voted against independence in 2014]...However because of the Brexit Referendum result in 2016....*

## Handout 3.4 - Level A

# Local Elections

Party	Brexit Position	Withdrawal Agreement Position
Ulster Unionist	Pro-Brexit	Opposes
UKIP	Pro-Brexit	Opposes
SNP	Anti-Brexit	Opposes
Sinn Féin	Anti-Brexit	Supports
Plaid Cymru	Anti-Brexit	Opposes
Liberal Democrats	Anti-Brexit	Opposes
Labour	Pro-Brexit	Opposes
Green (E&W)	Anti-Brexit	Opposes
Democratic Unionist	Pro-Brexit	Opposes
Conservative	Pro-Brexit	Supports
Change UK	Anti-Brexit	Opposes
Brexit Party	Pro-Brexit	Opposes

### 2 May: Local elections in 248 English local councils.

Conservative councillors were elected to 3,561 seats, a decrease of 1,333 from their previous count. Labour won 2,023 seats, down by 82. The biggest winners were the Liberal Democrats, who gained 704 seats to make a total of 1,351 councillors, and the Green Party, who gained 194 seats for a total of 265 seats. UKIP lost 145 seats, having only 31 councillors elected.

### Your task:

Explain why the Liberal Democrats did well in the local elections.

## Handout 3.4 - Level B

## Local Elections

Party	Brexit Position	Withdrawal Agreement Position
Ulster Unionist	Pro-Brexit	Opposes
UKIP	Pro-Brexit	Opposes
SNP	Anti-Brexit	Opposes
Sinn Féin	Anti-Brexit	Supports
Plaid Cymru	Anti-Brexit	Opposes
Liberal Democrats	Anti-Brexit	Opposes
Labour	Pro-Brexit	Opposes
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Conservative	Pro-Brexit	Supports
Change UK	Anti-Brexit	Opposes
Brexit Party	Pro-Brexit	Opposes

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- The biggest winners were the Liberal Democrats, who gained 704 seats to make a total of 1,351 councillors, and the Green Party, who gained 194 seats for a total of 265 seats.
- UKIP lost 145 seats, having only 31 councillors elected.

**Your task:**

Explain why the Liberal Democrats did well in the local elections.

*Hint: look at their position on Brexit*

## Handout 3.4 - Level C

## Local Elections

Party	Brexit Position	Withdrawal Agreement Position
Ulster Unionist	Pro-Brexit	Opposes
UKIP	Pro-Brexit	Opposes
SNP	Anti-Brexit	Opposes
Sinn Féin	Anti-Brexit	Supports
Plaid Cymru	Anti-Brexit	Opposes
Liberal Democrats	Anti-Brexit	Opposes
Labour	Pro-Brexit	Opposes
Green (E&W)	Anti-Brexit	Opposes
Democratic Unionist	Pro-Brexit	Opposes
Conservative	Pro-Brexit	Supports
Change UK	Anti-Brexit	Opposes
Brexit Party	Pro-Brexit	Opposes

**2 May: Local elections in 248 English local councils.**

- Conservative councillors were elected to 3,561 seats, which was a loss of 1,333 from their previous election
- Labour won 2,023 seats, which was a loss of 82 seats
- The biggest winners were the Liberal Democrats, who gained 704 seats to make a total of 1,351 councillors, and the Green Party, who gained 194 seats for a total of 265 seats.
- UKIP lost 145 seats, having only 31 councillors elected.

**Your task:**

Explain why the Liberal Democrats did well in the local elections.

*Hint: look at their position on Brexit – remember the Brexit result was 52% leave and 48% remain*

## Lesson IV

# Boris Johnson

Who is the new 'DUDE' in Downing Street?



## Lesson overview

This is the final lesson in the sequence and it focuses on Brexit through Boris Johnson's premiership and Britain leaving the European Union (EU). Students will start by learning who the new 'DUDE' in Downing Street is, looking at what Johnson promised and the impact he had on Britain's exit from the EU. Students will create a newspaper special on Johnson's time as Prime Minister, covering the prorogation of Parliament, the Supreme Court ruling and the snap General Election on 12th December 2019. This lesson could take two lessons, enabling students to create more detailed newspaper specials.

Time	Student Activities	Teacher Activities	Assessment For Learning	Teaching Standard
<b>Starter</b>				
 5 min.	Students to answer the starter questions Challenge: How many political parties can you name?	Teacher to circulate class.	Students to feedback to teacher.	1.2 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.  2.5 - encourage pupils to take a responsible and conscientious attitude to their own work and study.
<b>Main</b>				
 2 min.	Students to write down learning objective	Share learning objective and lesson overview		
 10 min.	Students to complete 'journalism brief' worksheet as teacher talks through explanations	Teacher led explanation on the new 'DUDE' in Downing Street Introduce overall lesson task of students creating a newspaper on Boris Johnson's time in office Teacher to talk through PowerPoint slides	Students to feedback to teacher.	1.2 set goals that stretch and challenge pupils of all backgrounds 2.5 - encourage pupils to take a responsible and conscientious attitude to their own work and study. 3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings 4.1 - impart knowledge and develop understanding through effective use of lesson time

Time	Student Activities	Teacher Activities	Assessment For Learning	Teaching Standard
 30 min.	Students to use the research/help sheets to aid them in completing their newspaper special about Boris Johnson's premiership	Explain journalism task to students Give students help sheets Groups of mixed ability students to support/stretch and challenge The different tasks are of different ability levels	Presentation of newspaper special	1.2 set goals that stretch and challenge pupils of all backgrounds  2.2 - be aware of pupils' capabilities and their prior knowledge  2.5 - encourage pupils to take a responsible and conscientious attitude to their own work and study.  4.1 - impart knowledge and develop understanding through effective use of lesson time  4.2 - promote a love of learning and children's intellectual curiosity  5.1 - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
<b>Plenary</b>				
 13 min.	Students to present a different article each to the class		Whole class to take part and feedback to teacher	2.3 - guide pupils to reflect on the progress they have made and their emerging needs  2.5 - encourage pupils to take a responsible and conscientious attitude to their own work and study.  4.2 - promote a love of learning and children's intellectual curiosity

(If over 2 lessons, increase accordingly)

# Teacher Guidance 4

  
12  
mins

**STARTER**

What is a general election?  
 Why do countries hold general elections?  
 Who is the current Prime Minister?  
 Which party is the current Prime Minister a member of?  
 Challenge: How many political parties can you name?



