YOUR VOICE
YOUR SAY
YOUR FUTURE

Rock Enrol!

Created by the Cabinet Office, shared by The Scout Association
Rock Enrol!
resource pack
This Rock Enrol! resource pack includes sessions aimed at young people aged 16 and over which bring to life why young people should register to vote.
Although young people can apply to register to vote when they are over 16, only around half do so. Why is that? Many are passionate about the issues that affect them but they are unaware of their own power. This resource will support you to introduce the topics of registering and voting with your class, youth organisation or peer group. The games and materials in this resource are aimed at inspiring young people to discuss and debate what they care about whilst considering why they should register to vote.

Rock Enrol® contains four sessions, each approximately 45 minutes long and containing 2-3 activities. The sessions provide opportunities for young people to:

- Discuss the question “why vote?”
- Understand the significance of being registered to vote and how to register to vote
- Understand the importance of disagreement in a democracy and respect for different views
- Discuss what voting means to them personally
- Understand how the election process works
- Take part in discussions about controversial issues in society
- Discuss the concept of power and how it should be used
- Explore the topic of government spending.

Remember!
We recommend that you provide the opportunity to register to vote at the end of the first and last sessions.

You can register to vote online at bit.ly/rock-enrol
Session 1
Vote with your feet
(15 minutes) Get young people expressing opinions on issues that matter to them. Introduce voter registration. Show the “What matters to you?” clip on page 18 to enhance this activity.

Why vote?
(20 minutes) Explore with your group why it’s important for young people to get cast their vote at election time.

Summary and invitation to register
(10 minutes) Summarise the session and invite the group to register to vote. Remind your group ahead of the session they will need their National Insurance numbers!

Session 2
Critical issues and hot potatoes
(45 minutes) Challenge your group to discuss and debate hot topics and get them thinking about what they believe in and why.

Session 3
Show me the money
(20 minutes) Working in small groups, challenge everyone to spend the country’s budget on what they think is important. Show the “What does government do?” clip on page 18 to enhance this activity.

The power game
(25 minutes) Give young people power and see what they do with it!

Session 4
At the ballot box
(10 minutes) Get your group prepared for voting in a real election by going through the whole process step by step.

Invitation to register
(10 minutes) Another opportunity for your group to register to vote. Remind them ahead of the session they will need their National Insurance numbers! Show the “Why register to vote?” clip on page 18 to enhance this activity.
Session 1
Vote with your feet

15 minutes

This activity introduces voter registration and is a good warm-up exercise.

People vote with their feet in response to two statements. Part way through half the group is taken out to illustrate what happens when people do not register to vote.

Aims
To show that in order to vote, you need to be on the electoral register.
To practice debating and persuasion skills and introduce ‘everyday’ issues.

You will need
- Stickers for half the class or group
- Floor space
- Two statements – examples below.

How to

1. Introduce the game
Explain to the group that they will be asked their opinion about several statements.

Example statements
- Violent video games should be banned
- The legal age for drinking alcohol should be raised to 21
- The death penalty should be reintroduced

You can either use the example statements above or your own. The group should ‘vote with their feet’ by moving to one side of the room if they agree and to the opposite if they disagree. Those who do not know should stay in the centre of the room.

2. Ask for opinions
Once people have taken their places, ask them for their reasons. Invite them to swap sides if they feel persuaded by an argument.
‘There is no wrong answer!’
3. Using another statement, ask for opinions again and distribute stickers

As you ask for opinions about this statement, give stickers at random to half of the class. Do not explain at this stage what the stickers mean. Ask people to move to their chosen position. Ask people why they have chosen their position.

4. Stop! Ask all those without stickers to step aside

Explain that people without a sticker represent the proportion of young people who are not on the register and therefore cannot vote.

**Prompts**

- Would this have changed the outcome? (if half of the people hadn’t voted)
- How does it feel not to be able to express your opinion?
- Do you think the minority should make decisions?

5. Conclude the game

Half of young people are registered to vote, so they can have a say, but half are not so cannot have a say. When you are on the register you can vote and, therefore, have a voice.

The electoral register is the list of people who can vote. You have to register to be on it. You can apply to be on the register when you are over 16 so that you can vote as soon as you turn 18.

**Top tips:**

Make the statements easy to understand and controversial.

