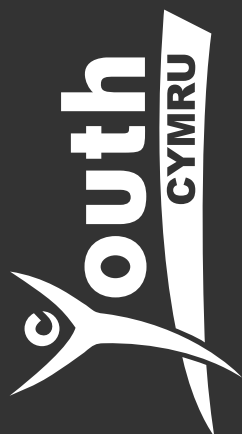


Celebrating 100 years of women's suffrage



WE ARE 100

Suffrage Youth  
Toolkit



Llywodraeth Cymru  
Welsh Government

## INTRODUCING...



**Welcome,** to the WE ARE 100 Suffrage Youth Toolkit.

Youth Cymru is a national voluntary organisation with over eighty years' experience supporting young people and youth workers in Wales. We work collaboratively with our members and other youth facing organisation to provide unique, innovative and life-changing opportunities, projects and programmes, bettering the lives of young people in Wales.



This project is funded by the Welsh Government's Women's Suffrage Centenary Grant Scheme.

We Are 100 is a project running up till November 2018, to celebrate 100 years of women being given the right to vote.

This toolkit has been created to help you on your journey as a Suffrage Champion, providing you with some of the skills and knowledge that will help you deliver your very own Educate and Celebrate Social Action Project.

In here you will find resources which will support your understanding of the history behind the suffrage movement. You can also use this toolkit as a planning document, to record your project management.

### You can involve:

- Art
- Music
- Poetry
- Fashion
- Events
- Teaching/Coaching
- Film-making
- Dance
- Drama

# GROUP AGREEMENT

## Purpose

A group agreement is one of the most important exercises when working with a group. The purpose of a group agreement is to create an open and respectful environment in which the group can work together creatively and individuals feel safe, sharing their ideas and opinions. It is important that the group creates this not the tutor as it gives them control instead of being 'told the rules'.

## Resources

- Flip-chart paper
- Pens

## Activity

- Explain to the group that they may be talking about sensitive issues and that the group should agree to set some ground rules that they will agree to follow throughout the session.
- List the rules on the flip-chart. Ask all of the young people if they understand the rules or if they need further explanation. Once completed put the rules where everyone can see them throughout the session using blue tack to secure to surface if necessary.
- When someone breaks the rules refer them to the group rules sheet, even better if the group refers the rule breaker to the group rules sheet.
- Keep the rules created and re-visit at the beginning of each session.

## GROUP RULES:

1. What is said in the group stays in the group
2. Be respectful to everyone
3. Try your best

## Equal Opportunities Policy Statement

The information provided on this section of the form assists the monitoring of Youth Cymru's Equality and Diversity Policy (A full copy of the policy is available upon request). We would be grateful if you would complete this form and return it. You are under no obligation to supply the information in this section. This form is confidential and anonymous (it will be separated from your application). The information supplied will be handled in accordance with Youth Cymru's Data Protection Policy.

### GENDER

- ☐ Female
- ☐ Male
- ☐ Would you like to describe your gender in another way?  
If so, please state: \_\_\_\_\_
- ☐ Prefer not to say

*Is your gender identity the same as the gender you were assigned at birth?*

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

### AGE

- ☐ Under 26
- ☐ 26-50
- ☐ 51-65
- ☐ 66 and over
- ☐ Prefer not to say

### SEXUAL ORIENTATION

- ☐ Bisexual
- ☐ Gay
- ☐ Lesbian
- ☐ Heterosexual / straight
- ☐ If you prefer to use another term, please state: \_\_\_\_\_
- ☐ Prefer not to say

### RELIGION / FAITH / BELIEF

- ☐ Buddhist
- ☐ Christian
- ☐ Hindu
- ☐ Jewish
- ☐ Muslim
- ☐ No religion
- ☐ Sikh
- ☐ Other, please state: \_\_\_\_\_
- ☐ Prefer not to say

CONTINUED



**ETHNICITY**

- ☐ White
- ☐ Black - Caribbean
- ☐ Black - African
- ☐ Other Black background
- ☐ Asian - Indian
- ☐ Asian - Pakistani
- ☐ Asian - Bangladeshi
- ☐ Chinese
- ☐ Other Asian background
- ☐ Mixed – White and Black Caribbean
- ☐ Mixed – White and Black African
- ☐ Mixed – White and Asian
- ☐ Other Mixed background
- ☐ Arab
- ☐ Other Ethnic Background, please state: \_\_\_\_\_
- ☐ Prefer not to say

**NATIONAL IDENTITY**

- ☐ Welsh
- ☐ English
- ☐ Scottish
- ☐ Irish
- ☐ British
- ☐ Other, please state: \_\_\_\_\_
- ☐ Prefer not to say

**EMPLOYMENT STATUS**

- ☐ Employed
- ☐ Self-employed
- ☐ Unwaged
- ☐ Full time education
- ☐ Retired
- ☐ Asylum seeker / refugee
- ☐ Unemployed