  
2  
mins

LESSON FOUR

WHO IS THE NEW 'DUDE' IN DOWNING STREET?



  
10  
mins

WHO IS THE NEW DUDE IN TO DOWNING STREET?

Boris Johnson won the Conservative leadership contest against Jeremy Hunt and became the Prime Minister in July 2019.

He vowed to achieve the following:

- Depart European Union
- Unite the country
- Defeat opposition party
- Energise the country

Lesson IV - Boris Johnson

Worksheet 4.1 - Level A

Journalism brief

Proroguing Parliament means...

Prorogation of Parliament angered some MPs because...

The Supreme Court is ..

  
30  
mins

Lesson IV - Boris Johnson

Handout 4.2

Journalist help sheet

You need to decide

- Which of the four stories is going to go on your front page
- Who is going to be covering each story
- On an attention-grabbing headline for your news stories once you have finished each story

You need to include articles on:

- The prorogation of Parliament
- The Supreme Court ruling on prorogation
- High profile MP resignations
- The snap General Election

Who is covering each article?

  
13  
mins

EXTRA, EXTRA, READ ALL ABOUT IT!

You are now journalists!

You are going to create a newspaper special about PM Johnson's premiership.

This will include:

- Prorogation of Parliament
- The Supreme Court ruling on prorogation
- MP resignations
- Snap general election success

## Worksheet 4.1 - Level A

### Journalism brief

---

Proroguing Parliament means....

---

Prorogation of Parliament angered some MPs because...

---

The Supreme Court is ...

---

The Supreme Court must wait for cases to be...

---

Two significant Conservative resignations were...

---

A snap General Election is...

---

The General Election was held on...

---

The results of the 2019 General Election were...

## Worksheet 4.1 - Level B

### Journalism brief

---

Proroguing Parliament means....

Prorogation of Parliament angered some MPs because...[HINT: time to debate]

The Supreme Court is the **highest/lowest** court of the land.

The Supreme Court must wait for cases to be...

Two high profile Conservative resignations were...

A snap General Election is when an election is held ...

The General Election was held on...

The results of the 2019 General Election were:

- Conservatives
- Labour
- Brexit Party

## Worksheet 4.1 - Level C

### Journalism brief

Circle the correct option in the following statements.

---

Proroguing Parliament means to **open/close** parliament for a **long/short** time.

---

Prorogation of Parliament angered some MPs because they would have **too much time/less time** to debate and prevent a no-deal Brexit.

---

The Supreme Court is the **highest/lowest** court of the land.

---

The Supreme Court must wait for cases to be **brought to them/taken from them**.

---

Two high profile Conservative resignations were:

- Joe Soames
- Joe Johnson
- Nicholas Johnson
- Nicholas Soames

---

A snap General Election is when an election is held **earlier/later** than the one scheduled.

---

The General Election was held on **12th November 2019 / 12th December 2019**.

---

The results of the 2019 General Election were:

- Conservatives
- Labour
- Brexit Party

## Handout 4.2

# Journalist help sheet

You need to decide:

- Which of the four stories is going to go on your front page
- Who is going to be covering each story
- On an attention grabbing headline for your news stories once you have finished each story

You need to include articles on:

- The prorogation of Parliament
- The Supreme Court ruling on prorogation
- High profile MP resignations
- The snap General Election

## Who is covering each article?

Name of who is/are covering the article	Article
	The prorogation of Parliament
	The Supreme Court ruling on prorogation
	High profile MP resignations
	The snap General Election

## Handout 4.2

# URLs and questions to assist in your new journalistic career

## The prorogation of Parliament

<https://meandeuropa.co.uk/parliament-suspension/>

<https://meandeuropa.co.uk/sir-john-major-joins-court-case-to-stop-parliament-suspension/>

- Why was Parliament prorogued
- Which two well-known people decided to challenge PM Johnson's suspension of Parliament and what reason was given for this?

## The Supreme Court ruling on prorogation

<https://meandeuropa.co.uk/supreme-court-ruled-suspending-parliament-was-unlawful/>

- See accompanying research handout

## High profile MP resignations

<https://meandeuropa.co.uk/the-week-that-was/>

Who is:

- Ken Clarke
- Amber Rudd
- Joe Johnson

And why did they resign?

## The snap General Election

<https://meandeuropa.co.uk/the-uk-looks-set-for-a-12-december-election-after-mps-vote-to-back-it-following-months-of-deadlock-over-brexit/>

<https://meandeuropa.co.uk/uk-general-election-results-2019-youthquake-or-sinkhole/>

- When was the General Election held?
- What did the Conservative Party want?
- What did the Labour Party want?
- Why was the Labour Party concerned about the election date?
- What were the results of the General Election? Include any shocks/surprises.

## The Supreme Court ruling on prorogation

<https://meandeuropa.co.uk/wp-content/uploads/uksc-2019-0192-summary.pdf>

Information adapted from the full Supreme Court statement ruling

## Handout 4.2

“It is important, once again, to emphasise that these cases are not about when and on what terms the United Kingdom is to leave the European Union. They are only about whether the advice given by the Prime Minister to Her Majesty the Queen ....[in] August, that Parliament should be prorogued from a date between 9th and 12th September until 14th October, was lawful and the legal consequences if it was not. The case was brought by a cross party group of 75 members of Parliament on 30th July because of their concern that Parliament might be prorogued to avoid further debate in the lead up to Britain’s exit day on 31st October  
This Court has already concluded that the Prime Minister’s advice to Her Majesty was unlawful.”

# Appendix

# 1. Youth Turnout in General Elections

Prepared by Chris Curtis (YouGov)

Traditional polling (either phone or online) is a very poor way to measure turnout in elections. Firstly, because people often claim to have voted in elections when they have not. Secondly, because there is a strong correlation between the types of people who do not respond to polls and the types of people who do not vote in elections, which can skew the figures.

The best and most reliable source for turnout data is therefore the British Election Study (BES) cross-sectional study, which is conducted after each election. It is a very high-quality piece of research, which goes to great lengths to ensure it comes as close as possible to being a random probability sample (e.g. using a face-to-face methodology, going back to the same doors multiple times to increase response rate).