Local issues are a good way to draw out opinion (e.g. local transport, crime, recent news announcements).
Why vote?
20 minutes

This activity encourages the group to think about why young people should vote.

Aim:
To help build an understanding of the reasons why it is beneficial to vote.

You will need:
- Blank sheets of flipchart paper
- Marker pens and sticky tac.

How to:
1. Introduction
Tell the group that you will be exploring why people vote. Ask the group if anyone has voted before in any local, national or European elections. (If the group are all too young, skip this). Ask the group for a show of hands for how many intend to vote in future elections.

2. Ask for opinions
Ask the group to call out some reasons why they think people vote and note these down on some flipchart. Remind the group that 18-24 year olds voted the least out of any age group in the 2010 General Election. Ask them why they think so few young people vote and also jot these down on flipchart.

3. Split the group
Split the group into two or more smaller groups. Now that they’ve come up with some reasons why many young people choose not to vote, ask them to think of all the good reasons for young people to vote in elections. Ask the groups to discuss their ideas and write them down on a piece of flipchart.

Bring the groups together and display their pieces of flipchart on the wall. Ask one or two volunteers from each group to come and present back to the whole group, summarising what they discussed.
Invitation to register to vote

15 minutes

An opportunity for individuals to register to vote.
Invite participants with their National Insurance numbers to apply to register to vote.

Explain to the group that anyone can apply to register to vote once they are over 16, even though they cannot vote until they turn 18 their influence begins as soon as they join the register!

How to Register
1. ONLINE using a computer, tablet or smartphone via bit.ly/rock-enrol.
2. BY POST using blank registration forms. These can either be printed from the internet or you can contact your local Electoral Registration Office. Find their contact details and forms on www.aboutmyvote.co.uk or www.eoni.org.uk if you are in Northern Ireland. Collect the forms and send them to the relevant local council straightaway (remember – participants might be from different areas and their forms will need to be sent back to the correct office).

If you sign up to the Electoral Register you show the politicians that you are a vote worth winning.
Session 2
Critical issues and hot potatoes
45 minutes

Young people identify and discuss the key issues in society that they think people are most passionate about with this activity.

**Aims:**
To encourage discussion about difficult and challenges in society in a mature and considered way
To highlight to young people that democracy means lots of different opinions are tolerated, whether we agree with those opinions or not.

**Resources:**
- Flipchart/Whiteboard
- Marker pens
- Sticky notes and pens

**How to:**
1. **Critical issues**
   As a warm up to the main ‘hot potatoes’ exercise, ask for people to call out what they think are the issues in society that get people most excited, worked up and angry and list them on the flipchart/whiteboard.

**Prompts:**
- Ask them what issues they hear other people talking about at home, in the street or at school/college
- Ask them what they read or see on social media and what issues they think young people really care about
- Include some of the following issues if they are not raised: education, youth unemployment, immigration, equal marriage, the NHS, tax, crime, welfare and drugs.
2. Give everyone some sticky notes and a pen.
Explain that in ‘hot potatoes’ everyone is going to choose something they want to
discuss in the group. They are each to choose up to three of the issues written up
on the flipchart. For each issue, they write the title of the issue and then an ‘I
believe...’ or ‘I don’t believe...’ statement related to the issue. Ask the group to
stick all their sticky notes onto a blank piece of flipchart.

3. Split everyone into 3 or 4 smaller groups
Each group should come up and pick one or two ‘hot
potatoes’ they want the whole group to discuss either
because they agree or disagree with the statement or
simply find it interesting. Ask each group to read out
their statement and say why they chose it and then
invite everyone else to comment. Give each topic
about five minutes and close each discussion by
briefly summarising the key points raised.

4. Conclude
Ask the group to feedback on what it was like to take
part in the discussions and have the freedom to
express themselves. Remind them that democracy
means a lot of different opinions are tolerated,
whether we agree with those opinions or not.

Alternative idea
Make this a debating exercise. Ask someone
to argue in favour of
the statement, and
someone to argue
against it. Give a limited
time to speak and then
a vote can be taken.
Aims
To encourage young people to develop and voice opinions on issues that matter to them.
To encourage teamwork and negotiation skills as students prioritise public spending.
To prompt young people to consider who makes these decisions and how they can influence them, bringing it back to voter registration.