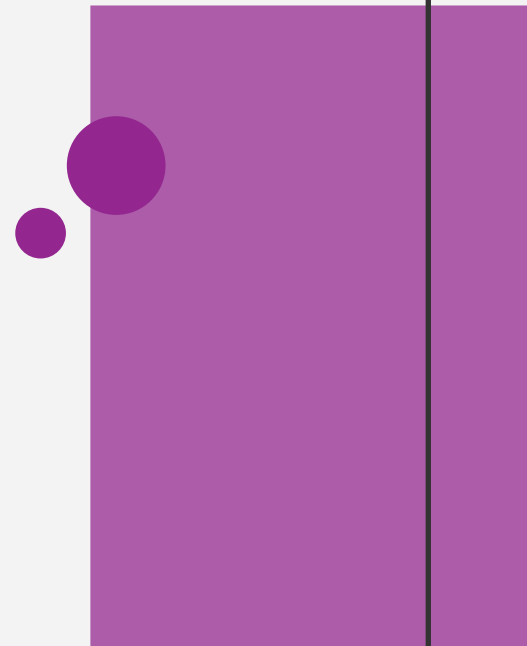
**DISABILITY**

The Equality Act 2010 protects disabled people. It defines a person as disabled if they have a physical or mental impairment which has a substantial and long term (i.e.. has lasted or is expected to last at least 12 months) adverse effect on the person's ability to carry out normal day-to-day activities.

Youth Cymru's work is informed by the social model of disability that says disability is caused by the way society is organised, rather than by a person's impairment or difference. It looks at ways of removing barriers that restrict life choices for disabled people.

Do you consider yourself to be a disabled person?

- ☐ Yes
- ☐ No
- ☐ Prefer not to say



## Pre-Project Questionnaire

Name

.....

Have you ever heard of the Suffragette Movement?

- ☐ Yes  
☐ No

On a scale of 1-10, 1 being nothing and 10 being everything, how much do you know about the Suffragette movement?

1   2   3   4   5   6   7   8   9   10

Do you know any Welsh Suffragettes?

- ☐ Yes  
☐ No

On a scale of 1-10, 1 being nothing and 10 being everything, how much do you know about the achievements around Welsh Suffragettes?

1   2   3   4   5   6   7   8   9   10

If you wanted to make a change in your community, would you know how?

Definitely   Not a clue   Kind of

On a scale of 1-10, 1 being nothing and 10 being everything, how much do you know about the young people in your community and their needs?

1   2   3   4   5   6   7   8   9   10

Would you know which politicians to contact if you wanted to make a specific change?

- ☐ Yes  
☐ No

On a scale of 1-10, 1 being nothing and 10 being everything, how much do you know about politics?

1   2   3   4   5   6   7   8   9   10

How much do you know about unrepresented women and groups and their rights?

Loads!   A bit   Nothing

On a scale of 1-10 how do you rate these statements?

"I am a confident person"

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
|---|---|---|---|---|---|---|---|---|----|

NOT ME

THAT'S SO TRUE

"I make a positive contribution to my community"

1 2 3 4 5 6 7 8 9 10

NOT ME

THAT'S SO TRUE

"I feel well-connected to others in my community"

1      2      3      4      5      6      7      8      9      10

NOT ME

THAT'S SO TRUE

"I am comfortable speaking to all sorts of people"

1 2 3 4 5 6 7 8 9 10

NOT ME

THAT'S SO TRUE

"I consider myself to be a creative person"

1      2      3      4      5      6      7      8      9      10

NOT ME

THAT'S SO TRUE

Do you feel “We are 100” is going to help you?

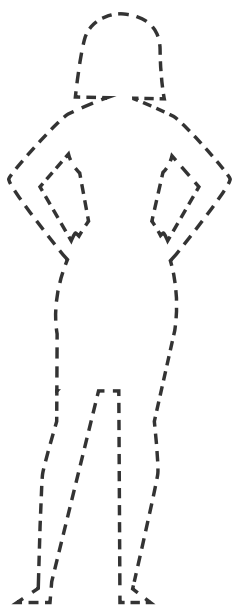
- ☐ Yes
- ☐ No

I think that “We are 100” will help me;

- With my confidence
- Understand how to make a change
- Learn about the suffragette movement.

What are you hoping to get from “We are 100” project?

[illegible]



# The Typical Suffragette

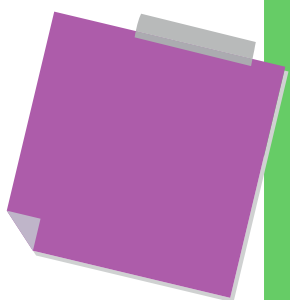
The aim of this activity is to get young people talking to each other, and getting their minds thinking about the topic. Whether they know nothing - or a lot about the Suffragettes, this exercise will allow young people to discuss their different perceptions of the 'typical' Suffragette.

