

<b>Subject:</b> Literacy		<b>Topic:</b> Know your MP	<b>Date:</b> Wednesday 14 <sup>th</sup> April 2010
<b>Course/Programme:</b> Skills for Life	<b>ELM:</b>	<b>CC Refs:</b>	<b>Time:</b> 10:00am – 12:30pm
<b>Level:</b> Pre-Entry to Level 2	2, 3, 4, 5,	Ces/M8.5, Ces/M8.4, Rt/E3.7, SLIr/E2.4, SLC/E2.1, Ws/E2.3, Ws/L1.1, Rw/E3.3	<b>Venue:</b> Standguide, Manchester
<b>General Objectives:</b> <i>At the end of the session, learners will –</i> <ul style="list-style-type: none"> <li>◆ Be familiar with items of information that can be accessed online, including facts and figures relating to their locality</li> <li>◆ Feel more confident with using computers for basic web search tasks</li> <li>◆ Have an awareness of social issues, such as who their own MP is, what their views are and how to contact them</li> </ul>		<b>Specific Objectives:</b> <i>At the end of the session, learners will be able to –</i> <ul style="list-style-type: none"> <li>◆ Name their own MP and write to them regarding issues they feel strongly about</li> <li>◆ Use ICT to find detailed information</li> <li>◆ Write brief formal letters regarding important social issues</li> </ul>	

<b>Time</b>	<b>Tutor Input</b>	<b>Learner Activities</b>	<b>Assessment</b>	<b>Resources</b>
10:00 – 10:10	Timesheets/registers to be signed	Sign timesheets/registers	N/A	Timesheets/Registers Pens
10:10 – 10:15	Tutor to go through aims and objectives on wipe board and introduce the concept of MPs, eliciting feedback on who they are and what they do for the general public, the upcoming election and why it is important to use your vote.	Listening, answering questions, note-taking if desired.	Feedback from learners	Pens, Paper, Wipe board, markers
10:15 – 10:20	Tutor to discuss their own MP, and relay a few brief details about them.	Listening, note-taking	Tutor observation	Pens, Paper, Wipe board, markers
10:20 – 10:45	Direct learners to <a href="http://www.theyworkforyou.com">http://www.theyworkforyou.com</a> with support, to research their own MP. Tutor to encourage learners to make notes about their MP on worksheets provided. Learners should include two policies they have voted for or against, some details on their expenses and whether or not they agree with their MP's stance on key issues.	Using computers to research their own MP. Scanning texts for information. Writing brief notes.	Q&A session	Computers, pens, paper, handouts

10:45 – 11:05	Tutor to lead Q&A inviting learners to tell the class about their own MP, giving just a few brief facts about him or her.	Discussion, turn-taking, summarising and building confidence by reading aloud	Q&A session	Handouts, Pens, Paper, wipe board, markers
11:05 – 11:20	Break	N/A	N/A	N/A
11:20 – 11:55	Tutor to engage learners with letter writing task, inviting learners to write a brief formal letter, in pairs, to their MP regarding an issue that they feel particularly strongly about. (Tutor to remind class of key issues covered in recent weeks, including smoking, the law and organic vegetables). Tutor to remind learners of key factors of formal letters (using the correct greeting, your name at the top of the page, etc). Learners who finish task early to re-draft letters and check spellings with dictionaries.	Collaboratively writing letters with a partner to their MP regarding an issue that personally affects their lives. Using correct basic structure, including their own name and address at the top right, full stops, capital letters and organising writing into basic paragraphs.	Accurately completed letters, with attention paid to grammar and key elements of brief formal letters	Pens, Paper, wipe board, markers
11:55 – 12:20	Tutor to lead reading and discussion session, inviting learners to read out their letters to the group and getting feedback from other learners on the issues raised.	Confidence-building through reading aloud in a supportive environment.	Tutor observation of reading session	Pens, Paper, wipe board, markers
<b>EXTENSION TASK (IF REQUIRED)</b>	Tutor to ask learners to research their own MP's political party, and to gather information on who the key people are within their party are, and when policies they strongly support	Reading, writing, gathering information, using the internet	Tutor observation/ notes taken by learners	Computers, pens, paper

◆ Reflections	◆ Action Points


### Teaching Notes

Before I delivered this lesson my learners had debated (quite heatedly, at times!) various issues such as smoking and equal rights. I introduced them to their own MP and they did lots of internet research and had to look up facts and figures etc. If no internet access if available you could prepare information sheets similar to those on pages 6-7 (which are about my own MP) using the information available at <http://www.theyworkforyou.com/mps/>.