You will need
- Worksheet (see page 9) and pens for each group.

How to
1. Divide the class into groups of 4 or 5
Hand out one worksheet per group.

2. Introduce the game and Round 1 (7-9 minutes)
Each group is in charge of dividing up the country’s budget.
Each group has five minutes to divide £100 across the categories listed on the worksheet. They are: police and security; culture and sport; defence; environment; education; health; international aid and welfare and benefits.
They can spend the money as they wish but they must spend it all.
Move between the groups to discuss how money is being distributed.
3. Round 2: Economic crisis (7-8 minutes)
The country is in economic crisis. Groups now have three minutes to remove £30 from their first budget. Where will you make changes?

**PROMPTS**
- If you change funding to education or sport and culture, what effect will that have e.g. on the economy or on health?
- If money is not given to international aid what impact could that have?
- If you make changes in one area e.g. health, what effect will that have on another area e.g. on welfare and benefits?
- Does anyone want to remove funding to something completely – why?

4. Concluding the game (5-6 minutes)
Get feedback from groups and compare decisions made by different teams.

**PROMPTS**
- What caused the most debate in your groups?
- Who actually makes these decisions in real life?
- How can you influence what decisions are made? (If people do not mention voting, ask if voting is a way to do so.)

**Extension**
If you have time you can try the activity below.

**If you had around £1 billion how would you spend it?**
Ask the group which one of the following they would choose and why:
- Keep 30,000 criminals in prison
- Provide free school meals to an additional 2.5m children (for a year)
- Pay a year’s salary for around 43,700 newly qualified teachers
- Raise the state pension by £1.50 per week.
### Show me the money: handout

**How will you spend the Governments budget**

<table>
<thead>
<tr>
<th>Category</th>
<th>Round 1 (7-9 minutes)</th>
<th>Round 2 (7-8 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Police and Security</strong> – includes police, work to stop people committing crime again, prisons, counter terrorism and drugs control.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Culture and Sport</strong> – includes funding for people to play sport, for museums and art galleries and tourism.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Defence</strong> – includes the armed forces (army, navy and the RAF) and military equipment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Environment</strong> – includes flood prevention, animal welfare, pollution and climate change.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Education</strong> – includes teachers and schools, colleges (including training on vocational skills) and universities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Health</strong> – includes doctors, nurses, hospitals, medicines and social care.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>International Aid</strong> – includes assistance for people overseas who do not have the food, shelter, education and health care they need and to help development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Welfare and Benefits</strong> – includes pensions for older people, support for people looking for work, for people with disabilities, carers and for families on low incomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>£100</strong></td>
<td>?</td>
</tr>
</tbody>
</table>
The power game

25 minutes
Give young people power and see what they do with it!

Aims:
To prompt young people to consider what power is and the variety of ways in which it can be used.
To encourage young people to think about the power they have in a democracy by registering to vote.

Resources:
A small piece of card or paper with the work ‘POWER’ written on it - one for each group.

How to:
1. Divide the group into smaller groups
Give each smaller group one piece of paper with ‘POWER’ written on it and tell them they have 15 minutes to decide what to do with it. Let them know there are no rules as to what they can and can’t do with it, that they can interact with each other and other groups and they must keep going until the time is up.
Give no further explanations, sit down and observe what they do and don’t do with their power.

2. Discussion
After 15 minutes is up, bring everyone back together and discuss what happened in each group.

Prompts:
- Did anyone steal power? Why? Why not?
- Did anyone share power? What was this like?
- Who ended up being the ‘most’ powerful and why?

Ask other questions based on what you observed the groups doing. Make the point that each of them has the power to add their voice to our democratic society by registering to vote.
Session 4
Speed voting
25 minutes
In this activity, young people get to implement any law they want.

Aims:
To demonstrate to young people how laws are made.
To highlight to young people that they have an opportunities to shape how laws are made.

Resources:
- Coloured paper/card and pens

How to:
1. Pair everyone up
Give each pair two pieces of paper and a pen.
Explain that they will be the British Prime Minister for one day only and will be able to make two new laws. The first law must be something that they think will improve society for everyone and the second law can be anything they like e.g. National Wear Your Socks on Your Hands Day.

Give them 3 minutes to decide what their new laws are and to write each of them down on separate pieces of paper.