However, even after this, the BES sample does have slightly higher turnout inside its sample than the official national numbers. These figures have therefore been adjusted for the sample bias.

Because there has been so much public debate around the 2015 and 2017 figures, a different source has been used for them [source details]. As this was written by the academics who worked on the BES during that period, these figures are likely to be more accurate for these elections, and will better stand up to scrutiny. These have instead been taken from the paper 'Tremors but no Youthquake: Measuring changes in the age and turnout gradients at the 2015 and 2017 British General Elections' by Prosser et al. ([https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3111839](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3111839)).

As this was written by the academics who worked on the BES during that period, I believe these are more accurate for these elections, and will better stand up to scrutiny.

Unfortunately, while the BES conduct a survey after each election, they do not do so after referendums. Any estimates are therefore likely to be unreliable and non-comparable, so they have not been included in the chart.

## Other Forms of Political Participation

The two most recent BES studies also asked about two other forms of political participation: membership of a political party and how often people talk about politics to others. The tables below look at how this data breaks down among young people, compared to the rest of the population.

The data below are taken from a merge of the 2015 and 2017 surveys to ensure a sufficient sample size of young people.

On party membership, young people are just as likely as older people to currently be a member of a political party, although for obvious reasons they are less likely to have been members in the past and to have subsequently left.

### Question: Are you, or have you ever been, a member of any political party?

Political party membership	18–24s	All
Yes, I am currently a member of a political party	5%	4%
I am not a member now but used to be	0%	5%
No, I have never been a member	94%	90%
Don't know	1%	0%

When it comes to discussing politics there is also surprisingly little difference between 18–24-year-olds and the whole population, although younger respondents are very slightly less likely to be discussing politics three days a week or more.

### Question: During the last week, on roughly how many days did you talk about politics with other people?

Days spent discussing politics in the last week	18–24s	All
0 Days	52%	51%
1–2 days	27%	25%
3 or more days	18%	23%
Don't know	2%	1%

Together, this helps to illustrate how, while turnout in elections might now be slightly lower among young people, they are not necessarily less politically active in other ways.

# 2. Reconnecting UK Youth to Europe: Raising Awareness to Foster Civic Engagement

Written by Dr Darren Sharpe

## Part 1

The following report is the final evaluation of the 'Reconnecting UK Youth to Europe: Raising Awareness to Foster Civic Engagement' project, run in partnership by Euclid Network and Anglia Ruskin University, and funded by the European Commission's Representation to the United Kingdom. The report contains four sections: why we did the project; what the project involved; what our objectives were; and what outcomes the project achieved.

## Why did we do the project?

As it states in the project proposal:

'The gap between citizens and the European Institution is growing constantly. Since the first European Parliament elections in 1979, the overall turnout has dropped from an average 62% to 43% in 2009. Especially in the United Kingdom, turnout has always been below most countries, averaging 33.56%. Specifically, young people are often disconnected to what is happening in Europe (with a turnout rate 14 percentage points less than the average). This might be due to multiple factors, such as lack of awareness, lack of access to policymakers, or simply lack of interest.'

This statement perfectly sums up the reasons for our decision to take on this project. A low level of political engagement among young people not only compromises the EU's democratic process, but it also means that these citizens' interests and views are likely to be under-represented in the decision-making process. Therefore, the aim of the project was to mobilise young people in the UK and engage them with European affairs, improve their understanding of how Europe influences their daily lives and connect them to policymakers and politicians in Brussels ahead of the European Parliament elections in May 2014. This final aim was particularly important to us, and we strived to ensure that this project acted as a forum for young people to voice their opinions and shape the Europe they want.

# What did we do?

The project ran from November 2013 to April 2014, and to achieve our research, policy and practice objectives we undertook the following actions:

**- Online Video Competition (9 November 2013 – 13 April 2014)**

Young people were asked to produce a video upload (either as an individual or in a group) in which they answer the question 'How do you imagine Europe in 2050?' The video entries were uploaded to the competition Facebook page, which also regularly posted on news around European affairs and encouraged those who had liked the page to upload an entry. The prize for the winning video, as judged by our judging panel, was a £250 bicycle and travel to attend our final event in London.

**- Online Survey (January – March 2014)**

The online survey for the project was run by the British Youth Council and was completed by almost 500 young people from across the UK.

**- Kick-off event in Chelmsford (9 November 2013)**

This kick-off event was part of the ESRC Festival of Social Science and served not only to formally launch the project but also to engage young people from marginalised and disadvantaged backgrounds in the big EU debate on UK membership. At this event, we launched the video competition.

**- Workshops in Manchester (21 February 2014), Cardiff (5 March 2014) and Edinburgh (3 April 2014)**

The workshops we held around the UK served two purposes. First, they meant we could address young people face-to-face, providing information on the impact the EU has on their daily lives, the history and purpose of the EU, the opportunities available to them through the EU, and the importance of voting in the European elections (if they were old enough). Second, the workshops gave us the opportunity to gather information on the views and understanding the young people had of the EU, as well as what they believed the EU's priorities and central issues should be. Around 75 young people attended these workshops, plus the youth workers who work with them.

**- Final Policy Event in London (25 April 2014)**

The Final Policy Event was held at BFI Southbank and was attended by many of the young people who had participated in our workshops, as well as their youth workers. At the event there were speakers who represented policymaking on different levels with both the EU and British Government. The event also presented our policy recommendations on youth engagement and a draft research agenda on understanding the barriers and drivers to increase young people's civic engagement in European affairs. The winning entry from the video competition was also announced.

**- Final Publication (launched at final event on 25 April 2014)**

This final publication covers the findings from the workshops, the competition entries and the survey. It also contains sections of the cartoon produced following the kick-off event.

## What were our objectives?

As mentioned above, the wider aim of this project was to raise awareness of the EU among young people in the UK, strengthen youth participation in the European project, and gather information on their current views and understanding of Europe. However, the specific objectives outlined in the proposal were:

- a) Raise awareness of how the EU has an impact on young people's lives on a topic specified by young people throughout the project
- b) Give young people the opportunity to express their opinions and connect them to policymakers and politicians at the European level
- c) Develop a young person-centred research agenda on how best to educate, contact and prepare young people for the 2014 EU elections.