*Matt Barnes, April 2010*

Further voting/politics/election resources and teaching ideas can be found on the Skillsworkshop blog at <http://skillsworkshop.blogspot.com/>

## Internet instructions

- ◆ Click on the 'Internet Explorer'  icon
- ◆ In the search bar at the top of the page, type:
- ◆ [www.theyworkforyou.com](http://www.theyworkforyou.com)
- ◆ Press 'Enter' on the keyboard
- ◆ On the right hand side of the screen it says 'your representative'. In the search box, type your postcode and press 'go'
- ◆ Your MP's details will appear. Scroll down to find out more information



# My MP

Their name is: .....

He or she represent the ..... party.

They entered parliament on: .....

A policy they have voted for/against is: .....

I agree/disagree with this vote because: .....

.....

Another policy they have voted for/against is: .....

I agree/disagree with this vote because: .....

.....

This year, my MP spent £..... on staff.

Last year, my MP spent £..... on staff.

This year, it cost my MP £..... to run their office.

Last year, it cost my MP £..... to run their office.



# Brian Iddon

## Labour MP for Bolton South East



- **Entered Parliament on 1 May 1997** — General election
- **Standing down** at the next election
- **Majority:** 11,638 votes. — 68th out of 643 MPs.

## Voting record How Brian Iddon voted on key issues since 2001:

- Voted **a mixture of for and against** laws to **stop climate change**.
- Voted **moderately against** a **transparent Parliament**.
- Voted **moderately against** the **Iraq war**.
- Voted **very strongly against** an **investigation** into the Iraq war.
- Voted **a mixture of for and against** greater **autonomy for schools**.
- Voted **strongly for** introducing a **smoking ban**.
- Voted **very strongly for** introducing **ID cards**.
- Voted **very strongly for** the **hunting ban**.
- Voted **moderately for** introducing **foundation hospitals**.
- Voted **very strongly for** equal **gay rights**.
- Voted **moderately for** introducing **student top-up fees**.
- Voted **very strongly for** allowing ministers to **intervene in inquests**.
- Voted **very strongly for** Labour's **anti-terrorism laws**.
- Voted **very strongly for** removing **hereditary peers** from the House of Lords.
- Voted **moderately for** a **wholly elected** House of Lords.
- Voted **for** replacing **Trident**.

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## Committees and topics of interest

Select Committee membership

- Member, Commons Science and Technology Committee (since 7 Oct 2009)
- Asks most questions about
- Departments: Health, Home Department, Trade and Industry, Education and Skills, Work and Pensions
- Subjects (based on headings added by Hansard): Consultation, Consultation Documents, Science Strategy, Food Supplements, Correspondence

(based on written questions asked by Brian Iddon and answered by departments)

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<http://www.theyworkforyou.com/mps/>

## Numerology

Please note that numbers do not measure quality. Also, representatives may do other things not currently covered by this site.

- Has spoken in 50 debates in the last year — well above average amongst MPs.
- Has received answers to 37 written questions in the last year — average amongst MPs.
- Is a member of 1 select committee (0 as chair)
- Replied within 2 or 3 weeks to a high number of messages sent via WriteToThem.com during 2008, according to constituents.
- Has voted in 88% of votes in parliament with this affiliation — well above average amongst MPs. (From Public Whip)
- People have made 18 annotations on this MP's speeches — above average amongst MPs.
- This MP's speeches, in Hansard, are readable by an average 17–18 year old, going by the Flesch-Kincaid Grade Level score.
- 67 people are tracking whenever this MP speaks
- Has used three-word alliterative phrases (e.g. "she sells seashells") 328 times in debates — average amongst MPs.

## Expenses

*Figures in brackets are ranks. Data from parliament.uk (source). Read 2004/05 – 2008/09 and 1st quarter 2009/10 receipts.*

Type	2008/09 (ranking out of 647)	2007/08 (ranking out of 645)
Staying away from main home	£14,983 (431st)	£17,398 (452nd)
London costs	£0	£0
Office running costs	£17,174 (344th)	£19,181 (281st)
Staffing costs	£96,331 (295th)	£78,817 (548th)
Communications Allowance	£8 (606th)	£0
Members' Travel	£5,468 (420th) <sup>1</sup>	£5,874 (408th) <sup>2</sup>
Members' Staff Travel	£0	£216 (317th)
Members' Spouse Travel	£321 (245th)	£241 (joint 282nd with 1 other)
Members' Family Travel	£0	£0
Centrally Purchased Stationery	£2,386 (459th)	£240 (joint 607th with 1 other)
Stationery: Associated Postage Costs		£502 (616th)
Centrally Provided Computer Equipment		£1,218 (301st)
Other Costs	£0	£0
<b>Total</b>	<b>£136,670 (490th)</b>	<b>£123,687 (579th)</b>

<sup>1</sup> Regular journeys between home/constituency/Westminster: Mileage £5,460 (65th). Other: Mileage £8 (90th).