2. Vote for a sensible law
Going round each pair in turn, ask them to read out their sensible law and encourage the group to ask each pair questions. Explain the first round of voting is to draw up a shortlist and each law will need 50% of the group vote to go to the next round. Vote on each law in turn.

Tell everyone they now have one vote only and ask each person in turn to state which law they want tallying the votes. The law with the most votes wins - if there is a tie for first place remove the other laws and vote between the tied laws to decide a winner.

Ask the group how they would feel about living under this new law in real like.

Democracy in action
If you have time, go onto the Government’s e-petition side http://epetitions.direct.gov.uk/ to show examples of current petitions.
3. Vote for a silly law
Ask everyone to read out their silly laws. If there is time in the session, repeat the voting exercise for the silly laws.

4. Conclude
Explain that in reality there is a whole process of discussion and consultation involved before a new law is passed. Explain that we can all have an impact on creating and changing laws, use the Government’s epetitions site as an example if you have time.
At the ballot box
10 minutes
This activity goes through what a person does to vote at a real election.

Aim:
To demystify the voting process and make sure the group knows what to expect at their first election.

You will need:
- Copies of the handout on the next page for each young person.

How to:
1. Introduction
Explain that in this final exercise the group will be going through what they will need to do to vote in an election.

2. The polling station
Explain that if they have registered to vote and have chosen to vote at a polling station, in the run up to the election a poll card will be sent to the address at which they are registered. This is for local, national and European elections as well as for referendums. Give everyone a copy of the handout and explain that poll cards will usually look something like this, although they vary between local authorities.

3. The ballot paper
Refer back to the handout and explain the ballot paper will look something like this, although again can vary between local authorities. Be clear that no-one writes their name on a ballot paper, ask anyone if they know why we vote in secret. Explain that one of the key aspects of voting in a democracy is that everyone can keep confidential who they voted for.

Explain that clear instructions are always written on the ballot paper and they can also ask the person there, called the Presiding Officer, if you have any questions. If they make a mistake they can always ask for another ballot paper.

4. Summarise
Summarise by emphasising that it is quite straightforward to vote in an election. Emphasise the first important step is to ensure they are registered to vote!
At the ballot box: handout

The poll card

When you have registered to vote, you can vote in person at a polling station. This might be a local school or community centre, and it’s never very far from where you live. Before an election you will be sent a poll card which will tell you where your nearest polling station is. Poll cards vary in each local authority area, but will look similar to this:

The ballot paper

In general elections you choose the one candidate you want to vote for as your MP and put an ‘X’ next to their name. The political party each candidate represents is next to their name, unless they are independent. Sometimes there are photos of the candidates on the ballot paper too. Ballot papers vary in different elections and in different local authorities. Always follow the instructions written on the ballot paper.
You can apply to register to vote once you’re over 16. Even though you cannot vote until you are 18 your influence begins as soon as you join the register.

1. Recap activity outcomes
Summarise today’s session. Highlight that by registering to vote and voting, politicians can be influenced. People often disagree about what should be done; voting is one way that you can have your say. If you register to vote then you can have your say on how you think things should be done and who you want to do them.

2. Invitation to register
Invite participants with their National Insurance numbers to apply to register to vote.

How to Register
1. ONLINE using a computer, tablet or smart phone via bit.ly/rock-enrol. It only takes 5 minutes!
2. BY POST using blank registration forms. These can either be printed from the internet or you can contact your local Electoral Registration Office. Find their contact details and forms on bit.ly/about-my-vote or www.eoni.org.uk if you are in Northern Ireland. Collect the forms and send them to the relevant local council straightaway (remember – participants might be from different areas and their forms will need to be sent back to the correct office).

How was it? Let the Democratic Engagement Team in the Cabinet Office know how your session went. We’re eager to hear about your experience of delivering Rock Enrol®, find out how many people were registered and see any pictures taken during your session. Email us at DemocraticEngagement@cabinetoffice.gov.uk or tweet us @signup2vote using #rockenrol

If you sign up to the Electoral Register you show the politicians that you are a vote worth winning.
Rock Enrol!® clips

What matters to you?

What does government do?

Why register to vote?
Reasons to register

Your say
Do you want a say on how the country’s money is spent? Your vote can help decide this.

Do not let others make decisions on your behalf; your vote is your chance to play a role in society and have a voice on the things you care about.