As will be shown in our outcomes below, this project achieved these objectives, giving young people in the UK: greater awareness of Europe, the opportunity to voice their opinions directly to policymakers, and the chance to feed their views into a 'Youth-Centred Narrative' on what they want from Europe and its politicians.

## What outcomes did we achieve?

In the original project proposal, we divided our anticipated outcomes and results into three different, yet interconnected spheres: Practice, Policy and Research. We will go through these predicted results and outcomes, and compare them with the actual results we achieved through the project.

### Practice:

The first anticipated result was '80 videos of young people expressing their views and understanding of EU affairs, collected at the pop-up video workshops and disseminated online'. These videos were not only for us to gather the views of young people, they also served as the entry for young people to take part in our video competition. It became clear early in the project that 80 videos was an optimistic figure, and ultimately the competition produced 11 videos. However, to compensate for the lack of videos, we created activities for the workshops which gathered written feedback from the young people in attendance.

These written contributions took the form of 'road maps', describing the changes participants believe may occur in Europe between now and 2050. The 'road maps' produced a valuable insight into the views of the young people, and ended up forming an important part of the final publication.

While the number of entries was not as high as initially anticipated, there are a number of factors which limited this which were not fully appreciated before the project started. The first of these relates to the reservations many young people had about uploading a video of

themselves on to Facebook, especially when the subject matter was something which may not be considered particularly 'cool' if seen by their friends and peers.

Furthermore, the original idea of making videos at the workshops proved to be harder than expected because young people who were interested in entering wanted more time to prepare their videos, something for which the short workshops did not allow. As such, although a few videos were made at the workshops, the majority of the video entries were created at home after the workshops and were disseminated online through the competition Facebook page.

The second anticipated result was '80 videos of young people expressing their views and understanding of EU affairs and a message to their MEP on what they would like them to do, collected through the video competition'. For the reasons outlined above, videos proved to be difficult to obtain. However, to make up for this, we informed participants of their local MEPs, their right to contact them and how to do this, giving them the contact details for their MEPs during the workshops. On top of this, some of these views were contained within the aforementioned 'road maps', and the final event gave the young people that attended the ability to voice their views directly.

The third anticipated result led on from the first two, and predicted 'A total of 10,000 shares or likes on social media platforms as a result of the competition'. Due to the lower number of videos uploaded, the amount of Facebook activity related to them was also predictably lower. The total number of views for all the competition entries was 981, and there was a total of 61 likes on the video entries. The actual page had a total of 143 likes.

Despite the lower figures for 'shares and likes', the Facebook page still managed to generate impressive coverage and achieve a very wide reach. The number of 'daily impressions'<sup>1</sup> for the page as a whole, including posts on the workshops we held, the then upcoming elections, news articles on Europe (including press coverage of the project) and follow-up interviews with participants from the final event, came to a total of 25,991 over the course of the project.

Furthermore, the various web pages associated with the project, hosted on the Euclid website, had an average of 1,505 hits, with the competition page (outlining the terms and conditions) being viewed over 2,000 times.

The final anticipated 'Practice' result was 'Engage around 200 young people directly through events'. In terms of face-to-face engagement, our events (the launch event, the workshops and the final event) connected us with at least 75 young people, as well as 20 adults who work with young people. This limited response can be put down to two factors: little interest

<sup>1</sup> Facebook impressions are 'the number of times a post from your Page is displayed, whether the post is clicked or not. People may see multiple impressions of the same post. For example, someone might see a Page update in News Feed once, and then a second time if their friend shares it.'

by disadvantaged and marginalised groups of young people to get involved in the debate, compounded by the busy schedules of the gatekeepers who organise workshops with external guests.

On top of these face-to-face engagements, almost 500 young people directly engaged with our online survey, as well as the thousands who engaged with the Facebook page in some way, as mentioned above. Therefore, the total number of young people directly engaged by our actions is considerably higher than anticipated, when taking into account our face-to-face involvement with young people and youth workers, as well as the online participation of hundreds of young people in the UK.

The above results clearly show that the project achieved the 'Practice Outcomes' outlined in the proposal. These were to 'Raise awareness of EU affairs among young people' and gain 'A better understanding of how young people see the European Union'. The events we held, including the launch event, the workshops and the final event, as well as the information disseminated through the Facebook page and the final publication, all helped the young people who participated become more aware of the impact of European politics. Furthermore, their contributions at these events and online through the competition certainly gave us a far greater understanding of how young people view the EU, what their current level of knowledge is, and where the EU needs to improve in terms of making information available for young people.

## Policy:

The sole anticipated 'Policy result' was 'A set of policy recommendations on how to make the EU more accessible for young people and increase civic engagement'. As mentioned in the 'Practice' section above, all the activities involved in the project, including those that raised awareness of the EU among young people and those which gathered information on young people's current understanding of European affairs, fed into a final publication. The findings contained within this publication serve as an outline of recommendations regarding the current shortcomings of the EU when it comes to relating to the younger generation, as well as ways in which it can become more accessible to this section of European society.

When it comes to 'Policy outcomes', we anticipated 'A stronger connection between the EU institutions and young people in the United Kingdom'. It is clear that our actions as part of this project have achieved this for the young people who participated in our workshops and other events. During these face-to-face events we not only provided information on the European Institutions, we also highlighted opportunities available for young people in higher education and volunteering across Europe. Furthermore, the project successfully connected young people to decision makers, European politicians and UK government in order to debate, discuss and discover new insights into matters that concern them.

As well as the face-to-face connections with young people that we brought about through the project, the Facebook page disseminated information on the European elections, and other pieces of news relating to Europe, which was seen by thousands of young Facebook

users in the UK. It is also likely that the friends and family of the young people who attended our events gained information through Facebook and simple word of mouth.

Equally, through our workshops, we have tested a set of tools to build awareness and understanding among young people of EU institutions and practices. These can be used by schools, colleges and youth participation organisations; indeed, a number youth workers who attended the final event spoke to some of the speakers with the intention of holding further information talks, showing that the project has managed to create relationships which will directly improve young people's relationship with the EU.