## RESOURCES

- Flip-chart paper
- 30 x post it notes (3 different colours)

## RULES

- Draw the outline of a woman on the flip-chart paper. To make the activity a bit more fun you could stick several sheets of flip-chart paper together and draw around one of the young people in the group.
- Give one post it note to each person, try and vary them so that you have 10 post it notes of each colour handed out. Ask the young people what they think a suffragette would be like.
- Designate one colour post it note to "Background". Were suffragettes wealthy/poor? Did they have an education? What was their ethnicity? Where were they from? How old were they?
- Designate another colour to "Appearance". What did the suffragettes look like?
- Designate the final colour post it note to "Characteristics". Were the Suffragettes: Loud? Boisterous? Shy? Nasty?
- Ask the young people to write one word on their post it note regarding to that category, and to place it on the flip-chart.
- When everyone's post it notes are on the flip-chart paper, read them out. Ask the group if they agree with certain things people have written, and why. Discuss and debate.





# SECTION 1

## THE SUFFRAGETTE MOVEMENT



Section 1, Session 1:

# The History of the Suffragette Movement

## AIMS

The aim of this activity is for young people to learn about the key events which made up the suffragette movement. They will debate issues in groups and make decisions, based on the facts they are given.

## OUTCOMES

Young people will:

- Engage in planning their own method of expression to enhance their knowledge of the suffragette movement
- Use peer education to deepen their understanding of social and political issues regarding the suffragettes
- Work as groups to make decisions using problem solving skills
- Improve their ability to debate and discuss political issues relating to the suffragettes and their own community

## RESOURCES

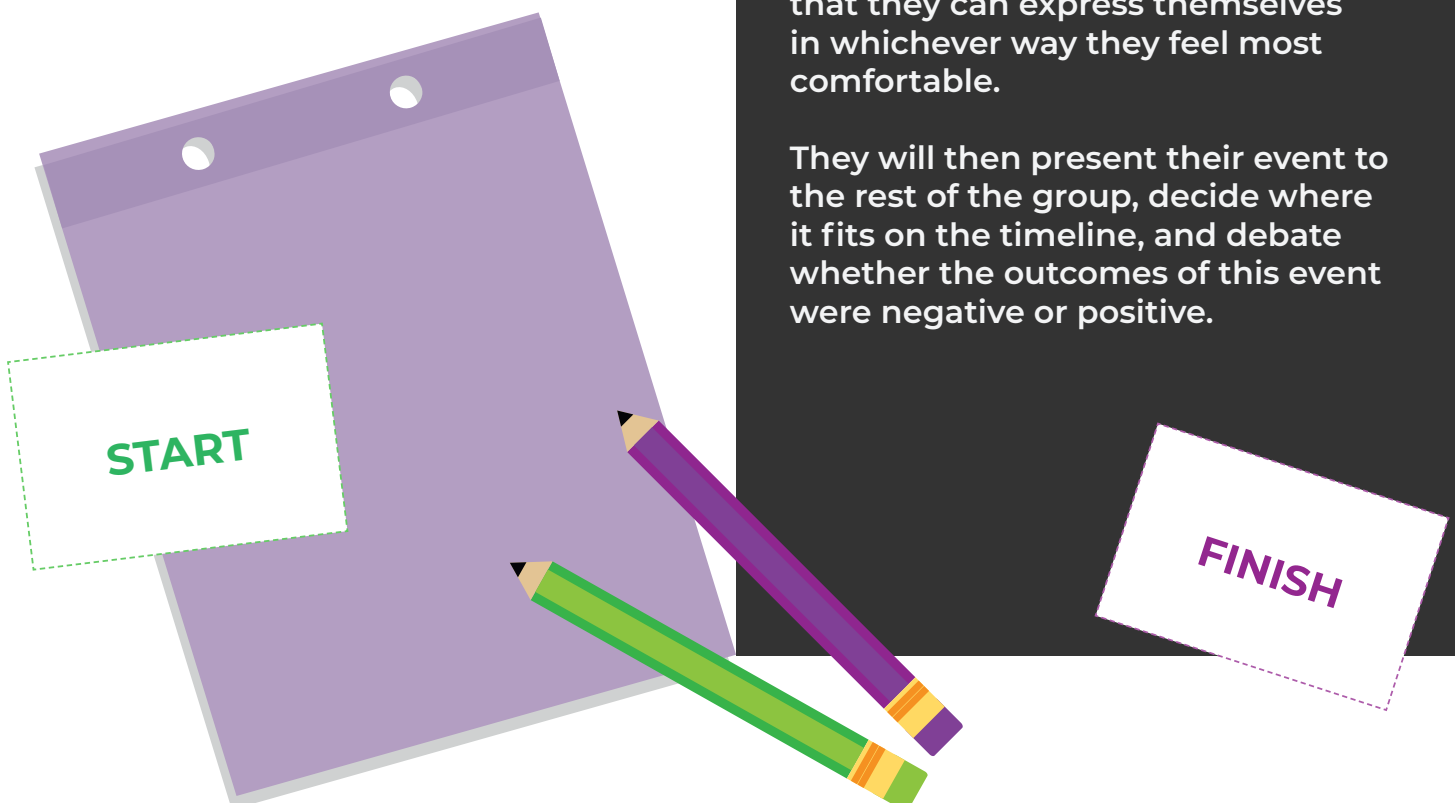
- Event Cards (pg. 13-18)
- Start and Finish Cards (pg. 12)
- DIY Suffragette Rosette (optional) (pg.19)
- Answer sheet (pg.22)
- Outcomes sheet (pg.23)
- Flip-chart Paper (optional)
- Pens (optional)

## EXPLANATION

In this session, the young people will work in groups to educate their peers about key events in suffragette history.