Your vote
Can you imagine being denied a voice because you are a woman, a particular ethnicity, or because of your background? This is still the case in some countries. In the UK our voices can be heard.

If you do not register you cannot vote!

Your money
To get a better credit rating it can help to be on the electoral register. The electoral register is often used for credit reference purposes. Being on the register can help you when applying for loans or mobile phone contracts.

Your community and your world
Register to vote and help to shape the future you want for yourself and others. Voting gives you a say on local, national and global issues.

Who can you vote for?

Local councillors run your neighbourhood. They make decisions on local transport prices and timetables, school budgets and local services e.g. youth clubs, libraries, sports centres, parks, community centres.

Members of Parliament (MPs) represent you when it comes to issues for which the UK parliament is responsible. They decide on laws, how much tax you pay, how much is spent on universities and age restrictions e.g. drinking age and driving age.

Members of the European Parliament (MEPs) represent our country within the European Union voting on many issues including migration, imports and exports between countries and human rights.

Members of the Scottish Parliament (MSPs) represent you on issues which have been devolved to the Scottish Parliament. They decide many of the laws for Scotland; these could include things you might learn at school, policing or funding culture and the arts.

Members of the National Assembly for Wales (AMs) represent you on issues which have been devolved to the National Assembly for Wales. They decide many of the laws for Wales; these include things you might learn at school, how the roads are kept or how the countryside is managed.

Members of the Legislative Assembly (MLAs) of Northern Ireland represent you on issues which have been devolved to the Northern Ireland Assembly e.g. education and policing.

Police and Crime Commissioners oversee your local police force in England and Wales.

You can also have your say through referendums. There have been votes on issues including the electoral system and devolution to Scotland, Northern Ireland and Wales.
What next?

Looking for more ways to keep your group energised and enthused about democracy? Here are a few places where you can find more activities and information.

**Youth Count! Democracy Challenge**

This toolkit developed by UK Youth has a range of creative, meaningful activities to run with young people. The activities are designed to help to develop awareness, skills and knowledge of democracy and voting.


**Youth democracy peer education: training and resources**

These materials have been developed by the Scottish Youth Parliament (SYP) with the Cabinet Office, with their MSYPeers and other members. The aim is to give young people the tools to train their peers, so that they in turn have the confidence to encourage other young people to take part in the democratic process.


**Parliament’s Education Service**

Parliament’s Education Service has a range of teaching resources about Parliament and democracy that explain what Parliament does and how elections work. These resources include videos, lesson plans and interactive toolkits.

http://www.parliament.uk/education/
Rock Enrol!
supporting guidance
This guidance will help you to use the Rock Enrol!® resource pack, giving hints and tips to make the sessions as successful as possible.
This guidance will help you to use the Rock Enrol!® resource pack, giving hints and tips to make the sessions as successful as possible.

Encouraging democratic engagement and increasing the numbers of young people on the electoral register is really important. If you are not on the register, you cannot vote. Rock Enrol!® is the perfect way to inspire young people to discuss and debate what they care about whilst considering why they should register to vote.

This supporting guide contains hints and tips, curriculum information and frequently asked questions to help you get the most out of the Rock Enrol!® resource pack, ensure the success of your sessions and get many young people signed up to the Electoral Register in no time.

**Hints and tips**
This section contains hints and tips to help you plan your sessions and includes further activities and information you can use to keep your group enthused and energised.

**Curriculum**
This section outlines how Rock Enrol!® can be used to support different curriculums across the United Kingdom.

**Frequently asked questions**
This section answers common questions about registering and voting that you or your group may have.

Remind students to bring their national insurance numbers!
They can register to vote online during Rock Enrol!® at bit.ly/rock-enrol.
If you don’t have internet access you can print forms off at bit.ly/about-my-vote
Hints and tips

Getting Started

Before using Rock Enrol!® remember to tell people participating in advance that they will need to bring their National Insurance numbers so that they can register to vote online at bit.ly/rock-enrol

If you do not have access to the internet during the session then you can print off blank registration forms from the About My Vote website.

Alternatively, your local Electoral Registration Office can provide you with the appropriate forms and perhaps send someone along to your session who can explain more to your group about registering and voting. Their contact details can also be found on the About My Vote website.