### Media coverage:

It is worth mentioning here the media coverage of the project, as the amount of press coverage clearly shows that the issue surrounding the current, relatively poor relationship between European Institutions and young people in the UK is a significant news story. Furthermore, it is a news story which directly links to the work and aims of this project.



Gavin Hewitt, Europe Editor at BBC News, picked up on some of the findings from our survey and tweeted about it. Hewitt has 26,500+ followers, and the tweet itself was retweeted 51 times and favourited 11 times. The original tweet can be seen here: <https://twitter.com/BBCGavinHewitt/status/459678244762296321>

# Most Young People Don't Even Know The European Elections Are Happening In May 2014

The Huffington Post UK | By Jessica Elgot

Posted: 28/04/2014 11:24 BST | Updated: 28/04/2014 11:59 BST

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Airwaves might be dominated by Ukip's gaffes or the Lib Dem's nosedive in the polls, but less than half of young people are aware the European elections are even taking place, new research has shown.

Just 42% of people aged between 12 and 24 know that the European Parliament is due to hold elections in May, with eight in 10 feeling "disconnected" from the European Union.

But contrary to the Eurosceptic rhetoric from some Conservatives and UK, the majority of young people, 72%, see themselves as European citizens, according to the study from Anglia Ruskin University and the Euclid Network.

The Huffington Post also covered our survey findings. As can be seen in the screenshot above, the story created considerable coverage on social networking sites. The original article can be viewed here: [http://www.huffingtonpost.co.uk/2014/04/28/european-elections-young-people-apathy\\_n\\_5225085.html](http://www.huffingtonpost.co.uk/2014/04/28/european-elections-young-people-apathy_n_5225085.html)

The Cambridge Evening Post also produced an article on the survey results, which also generated social media coverage.

The most significant press coverage of the project came from Channel 4 News. Following our final event, they published a story which not only reported on the findings from our survey, but also interviewed a number of the young people and youth workers who attended our event. This news story was tweeted 134 times, and was shared 182 times on Facebook, as can be seen in the screenshot below. The whole article can be found at: <http://www.channel4.com/news/young-brits-european-elections-union-parliament-commission>

## Why do young Brits feel disengaged from the EU?

Tweet 134 Recommend 182 +1 0

Ahead of the European elections in May, a new survey reveals that young people in the UK feel disengaged from the European Union. But why are we so uninterested?



The survey, by [Anglia Ruskin University](#) and the [Euclid Network](#), discovered that 81 per cent of young people felt disengaged because they do not know enough about the EU, how it works and, above all, how it affects their everyday lives.

Channel 4 News referenced the project a second time, this time following the results of the European elections and the success of Ukip. This article, understandably, received a large amount of coverage, and gathered 82 tweets and an impressive 728 shares on Facebook. The article can be found here: <http://www.channel4.com/news/european-parliament-elections-ukip-young-voter-apathy-polls>

The final 'Policy Outcome' was to gain 'A better understanding of the views of young people about EU affairs, in preparation for the European Parliament elections in 2014'. This outcome is strongly linked to the second 'Practice Outcome', and again the findings of the survey, along with the face-to-face information gathered at our events, led to us achieving this outcome. All this information fed into the final publication, launched at the final event a month before the European elections.

The details contained within the final publication were the result of a programme of structured dialogue, designed to gather the understanding required for this outcome. The example of this project can also serve as a template for future work on the views of young people. Our survey, carried out by the British Youth Council, proved itself as an effective way of gauging the opinions and understandings of the UK's youth. Additionally, the format of the workshops is something which can be replicated and repeated in an effort to both inform and listen to young people, generating an improved structure to disseminate information about Europe while amplifying the voices of the next generation of voters.

## Research:

Finally, there were two anticipated 'Research Results': 'A preliminary research report understanding the barriers and drivers to increase young people's civic engagement in EU affairs, fostering a multi-youth perspective' and 'A draft research framework on counting the impact of youth engagement in the EU 2014 elections to be presented at policy event'. As discussed widely above, both of these results were achieved, and are detailed in the final publication. The only 'Research Outcome' was to collect 'Data to start a high-profile research project that will understand the barriers and drivers to increase young people's civic engagement in the EU'. This outcome has been achieved as the youth-centred final publication, reporting the key findings from the study, will serve as a basis for a Horizon 2020 application looking at the perceptions of young people from across Europe and how they can better engage and connect with EU institutions. The proposal was successfully submitted under the YOUNG-5a-2014 call on 3 June 2014, Proposal ID: 649606 (internal reference number: SEP-210177958).

## Additional outcomes:

Along with these Practice, Policy and Research results and outcomes, the original project proposal also outlined the following additional anticipated outcomes:

- 'The likely multiplier effect' – this outcome anticipated the prospect that the results and outcomes of this project, detailed above, would lead to an increase of activity in this area, in the hope that youth-centred 'discussions about the EU will become much wider and taken up by a larger audience'. Moreover, it was anticipated that the actions would 'lead to new communication/engagement policies from the EU side and new insights for political communication and engagement research'.

This outcome has been achieved, and it has been demonstrated that youth workers and trainers have been stimulated to engage the young people they work with on EU affairs and have witnessed the merits. From the other side, EU and UK policymakers and politicians have seen first-hand the value of engaging with young citizens interested but ill-informed about EU affairs. This project has shown how both groups can come together under a SMART programme of work to exchange ideas and experiences in building together a stronger and more democratic EU, and the lessons from this programme will be shared through both camps.

- 'The intended follow-up' – this outcome covered the actions which were anticipated to occur after the end of the project, and predicted that the findings of this project 'will inform in part the development of a youth-centred EU engagement research project'.

As detailed above, the project collected a vast amount of information on the relationship between young people in the UK and Europe, and these data will serve as a basis for the Horizon 2020 application previously mentioned.

Finally, the proposal had a comment on 'The means by which the project's results and immediate impact (quantitative and qualitative) will be evaluated'; within this it was stated that:

'All the project activities and tools will be evaluated by the participants with a specific focus on their content and delivery and adjusted accordingly within the life of the project to ensure that the project's short-term goals are effectively met. The findings from the project will be free to download and the research feasibility study will be submitted to a peer reviewed journal. All the data will be shared with the youth sector and policy-makers and build into a follow-up study'.