<sup>2</sup> Regular journeys between home/constituency/Westminster: Mileage £5,824 (58th). Other: Rail £50 (154th).

<sup>3</sup> Car £5,221 (132nd). Rail £230 (518th).

**Functional English criteria (relevant areas are highlighted)**

Entry 3 Skill standard	Entry 3 Coverage and range Ofqual (2009), p9.
<p><b>Speaking, listening and communication</b> Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges</p>	<ul style="list-style-type: none"> <li>Follow the main points of discussions</li> <li>Use techniques to clarify and confirm understanding</li> <li>Give own point of view and respond appropriately to others' point of view</li> <li>Use appropriate language in formal discussions/exchanges</li> <li>Make relevant contributions, allowing for and responding to others' input</li> </ul>
<p><b>Reading</b> Read and understand the purpose and content of straightforward texts that explain, inform and recount information</p>	<ul style="list-style-type: none"> <li>Understand the main points of texts</li> <li>Obtain specific information through detailed reading</li> <li>Use organisational features to locate information</li> <li>Read and understand texts in different formats using strategies/techniques appropriate to the task</li> </ul>
<p><b>Writing</b> Write texts with some adaptation to the intended audience</p>	<ul style="list-style-type: none"> <li>Plan, draft and organise writing</li> <li>Sequence writing logically and clearly</li> <li>Use basic grammar including appropriate verb-tense and subject-verb agreement</li> <li>Check work for accuracy, including spelling</li> </ul>
Level 1 Skill standard	Level 1 Coverage and range Ofqual (2009), pp10-11.
<p><b>Speaking, listening and communication</b> Take full part in formal and informal discussions and exchanges that include unfamiliar subjects</p>	<ul style="list-style-type: none"> <li>Make relevant and extended contributions to discussions, allowing for and responding to others' input</li> <li>Prepare for and contribute to the formal discussion of ideas and opinions</li> <li>Make different kinds of contributions to discussions</li> <li>Present information/points of view clearly and in appropriate language</li> </ul>
<p><b>Reading</b> Read and understand a range of straightforward texts</p>	<ul style="list-style-type: none"> <li>Identify the main points and ideas and how they are presented in a variety of texts</li> <li>Read and understand texts in detail</li> <li>Utilise information contained in texts</li> <li>Identify suitable responses to texts</li> </ul> <p style="text-align: right;"><b>In more than one type of text.</b></p>
<p><b>Writing</b> Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience</p>	<ul style="list-style-type: none"> <li>Write clearly and coherently, including an appropriate level of detail</li> <li>Present information in a logical sequence</li> <li>Use language, format and structure suitable for purpose and audience <i>(55-60% assessment weighting)</i></li> <li>Use correct grammar, including correct and consistent use of tense</li> <li>Ensure written work includes generally accurate punctuation and spelling and that meaning is clear <i>(40-45% assessment weighting)</i></li> </ul> <p style="text-align: right;"><b>In more than one type of text.</b></p>
Level 2 Skill standard	Level 2 Coverage and range Ofqual (2009), pp12-13.
<p><b>Speaking, listening and communication</b> Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations</p>	<ul style="list-style-type: none"> <li>Consider complex information and give a relevant, cogent response in appropriate language</li> <li>Present information and ideas clearly and persuasively to others</li> <li>Adapt contributions to suit audience, purpose and situation</li> <li>Make significant contributions to discussions, taking a range of roles and helping to move discussion forward</li> </ul>
<p><b>Reading</b> Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions</p>	<ul style="list-style-type: none"> <li>Select and use different types of texts to obtain and utilise relevant information</li> <li>Read and summarise, succinctly, information/ideas from different sources</li> <li>Identify the purposes of texts and comment on how meaning is conveyed</li> <li>Detect point of view, implicit meaning and/or bias</li> <li>Analyse texts in relation to audience needs and consider suitable responses</li> </ul> <p style="text-align: right;"><b>In three or more texts.</b></p>
<p><b>Writing</b> Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively</p>	<ul style="list-style-type: none"> <li>Present information/ideas concisely, logically, and persuasively</li> <li>Present information on complex subjects clearly and concisely</li> <li>Use a range of writing styles for different purposes</li> <li>Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively <i>(55-60% assessment weighting)</i></li> <li>Punctuate written text using commas, apostrophes and inverted commas accurately</li> <li>Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning <i>(40-45% assessment weighting)</i></li> </ul> <p style="text-align: right;"><b>In a range of text types.</b></p>

References Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.*  
Further functional skills documents available at <http://www.ofqual.gov.uk>