If you are in Northern Ireland you can contact the Electoral Office of Northern Ireland.

Remember that any completed forms you receive from young people will need to be stored securely in compliance with the Data Protection Act and that if members of your group are from different areas then their completed registration forms will need to be sent back to the appropriate Electoral Registration Office.

Using local information and examples

Make the activities as relevant to your local area as possible by looking up local statistics relating to your Member of Parliament (MP) (or Member of the Scottish Parliament (MSP)/Member of the National Assembly for Wales (AM)/Member of the Northern Ireland Assembly (MLA)).

What is happening in your area? Some of the activities are designed to make pupils think of issues and relate them to specific policy areas for which elected bodies are responsible. These will differ from area to area. Adapt the facts and examples used in any of the activities to take into account local factors.

What next?

Once you have run session 1 in Rock Enrol!® you could follow up with other activities in the resource pack and encourage your group to register to vote. Page 20 of the Rock Enrol!® resource pack also has examples of other resources that you may find useful.

Flexibility

You can run the activities in the order suggested on page 2 of the resource, change the order to suit you or run activities individually.
The Rock Enroll® learning resource can be used in a variety of contexts including youth organisations and other extra-curricular activities. It can also fit into many curriculum contexts for schools and colleges across the United Kingdom:

**England and Wales**

- In England the resource can be used as part of the Citizenship curriculum at Key Stages 3 and 4 and with students of GCSE Citizenship Studies. It can help to meet the revised Citizenship curriculum’s statutory requirements to ensure pupils acquire a sound knowledge and understanding of how citizens actively participate in the UK’s democratic system and equip students with the skills to think critically and debate political questions.

- The activities included are versatile and can be adapted for use at a variety of levels and in different contexts for post-16 learners – for example within tutorial programmes in colleges and school sixth forms and as part of units of work on Personal and Social Development for Foundation learners.

- The activities links well with important issues within both Citizenship Studies and Government and Politics at AS and A Level, together with a range of BTEC qualifications in Public Services.

- Also, the sessions could be extended for AS and A Level Mathematics students through analysis of the statistics around voter registration and youth engagement in politics (see the Electoral Commission Great Britain’s Electoral Registers 2011 and the Hansard Society Audit of Political Engagement 10, 2013).

- The activities are also well suited to Functional Skills in English, particularly the requirements to develop speaking and listening skills through participation in formal and informal discussions.

- In Wales the resource can be used within Personal and Social Education (PSE) at Key Stage 3, 4 and Post-16. The theme of Active Citizenship encourages learners to become active in both their local communities and on a more global level. They can develop a practical understanding of their rights and of links between political decisions and their own lives.

- Also for post-16 learners, the Welsh Baccalaureate Qualification, available through the core module of Wales, Europe and the World provides opportunities for candidates to engage in debate about political issues and to recognise how political decisions can affect people.

- For Essential Skills Wales, activities can be used to introduce discussion of roles and levels of Government and about electoral processes.
Curriculum continued

Northern Ireland

- In Northern Ireland, it can be used as part of the Personal Development and Mutual Understanding Curriculum at primary level and the Local and Global Citizenship element of Learning for Life and Work at secondary level.

Scotland

- It can contribute to experiences and outcomes within the broad general education of Curriculum for Excellence in the area of ‘People in society, economy and business’.
- It may be useful for work in Political Literacy and the role of the responsible citizen.
- It may be suitable at National Qualifications level in Modern Studies. Specifically, the resource could be used within the Democracy in Scotland unit, available at National 3, National 4 and National 5 respectively. There may be additional elements of the resource which could be used within the context of a Higher or Advanced Higher class.
- It may also be suitable for rights based education, which could be considered in Social Education programmes.
**Frequently asked questions**

**Why is it important that young people register now?**

Only half of young people who are eligible are currently registered to vote. Young people are also less likely to vote in elections.

Once registered you have the choice whether to vote or not; if you are not on the register, you will not be able to vote.

Not being on the register can also affect a person’s credit rating and access to financial services.

**Who can register to vote?**

- Anyone aged 16 or over can apply to be added to the electoral register. 16 and 17 year olds will not be able to vote until they are 18 but by registering before then they can ensure that they can vote as soon as they turn 18. More details can be found on the About My Vote website.