We can confirm now, at the end of the project, that regular team management meetings were held to check on the milestones and whether we were achieving out stated outcomes. Due to the frequency of these meetings, we were able to adjust our strategy to meet the overall aims and objectives of the project. The ongoing monitoring and inspection of the project was effective in reaching our overall goals and achieving the numerous outcomes that have been covered above.



## Part 2

This report details the findings from a survey carried out by the British Youth Council in partnership with the Euclid Network, Anglia Ruskin University and the European Commission.

### 1. Introduction

The British Youth Council (BYC) is the National Youth Council of the UK. As a youth-led charity, we empower young people aged 25 and under to influence and inform the decisions that affect their lives. We support young people to get involved in their communities and democracy locally, nationally and internationally, making a difference as volunteers, campaigners, decision-makers and leaders.

BYC runs a number of youth-led networks and programmes – including the UK Youth Parliament, Young Mayor Network, Local Youth Council Network, National Scrutiny Group and Youth Select Committee – which encourage young people to get involved in democracy and campaign to bring about change.

BYC have teamed up with the Euclid Network and Anglia Ruskin University to undertake some research into the growing gap between citizens and the European institutions and the concern that young people in particular have a limited interest in EU affairs.

During the first three months of 2014, BYC conducted an online questionnaire **‘Reconnecting Young People to Europe’** with nearly 450 people from across the UK. The majority of respondents were between 12 and 26, with a few ‘outliers’ over 26.

The information gathered will help inform the wider project, which aims to specifically mobilise young people in the UK and engage them in EU affairs by creating an understanding of how Europe influences their daily lives and by connecting them to policymakers and politicians in Brussels, thereby giving them a forum to voice their opinions and shape the Europe they want.

### 2. Summary of Findings from the ‘Reconnecting Young People to Europe’ Questionnaire

BYC conducted an online questionnaire ‘Reconnecting Young People to Europe’ with 447 young people aged 12–26 years and over between January and March 2014. The gender split of respondents was 54% female, 44% male and 2% who preferred not to specify. Of the

respondents, 68% were from England, 26% from Northern Ireland, 3% from Scotland and 3% from Wales. Over 70% of respondents were in education and learning and 35% were in some form of employment.

### **Q1. Do you see yourself as a European Citizen?**

Nearly three quarters of respondents (72%) saw themselves as a European Citizen. Nearly 20% believed themselves not to be and 8% stated that they did not know.

Of the 165 respondents who expanded on their answers, many stated that the fact that they lived and were born in Europe automatically made them a European Citizen. A number of respondents believed themselves to be culturally interlinked with the rest of Europe. They also cited their ability to travel freely in Europe as giving them a sense of being a European Citizen. Of those that did not see themselves as a European Citizen, most appeared to align themselves more with their country of origin (for example, they saw themselves as Irish or British).

### **Q2. How much do you think the EU impacts on your everyday life?**

Only 12% of respondents thought that the EU impacts on their lives 'very much' and 10% thought 'not at all'. So, interestingly, the remaining majority of respondents (78%) did not have strong views on whether the EU impacted on their everyday lives.

### **Q3. Are you entitled to vote in the European Parliament Election?**

Just over 45% of respondents thought they were entitled to vote, 25% thought they were not and nearly 30% said they did not know. (This question is slightly biased because nearly 40% of the respondents were below the voting age, and this could be one of the reasons why they may have answered no or do not know).

### **Q4. When is the next European Parliament Election?**

Nearly half (49%) of the respondents said they did not know when the next European Parliament Election was due to be held; 42% of the respondents thought the next election was to be in 2014, with a very small percentage thinking it was to be in 2015, 2016 or 2017.

### **Q5. How likely are you to vote in the next European Parliament Election?**

Interestingly, 30% of respondents reported that they were 'very likely' to vote, 23% stated 'not at all likely' and nearly 20% of respondents said they were 'not able' to vote.

## **Q6. Is politics covered enough in the British School Curriculum?**

A resounding majority of respondents – 82% – felt that politics is not covered enough in the British School Curriculum. Only 12% answered that it was and 5% said they did not know.

## **Q7. Should young people in the UK be taught about European Politics?**

Nearly 90% of respondents believed that young people in the UK should be taught about European Politics, only 8% answered no and 4% stated they did not know.

## **Q8. Are you aware of the various opportunities available for you to study and work in Europe?**

Nearly 46% of respondents knew what opportunities are available for them in Europe, compared to just under 42% who did not know.

## **Q9. Are you aware that you can apply to university anywhere in the European Union and pay lower tuition fees than you would in the UK?**

Surprisingly, there was a 50:50 split in responses about whether respondents knew that they could apply to university in the European Union and pay lower tuition fees than the UK: 48% responded yes and 48% thought no, with only 4% saying they did not know.

## **Q10. How much do you know about the European Union?**

A mere 7% of respondents said they knew 'a lot' about the European Union, and just 12% said they 'did not know anything at all'. The remaining 81% fell somewhere in between and thought they might know something or a little about the European Union.

## **Q11. Where do you hear about the European Union?**

The majority of respondents indicated that the media provided them with the most information about the European Union. In particular, they cited newspapers (71%), radio and television (76%) and online (60%) sources; 45% said they heard about the EU from their own research and nearly 40% from political parties. Furthermore, approximately 30% reported hearing about it from friends and family.

Sixty respondents commented further and reported hearing about the EU from citizenship classes at school and through their studies at A-level and university, in particular those studying International Politics, Modern Studies, Law and Economics. In addition to this, some of

the young people mentioned hearing about the EU from organisations including BYC, Youth Parliaments, Youth Councils and Funky Dragon.

**Q12. Would you use a website providing information on Europe for young people?**

Well over half of the respondents (66%) said they would use a website providing information on Europe for young people; only 22% said no.

**Q13. Do you think young people find it difficult to connect with the European Union?**

The majority of respondents (81%) said they think young people find it difficult to connect with the European Union.

When asked to comment further, 198 respondents detailed their thoughts, and an overwhelming number of respondents said that young people find it difficult to connect due to the lack of information for young people. They feel they do not know enough about the EU, how it works and above all how it affects their everyday lives.