Resources will be provided so that they can express themselves in whichever way they feel most comfortable.

They will then present their event to the rest of the group, decide where it fits on the timeline, and debate whether the outcomes of this event were negative or positive.



# The History of the Suffragette Movement

## ACTIVITY A (1 HOUR)

1. Place the “start” and “finish” cards on the wall to outline the beginning and end of an event timeline. Split the group into smaller groups of 5. It is advised that they choose their groups themselves, as this way they will feel the most comfortable in expressing themselves.
2. Hand each group one of the 6 Event Cards found in the resource pack, and let them read through.
3. Give the groups one hour to plan the way they will educate the other groups about this specific event. They will have 5 minutes to do this, and can be as creative as they like.

Examples of methods of expression could be:

- Writing a song about the event and performing it
- Writing a short script and re-enacting the event
- Creating a story board with flip-chart paper and pens
- Creating a presentation/speech about the event
- Creating a piece of artwork

**Note:** Explain to the young people that they may use whichever method they prefer, however the event must be explained in detail so that their peers are able to understand. E.g.: A group may create a drawing and a suffragette rosette but must also speak about what happened at the event so it is clear to the other groups.

## ACTIVITY B (40 MINUTES)

Give each group 5 minutes to present their event to the rest of the groups, allow some time for questions and discussion.

## ACTIVITY C (20 MINUTES)

1. The groups will now all work together to decide in which order they think their events happen on the timeline.
2. Ask them to stick the events on the wall in between the “start” and “finish” cards. When they are finished, reveal the true order of events. To do this you can check the answer sheet, which also has more information on the events and the dates that they occurred.
3. Use the outcomes sheet, and read the statements. Ask the champions to stand either side of the room, depending on whether they think this outcome is POSITIVE or NEGATIVE. Allow room for debate, you can ask questions to guide the discussion but do not give them the answer or tell them they are wrong.

- END OF ACTIVITY -



# START



# FINISH



## ARRESTING SUFFRAGETTES

Christabel Pankhurst and her friend Annie Kenney went into a courtroom to listen and partake in a political debate. There was no mention of women's suffrage. When there was an opportunity to ask questions at the end of the debate, Christabel and Annie raised their hands, but were completely ignored by all of the men in the courtroom. They then began to heckle the ministers in court and were escorted out by police.

After being manhandled and told to 'just go home' many times by the police officers, Christabel decided to make a stand, and spat in the officers' face. She was then arrested.

After this incident, Christabel was made to go to court. Here she spoke at the witness stand and stated "so long as we have not votes, we must be disorderly."

## HUNGER STRIKES

Many suffragettes were arrested and imprisoned for their militant and violent actions to try and get the vote. Suffragettes started refusing food as they saw themselves as political prisoners, so many took part in hunger strikes.

The home office started getting very concerned with this, as women began getting too weak without food. They were worried that some would die in their care, which would give the Government a very bad portrayal in the media. To solve this issue, the home office introduced force feeding. Women were force fed with a nasal tube, 3 times a day, for several weeks. They would be pinned down, a tube would be shoved up their nose, and thick milk or whiskey would be poured through a filter into their bodies to fill them up.

This was a gruesome form of torture, which many suffragettes went through.





## BLACK FRIDAY

Parliament tried to introduce a bill that would give all women the vote, but the Prime Minister dismissed it. In response, Emmeline Pankhurst led a group of 300 suffragettes to march outside the doors of Parliament. The Government however, were expecting them, and they were met by a wall of 1000 police men. The crowd quickly escalated into police violence. Women were manhandled and sexually assaulted by the police officers, and also by some male bystanders who decided to join in. 2 women died in the attack, and 115 women were arrested and imprisoned.

When a photograph of police men physically assaulting a woman and beating her to the ground, got on the front page of the newspaper, the event was known as Black Friday. The Cabinet members became very embarrassed and realised they had overstepped the mark, so all of the prisoners were released before Christmas.

## DERBY DAY

Emily Wilding Davison was a follower of the suffragette movement. She joined the WSPU after it was formed and took part in the militant acts of the movement.

The Derby was the world's most famous horse race at the time, and it took place at Epsom Race Course. It was so prestigious that even royalty would attend and have a horse entered. The King entered a horse named Anmer.