- Citizens from the following areas can register to vote:
  - The UK
  - Republic of Ireland
  - Qualifying Commonwealth citizens
  - Other European Union countries (if they live in the UK)
  - The Channel Islands
  - The Isle of Man
  - British Overseas Territory (if they live in the UK).

**How do people get onto the electoral register?**

1. You can register online.

2. You can print blank forms from the About My Vote website and send them to your local Electoral Registration office. In Northern Ireland please visit the Electoral Office of Northern Ireland website.

3. Blank forms can also be requested from your local Electoral Registration Office and returned to them.

**Is there a deadline for filling out an electoral registration forms?**

You can apply to be added to the electoral register at any time but you must submit your registration form 12 working days before an election is held in order to be able to vote in that particular election or referendum.
How can I vote if I will be on holiday during the elections?
Postal voting is an alternative method of voting for electors who, for whatever reason, are unable to cast their vote in person on polling day and thus enables voters to participate who might not otherwise have been able to do so. Appointing a proxy, another person to vote on an elector’s behalf, provides a further method of voting, with the proxy being able to cast the elector’s vote either in person at the polling station or by post.

Some of the young people are not UK citizens. Can they register to vote?
- Qualifying Commonwealth citizens can register to vote. More on this, including a list of the countries is available on the About My Vote website.
- Irish Citizens or citizens of other European Union (EU) member states can also register.

If you have any questions about this please contact your local Electoral Registration Office.

How does being on the electoral register relate to credit rating?
The electoral register can be used for credit referencing purposes to counteract fraud. If you are not on it you might find it more difficult to get a mobile phone contract or be approved for a mortgage, for example.

Will the young people’s details be used for anything other than registration?
Registration officers keep two registers – the electoral register and the open-access register (also known as the edited register).

The electoral register lists the names and addresses of everyone who is registered to vote in elections. The register is used for electoral purposes, such as making sure only eligible people can vote. It is also used for other limited purposes specified in law including for detecting crime (e.g. fraud), calling people for jury service and checking credit applications.

The open-access register is an extract of the electoral register, but is not used for elections. It can be bought by any person, company or organisation. It is mainly used by businesses and charities to confirm name and address details.

Names and addresses will be included in the open-access register unless you ask for them to be removed at the time of registering. Removing your details from the open-access register does not affect your right to vote and opting out of the open-access register will not affect your credit rating.

Flyers that you can use with your students to answer questions such as: ‘What happens to my personal details?’ are available on the Electoral Commission’s website.

I would like to invite the local MP/Councillor/MSPs/AM to a registration event. How can I do this?
You can find out who your local MP, Councillor, MSP or AM is by typing your postcode into the Write to Them website. A pre-populated email will then be created for you to invite your MP, Councillor, MSP or AM. Explain that you intend to run a registration event to encourage young people at your school or youth organisation to register to vote.
How else can young people get involved?

Encourage young people to run their own Rock Enrol!® sessions with other classes in your college, in the lunch hour or with their local youth group.

They can also find out who their local MP is and invite them to visit their school or group or write to them about an issue they care about. Find out how MPs have voted on specific issues at the They Work for You website.

What other organisations are there to support young people to get engaged in democratic participation?

There are a number of organisations which are interested in encouraging young people to engage in democratic participation, some examples are listed below.

- The British Youth Council is a youth-led charity which encourages young people aged 25 and under to get involved in local, national and international democracy. In Scotland a similar organisation is the Scottish Youth Parliament.
- The Hansard Society’s Citizenship Education Programme activities include big debates online and mock elections.
- Involver is a social enterprise that works to improve student councils and student voice. Take their student voice audit on their website to test democracy in your college.
- Parliament’s Education Service includes tailored sessions and visits for post 16.
- The Youth Services Team at your local authority will have an interest in youth engagement.
- The Northern Ireland Assembly education service provides a range of activities for young people in Northern Ireland, as well as resources for teachers.
- Staff from the Electoral Office for Northern Ireland also carry out visits to secondary schools in Northern Ireland to assist pupils who are registering to vote for the first time and offer an electoral identity card which can be used as a proof of age document.
- The Association for Citizenship Teaching (ACT) is the subject association for Citizenship representing teachers and others involved in Citizenship education. ACT’s mission is to support the teaching of high quality Citizenship and to promote wider public understanding of the subject.
- Active Citizens FE is a Community Interest Company and network for those interested in providing excellent citizenship education, social action and learner voice in post-16 education and training. The network offers a wide range of teaching resources for post-16 citizenship.