Many respondents reported that it was difficult to connect with the European Union because of a lack of public debate, some felt distant from it and some reported it to be too bureaucratic. Many perceived there to be an increase in negative press coverage about the EU, particularly linked to anti-immigration issues.

***Some direct quotations from respondents:***

‘There is a lot of anti-EU sentiment in the everyday media, which I think creates a negative image in young people’s minds about the EU’.

‘It’s boring; it’s distant and has little appeal to young people’.

‘Lack of information linking our lives with the EU’.

‘Young people are not targeted with information about the EU’.

‘Lack of youth democracy ... more engagement needed from MEP’s’.

**Q14. Do you know the difference between the European Parliament, European Commission, European Council and the European Union?**

Half of respondents (50%) reported not knowing the difference between the European Parliament, European Commission, European Council and the European Union. Only one in three (34%) of the respondents said they did know the difference and 16% were not sure.

### Q15. What do you think are the biggest problems that the European Union should be addressing?

The biggest problems which the respondents felt should be addressed by the European Union can be grouped into several key themes:

- Many of the respondents felt that the EU should address **conflict**, particularly the problems in **Ukraine** and **Syria**.
- Respondents also referred to issues specifically affecting young people: **youth unemployment, university fees** and **child poverty**.
- Additionally, many outlined the need for European countries to work together to address the **financial crisis, tax evasion and economic growth**.
- A large number of respondents were also concerned with the need to deal with **illegal immigration, human rights violations, hate crimes, racism, climate change** and **people trafficking**.

#### *Some direct quotations from respondents:*

'Dangerous immigration off the North African shores'.

'Youth unemployment ... harm of austerity on young people's futures'.

'The collapse of Euro-zone economies, energy insecurity and environmental issues'.

'Human rights violations in Europe'.

'The financial crisis and recovery across Europe'.

'Global warming and War'.

## 3. The Main Conclusions from the 'Reconnecting Young People to Europe' Questionnaire

In conclusion, the majority of the respondents in the BYC online questionnaire conducted between January and March 2014 believed themselves to be European Citizens. Despite this, only 1 in 14 said they knew 'a lot' about the European Union and just under 1 in 8 felt that the EU impacts on their lives 'very much'. Just one third of the respondents said they did know the difference between the European Parliament, European Commission, European Council and the European Union.

Furthermore, only 45% of respondents thought that they were entitled to vote in the European Parliament Elections and just 30% reported that they were 'very likely' to vote in the next

European Parliamentary Election. The majority of respondents – 82% – thought that politics is not covered enough in the British School Curriculum and nearly 90% felt young people in the UK should be taught about European politics. Not surprisingly, 46% said they were not aware of the various opportunities available to them to study and work in Europe, and only 48% of respondents knew that young people in the UK could apply to university in the European Union and pay lower tuition fees than in the UK.

The majority of respondents (81%) said they think young people find it difficult to connect with the European Union, largely due to the fact that they do not know enough about the EU, how it works and above all how it affects their everyday lives. Well over half the respondents said they would use a website providing information for young people about Europe.

The survey also revealed that the majority of the respondents access and hear about the European Union through the media, in particular, newspapers, radio, television and online. But often what they do hear in the media is negative and is around immigration.

There were several key themes arising from the respondents in terms of what they thought were the biggest problems that the European Union should be addressing. These focused around securing peace in Ukraine and Syria, focusing on issues specifically related to young people such as youth unemployment, addressing the economic problems across the EU and human rights-based issues, including people trafficking, but they also mentioned the need to address climate change and global warming.



# 3. Young people in a changing Europe: British youth and Brexit 2016

Written by Matt Henn / Darren Sharpe

In recent years, the relationship between young people and British democracy has become increasingly complex and fragile. In particular, Government austerity policies introduced in 2010 placed a disproportionate burden on young people, who have arguably suffered more than any other social grouping from deepening spending cuts in welfare and public services (Birch, Lodge and Gottfried 2013). Perhaps not surprisingly, the perceived failings of the political class to champion the interests of young people has left today's youth feeling especially ignored and marginalised, and has exposed a widening gap in aspirations between the generations. It has also translated into continued abstention from formal electoral politics (Henn and Oldfield, 2016). In the run-up to the 2016 EU Referendum, a key challenge for the political class was therefore to activate the youth vote in a contest that in time will almost certainly radically reshape Britain's relationship with itself and the rest of continental Europe.

Against this backdrop, we worked with young people to co-produce a project called 'Me and EU' to place accessible, timely and peer reviewed information in the hands of young people with just one click. The digital platform connected users to research and events organised by contributors to the ESRC-funded 'UK in a Changing Europe' project. Critically, 'Me and EU' was designed to better help young people in their decision-making on whether and how to vote. This was important for two critical reasons. Firstly, although they represented a huge potential voting bloc, the UK's Electoral Commission identified that they were nonetheless massively under-represented on the electoral register in advance of the EU Referendum. Our project aimed to encourage young people to register to vote, and included a link that enabled them to do that.

Secondly, young people had a particular take on the EU Referendum and a vision on Britain's relationship with Europe that were distinct from those of their older contemporaries. For instance, using YouGov polling data collected in the months leading up to the Referendum, Fox (2016) tracked a strong correlation between attitudes to EU membership and age. The

polls revealed that when compared with older age groups, young people were less hostile to the EU, more tolerant of immigration, and more likely to feel that the EU had been successful in securing peace across the continent. Importantly, the data from YouGov's May 2016 poll indicated that the under 25s were overwhelmingly most likely to support the Remain option, while the over-60s backed leaving the EU. As Table 1 demonstrates, this generational gap was ultimately reflected in the final vote, with 73% of 18- to 24-year-olds voting to remain in the EU while the country at large voted to leave by a margin of 51.9 per cent to 48.1 per cent.