As the horses raced around the corner, Anmer was third from last. Emily Wilding Davison got underneath the barrier and threw herself in front of the King's horse. Davison took the full force of a sprinting race horse hitting her.

The impact took her clean off the ground.

She died in hospital a few days later.

Some people believed that Emily Wilding Davison was trying to attach a suffragette sash to the King's horse and got trampled in the process.

Others believe that she truly did die for the cause.





## ARSON

Suffragettes started getting arrested and imprisoned for setting fire to big empty buildings. This was to protest against the fact that in this time, property was classed as more worthy and important than women in society.

They targeted exclusively male sites such as cricket pavilions, however they also targeted post boxes with acid, telegraph wires, and they damaged paintings.

A milk can bomb was discovered outside the entrance of the Bank Of England. The Times Newspaper noticed it as an ingenious and elaborate mechanism. Inside the milk can there was a watch timer, a battery, and some blasting powder which was all connected together with hair pins.

A month after this incident, at St Paul's Cathedral, the cleaner heard a ticking sound from underneath the Bishop's chair. The bomb was in a mustard tin which was wrapped in brown paper, and underneath that, in a torn page of the Votes for Women newspaper.

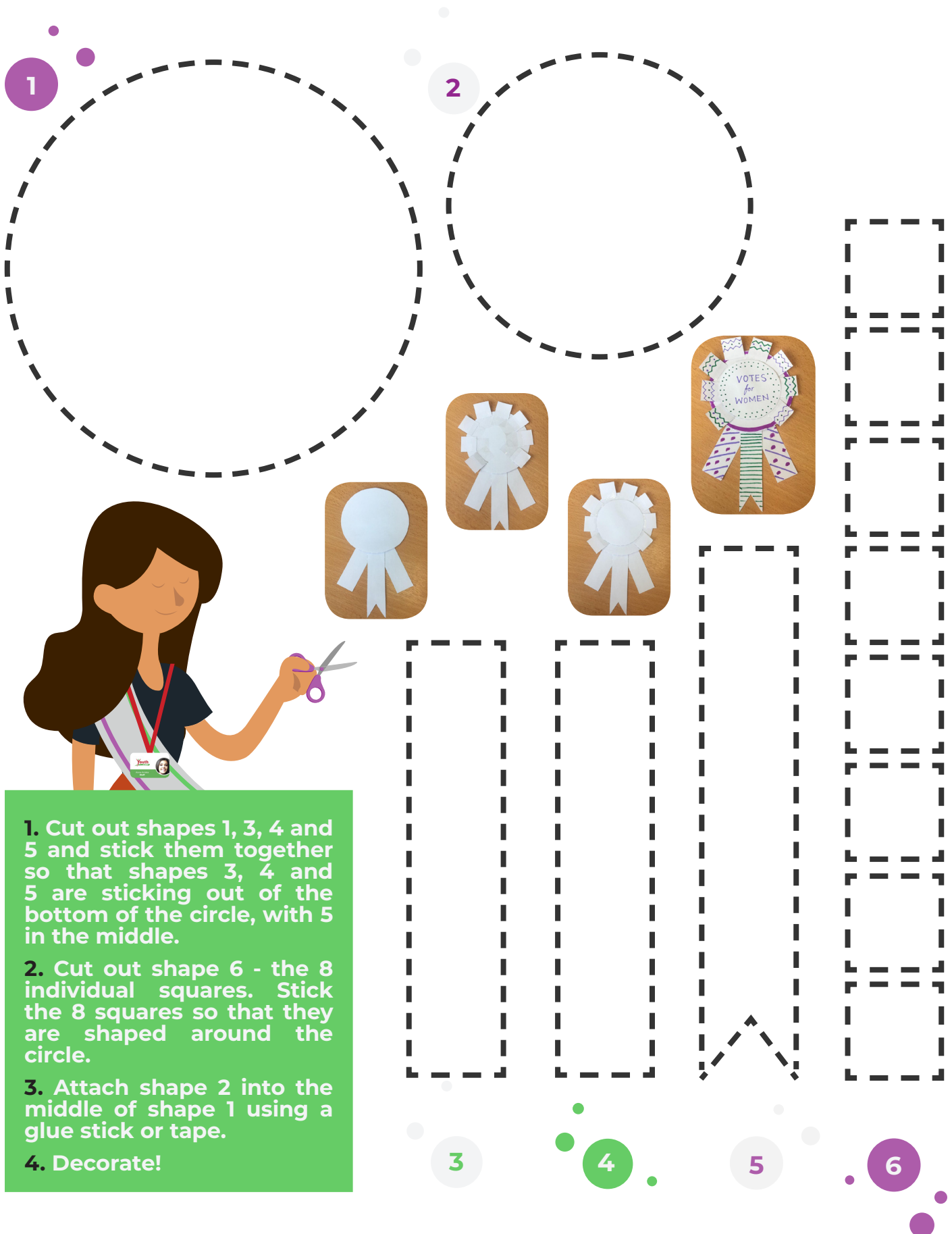
## WORLD WAR 1

During the war, suffragettes stopped their activities and took part in the war effort. The First World War opened the opportunity for realisation that the men who were actually allowed to vote, weren't voting because they were fighting in the war. This then set eyes on the fact that the electorate should also contain women. However, the fate of the women's vote still lay in the hands of a group of men.