I still have questions, who can I ask?

To find out who is eligible and how to complete the form contact your local council’s Electoral Registration Office by calling your local authority. You can find these details on the About My Vote website. In Northern Ireland, call the Electoral Office for Northern Ireland (0800 432 0712).

If you have any other questions about registration or the Rock Enrol!® resource, please contact DemocraticEngagement@cabinetoffice.gov.uk or tweet us @signup2vote using #rockenrol

©Crown copyright 2015 Rock Enrol!® is a registered trade mark of Cabinet Office. This is not covered by the Open Government Licence. For permission to reproduce the content please contact DemocraticEngagement@cabinetoffice.gov.uk
Contact us at:

Democratic Engagement Team
Cabinet Office
1 Horse Guards Road
London
SW1A 2HQ
DemocraticEngagement@cabinetoffice.gov.uk

@signup2vote
#registertovote

This is available to download at: www.gov.uk/government/collections/democratic-engagement-resources

© Crown copyright, 2015. This resource is not covered by the Open Government Licence. For permission to reproduce the content please contact: DemocraticEngagement@cabinetoffice.gov.uk
Rock Enrol!
lesson handout
The lesson handout for teachers and those working with young people covers the session outcomes for the Rock Enrol! resource pack and an outline of the core activities in session 1.
Rock Enrol!® aims to get the voices of young people heard. Through fun and engaging activities it inspires young people to discuss and debate what they care about, whilst considering why they should register to vote.

Rock Enrol!® includes interactive sessions that can be incorporated into a wide range of settings and can be tailored to any youth group activity.

**Session outcomes**

The sessions in the Rock Enrol!® resource pack can support groups of up to 45 young people and last between 45 minutes to an hour.

During the sessions participants will:

- be introduced to voter registration and be shown what happens when people don’t register to vote;
- understand debating and persuasion skills;
- develop and voice opinions on issues that matter to them;
- be encouraged to work in teams and develop negotiation skills;
- be prompted to consider who makes spending decisions and how they can influence them; and
- register to vote.
Vote with your feet
(15 minutes) Get young people expressing opinions on issues that matter to them. Introduce voter registration. Show the “What matters to you?” clip on page 18 in the resource pack to enhance this activity.

Why vote?
(20 minutes) Explore with your group why it’s important for young people to get cast their vote at election time.

Summary and invitation to register
(10 minutes) Summarise the session and invite the group to register to vote. Remind your group ahead of the session they will need their National Insurance numbers!
SPEAK UP

OVER 16? REGISTER TO VOTE*

Why is that legal?

Oi Have your say OUT

But that is where I live!

They are having a laugh

I would never agree to that

It will cost how much?

I think it is an important subject yes!

Your voice means something to me yes!

What does this pay for?

Have your community say your world OUT

HEAR ME YOUR VOICE

IT'S MY RIGHT

IT’S MY RIGHT
There are lots of reasons why people register to vote*

What matters to you?

**Your Vote**
Don’t let other people decide on your behalf - your vote is your chance to play a role.

**Your Say**
Do you want a say in how the country is run? You can help decide this.

**Your Voice, your time**
Over 16*? Register to vote and influence the decision makers.

**Your Community**
From local issues to global issues - have your say!

**Your money**
To get a good credit rating it can help to be on the electoral register.

*You can apply to register to vote at 16 and vote when you are 18
Register to vote online at bit.ly/rock-enrol

Follow us on Twitter @signup2vote and join the conversation #rockenrol
There are lots of reasons why people register to vote:

What matters to you?

**Your Vote**
Don’t let other people decide on your behalf - your vote is your chance to play a role.

**Your Say**
Do you want a say in how the country is run? You can help decide this.

**Your Voice, your time**
Over 16? Register to vote and influence the decision makers.

**Your Community**
From local issues to global issues - have your say!

**Your money**
To get a good credit rating it can help to be on the electoral register.

*You can apply to register to vote at 16 and vote when you are 18*
Register to vote online at bit.ly/rock-enrol

Follow us on Twitter @signup2vote and join the conversation #rockenrol