In our 'Me and EU' research project, we asked respondents what underpinned their support to either remain in, or to leave, the European Union. Figure 1 summarises their responses. The majority of young people prioritised broadly 'Remain' responses (shaded). The primary issue for this group was a concern that Brexit would have a negative impact on the economy, trade and employment. However, these young people also stressed the positive aspects of continued membership of the EU, including the benefits to be gained by offering collective approaches to such matters as global environmental sustainability, security and human rights. By way of contrast, a significant minority of respondents emphasised the benefits to be gained from leaving the EU in terms of strengthening national political sovereignty, redirecting investment from the EU towards the UK, and greater control over immigration. However, a sizeable group of respondents (16 per cent) expressed a lack of certainty about the claims and counter-claims of both the Leave and Remain campaigns. This supports previous research (Henn and Foard 2014) that young people found politics in general to be confusing and difficult to engage with. Typical responses (direct quotations from respondents) included:

- I don't know enough about the consequences of voting to stay in or leave Europe. I don't think anyone truly knows the consequences... I don't think anyone can trust what the newspapers are reporting on it because they all have their own agenda and are completely biased.
- Nobody knows what will happen if we do leave.
- I honestly have no clue on the benefits of leaving the EU or staying in.

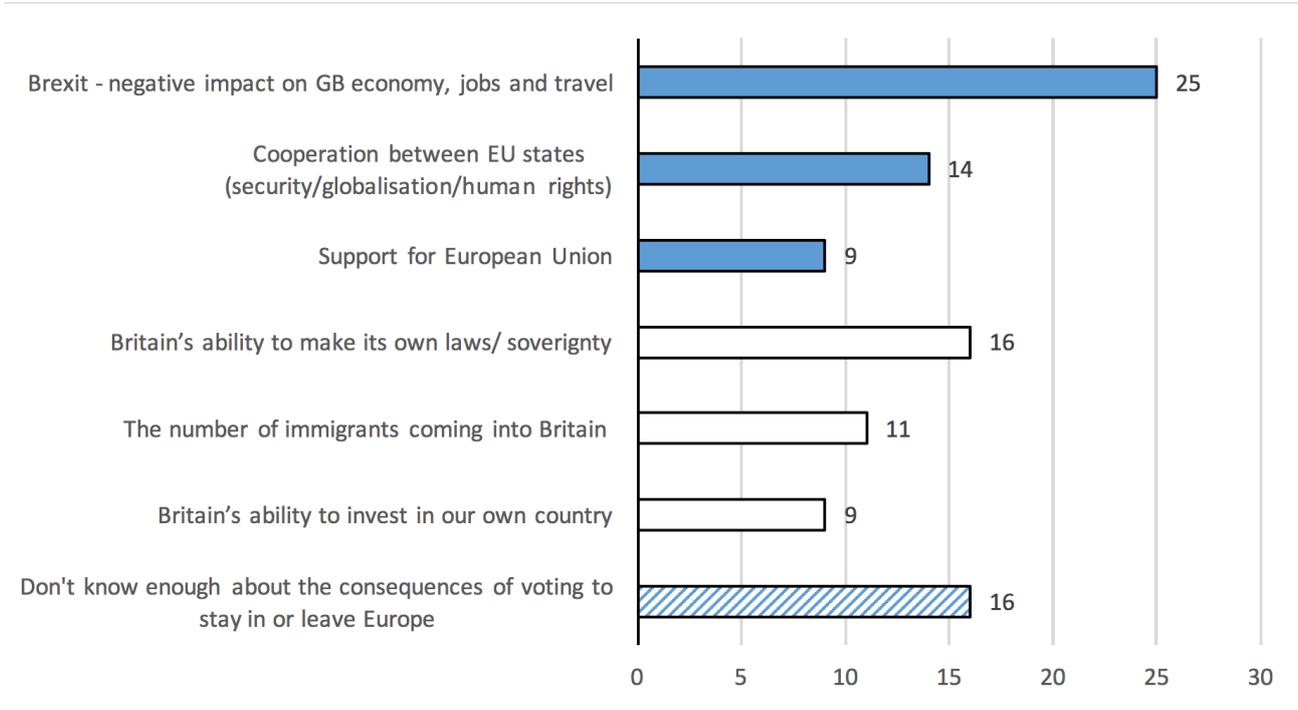
The decision of the UK population to support the Brexit option at the 2016 EU Referendum will have significant economic, social, political and cultural consequences - and none more so than for the futures of young people. However, the outcome would appear to be at odds with the instincts and preferences of the majority of young people who have indicated their broad support for the European project and who voted overwhelmingly to remain in the EU. Conceivably, the growing inequalities between the generations provides a significant challenge of our time. For a youth generation that has borne the brunt of recent austerity politics and which already feels poorly served by the political class, the Referendum outcome may serve to deepen the ongoing dissatisfaction that young people feel in relation to democratic processes in the UK.

**Table 1 - Vote by age at the 2016 UK Referendum on membership of the European Union (%)**

	18-24	25-34	35-44	45-54	55-64	65+
<b>Leave</b>	27	38	48	56	57	60
<b>Remain</b>	73	62	52	44	43	40

Source: Lord Ashcroft Polls (2016)

**Figure 1 - Main reasons for wanting the UK to either remain in the European Union or to leave the European Union (%)**



# Sources:

UK in a Changing Europe: Co-producing an E-tool to increase youth involvement in the UK Referendum on EU membership (2016–2017), No: 4030006249.

Reconnecting UK Youth to Europe Project, funded by the EU Commission Representation in the UK (2013–2014), No: 30CE0585810015.

ESRC Youth Voice: The Big EU Debate, Anglia Ruskin, (2012–2012). Ref: 253.

ESRC Youth Voice: A Day of Active Citizenship, Anglia Ruskin, (2011-2011). RES-622-26-607.

Henn, M. and Foard, N., 2014. Social differentiation in young people's political participation: the impact of social and educational factors on youth political engagement in Britain. *Journal of Youth Studies*, 17(3), pp.360-380.



# Teacher Resource Feedback Form

Name of school

Number of pupils taught with this resource?

What is the age group of pupils?

**What new insights and/or ideas did pupils give about the UK economy and society 'after Brexit'**  
(e.g. consider how pupils discussed and debated UK business, growth and employment, public administration and public services, civil society, structured inequalities, such as around gender, race, and class, and Leave/Remain identities)

**What has been the short-term impact/outcome observed in pupils resulting from using this teaching resource?** (e.g. increased awareness of political parties and political actors, understanding how to register to vote, understanding political structures, processes and system in the UK, and able to express a political view or set of ideas)

Return form to [d.sharpe@uel.ac.uk](mailto:d.sharpe@uel.ac.uk)