An estimated 2 million women replaced men in employment and proved to be invaluable during the war effort. They worked mainly in factories, however, many took up work as part of the land army. The land army involved lots of agricultural and farming work, which would normally have been seen as a man's job.

Though women often earned more than they had before the war, workers in munitions factories were still paid as little as half the wages of the men doing similar jobs.

# Diy Suffragette Rosette



## ORDER OF TIMELINE EVENTS

**START  
1903**

Emmeline Pankhurst set up the WSPU (Women's Social and Political Union) which many women joined.

**ARRESTING SUFFRAGETTES  
STARTED OCTOBER 1905**

Many Suffragettes followed Christabel and Annie's example, and started doing radical things to try and flare up media attention. They even started stalking the Cabinet Ministers and assaulting them in their home towns.

**HUNGER STRIKES  
STARTED 1909**

A Suffragette named Marion Wallace Dunlop started the hunger strikes when she was arrested for vandalising a wall at Westminster with a political statement about votes for women. Suffragettes followed her example. They were seen as heroes, and awarded medals when they were released from prison.

**BLACK FRIDAY  
8TH NOVEMBER 1910**

The Suffragettes were told that they would be given the vote. Because of this, the Home Office and the Suffragettes called a TRUCE. This meant that The Government stopped force feeding women, and the Suffragettes postponed their militant acts. However, when there was once again no mention of the vote, Black Friday took place. Emmeline Pankhurst was arrested after this, but the Government refused to force feed the leader of the whole movement, as it would give them a bad reputation. She was therefore released. After this she held a meeting in Albert Hall where she encouraged and supported all Suffragettes to be as violent and radical as they wanted. She stated that she would take full responsibility for all of their actions.

**ARSON  
STARTED FEBRUARY 1913**

These homemade bombs were made out of domestic household items and planted usually with some type of Suffragette propaganda attached to them. One particular Suffragette bomb made significant damage to a house that was being built for a councillor. Emmeline Pankhurst took responsibility as she had encouraged their militancy. For this she got arrested. After this, the Government introduced the Temporary Discharge for Ill Health Act- which meant that when women got too weak in prison, they would be released. After they had built up their health at home again, they would then be re-imprisoned and made to complete their sentence. Women started running away and using disguises so they could not be re-imprisoned. It became known as the Cat and Mouse Act.

**DERBY DAY  
4TH JUNE 1913**

The Suffragettes took care of Emily Wilding Davison's funeral, and marched in her honour. Her headstone bears the slogan "Deeds Not Words". The cause gained a martyr.

**WORLD WAR 1  
STARTED JULY 1914**

Shortly after the war, The Government decided that women had proved their worth by working in the War, and in 1918 they decided to give women the vote.

**FINISH  
1928**

Women were officially given the vote in 1918, with the Representation of People Act which marks our 100 years of winning the right to vote. However the Act only allowed women over 30 years old whose husbands owned property to vote. This meant that all the young, working class women were still not given their voice. Because of this, there was a mass demonstration at Trafalgar Square to protest against the Conservative leader, Stanley Baldwin. In 1928 all women over 21 were given the vote.



# OUTCOMES

## 1 ARRESTING SUFFRAGETTES

**“Women started getting arrested for their actions and put in the media”**

**Suggestions for debate:** Is getting arrested and imprisoned something to be proud of? Did the media portray a good or bad image of the Suffragettes? Do you think this was a good way of making the public aware of who the suffragettes were?

## 2 HUNGER STRIKES

**“Women were force fed and tortured in prison, which led to early release through the Cat and Mouse Act”**

**Suggestions for debate:** Were the Suffragettes heroes for going on hunger strike in prison? Did these women deserve to be force fed? Was the Cat and Mouse Act a good thing?

## 3 BLACK FRIDAY

**“Women marched to Parliament, and in return were molested and attacked by police officers, which publicly shamed the Government”**

**Suggestions for debate:** Should the police have attacked the Suffragettes for marching to Parliament? Do you think the media attention after the event fairly showed how the Suffragettes were being treated?

## 4 ARSON

**“Militancy was a big part of women getting the vote, the public and Parliament feared suffragettes, and were scared of what they would do next”**

**Suggestions for debate:** Would women have won the vote if they hadn't been violent in their actions? Would you say that their violence resembled acts of terrorism? Do you think women were starting to prove that they were capable of doing things themselves without the support of men?

## 5 DERBY DAY

**“Emily Wilding Davison died at Epsom, so the cause gained a martyr”**

**Suggestions for debate:** Do you think Davison's death was an important step towards getting the vote in 1918? Do you think her death made the public realise the importance of the vote, and the effect it was having on people?

## 6 WORLD WAR ONE

**“After working in the War, Parliament passed the Representation of People Act, which gave all wealthy women over the age of 30 the right to vote”**

**Suggestions for debate:** Was it fair that the vote was only for women over 30, whose husbands owned property? Do you think them gaining the vote at all was a step in the right direction for women's rights? Would women have gained the vote if men hadn't allowed them?

## Section 1, Session 2:

# Local Stories

## AIMS

The aim of this activity is for young people to research and find out their own information about the suffragettes. They will learn about the suffragette movement within their own area, and peer educate the rest of the groups. The young people will learn about the difference between Suffragists and Suffragettes, by using modern situations to discuss and debate their opinions.

## OUTCOMES

Young people will:

- Learn about Welsh leading figures in the Suffragette movement by using thorough research and peer education.
- Be able to locate where Welsh women fought for the vote, and how it affected the rest of Wales.
- Use modern day scenarios to expand their knowledge on the difference between the Suffragette and Suffragist methods
- Compare methods of making change THEN and NOW, through debate and discussion.

## RESOURCES

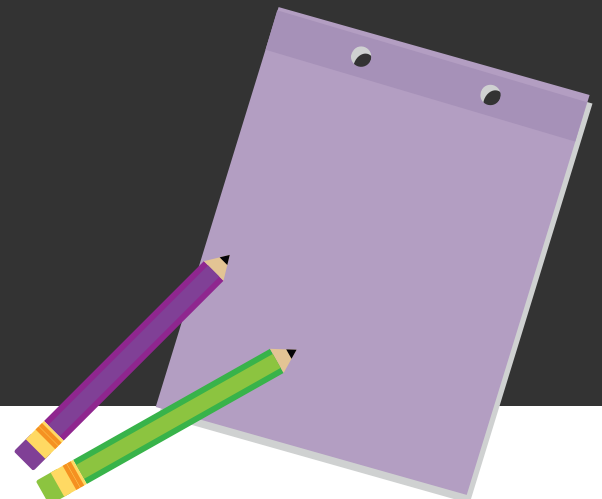
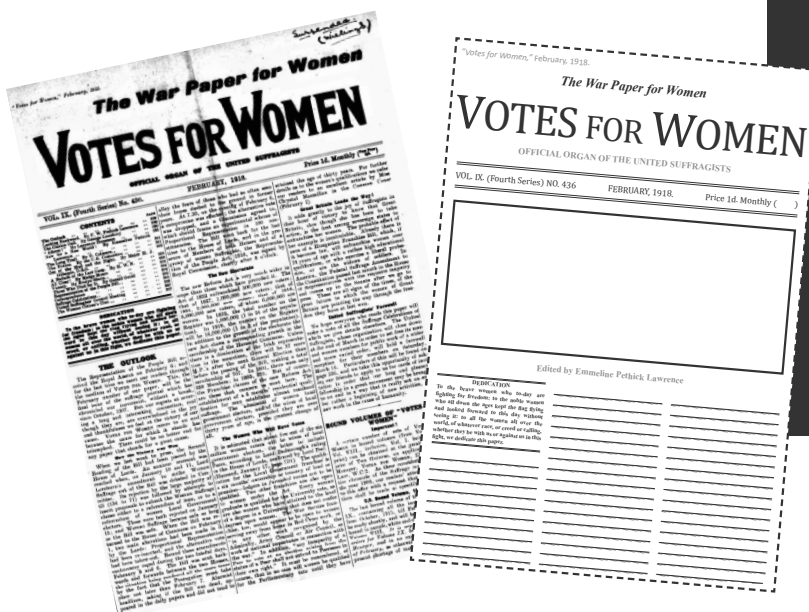
- 6 key figures of Welsh Suffrage (pg.24)
- Local stories resource (pg.26 - 27)
- Votes for Women news template (pg.25)
- Flip-chart paper
- Pens
- String

## EXPLANATION

In this activity, the young people will work in groups to research local women and their suffrage stories.

They will then locate where these stories took place in Wales and create a Votes for Women newspaper.

The champions will debate ways of making change and discuss the difference between the Suffragists' and Suffragettes' methods.



## Local Stories

### ACTIVITY A (45 MINS)

1. Split the group by using the method of giving all young people a number from 1-6 and then letting them join into their appropriate groups.
2. Give each group a key figure from the resource pack, and allow them to research the answers to the question given. You will be able to guide them with the local stories resource attached.
3. Give each group a Votes for Woman newspaper template and ask them to create their own front page based on that key figure and what impact they had on the suffragette movement.

### ACTIVITY B (45 MINUTES)

1. Ask the young people to draw a map of Wales on a piece of flip-chart paper, either stick this on the wall or lay it flat out on a table. (You can also attach a few sheets of flip-chart paper together to make a larger map)
2. Ask each group to come up in turn and attach their newspaper article to the map with a piece of string, and mark what part of Wales was significant for this key figure.
3. Each group should talk about the key figure to everyone else.
4. Identify how some women were Suffragists and some were Suffragettes. Ask the young people to discuss what they think the difference between the two were. Use the resource pack to find information about this

### ACTIVITY C (30 MINUTES)

1. Split the group of young people into two groups, the Suffragists and the Suffragettes
2. Give them a scenario where their rights are taken away, this can be adapted for your group of young people. For example you could say "All of the people in this room are banned from going in coffee shops" or something more serious such as "all of the young people in this room are no longer allowed to attend school and receive an education."
3. Tell the groups that these are the new laws, and they must fight to get their rights back. One side of the room must take the Suffragette approach, and the other side must take a Suffragist approach. (Violent/radical VS Non-violent/radical)
4. Tell the groups to write about their campaign ideas on a sheet of flip-chart paper. Give them 15 minutes.
5. After these 15 minutes, get the groups to feedback their ideas. Discuss the difference between the Suffragette and Suffragist methods.
6. Allow further debate about how methods of making change have developed over the years. If women carried out actions like the Suffragettes did now, what would be the consequences?

- END OF ACTIVITY -

**EDITH MANSELL MOULIN**

- Where was she born?
- What was her profession?
- What did she do for the movement?
- Where did most of her work take place?
- Any extra facts?

**RACHEL BARRETT**

- Where was she born?
- What was her profession?
- Where did she study?
- What did she do for the movement?
- Any extra facts?

**MARGARET MACKWORTH  
(AKA LADY RHONDDA)**

- Where was she born?
- What did she do for the movement?
- Where did her actions take place?

**ROSE MARY CRAWSHAY**

- Where was she born?
- What did she do for the movement?
- Any extra facts?

**ELIZABETH ANDREWS**

- Where was she born?
- What did she do for the movement?
- Where did her work take place?
- Any extra facts?

**DAVID LLOYD GEORGE**

- Who was he?
- Why was he hated by the suffragettes?
- Where was he targeted?



*"Votes for Women,"* February, 1918.

*The War Paper for Women*

# VOTES FOR WOMEN

OFFICIAL ORGAN OF THE UNITED SUFFRAGISTS

VOL. IX. (Fourth Series) NO. 436

FEBRUARY, 1918.

Price 1d. Monthly (<sup>Post Free</sup>  
l<sub>gd</sub>)



Edited by Emmeline Pethick Lawrence

## DEDICATION

To the brave women who to-day are fighting for freedom: to the noble women who all down the ages kept the flag flying and looked forward to this day without seeing it: to all the women all over the world, of whatever race, or creed or calling, whether they be with us or against us in this fight, we dedicate this paper.

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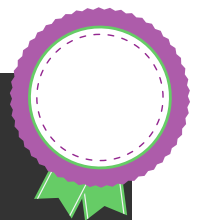
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**EDITH MANSELL MOULIN****SUFFRAGETTE**

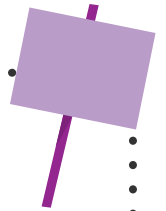
- Born in England - with Welsh heritage
- Doctor
- Founded the Cymric Suffrage Union, which focused on gaining suffrage for Welsh women. She took part in the Hyde Park demonstration and was imprisoned for protesting. During this demonstration she encouraged Welsh participants to wear their national costume.
- She travelled around North Wales giving talks – specifically Anglesey and Bangor
- She was a pacifist and refused to stop fighting for the vote to take part in the War.

**RACHEL BARRETT****SUFFRAGETTE**

- Born in Carmarthen - grew up in Llandeilo
- She was a science teacher
- Studied at Aberystwyth University
- She represented the WSPU and spoke in Welsh. At a rally she spoke at in Cardiff docks she was flour bombed by her spectators. She translated Government Suffrage documents into Welsh, and created Welsh Suffrage pamphlets which she distributed around the country.
- She became a key figure in the Suffrage movement in England and Wales. She was appointed as editor of "The Suffragette" magazine. She also managed to escape prison, after being force fed for months.

**MARGARET MACKWORTH (AKA LADY RHONDDA)****SUFFRAGETTE**

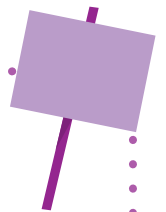
- Born in London
- She was a very militant activist. She blew up a post box in Newport and was imprisoned, where she then went on hunger strike. She also jumped on the Prime Minister's car when he refused to give women the vote.
- She sold "Votes for Women" in the cities of Cardiff and Newport. She spoke publicly in places such as the Merthyr Tydfil Liberal Club, where she got pelted with tomatoes.



### ROSE MARY CRAWSHAY

### SUFFRAGIST

- Born in England - lived in Merthyr
- She worked locally in Merthyr Tydfil for suffrage. She was one of the 26 names to put a Welsh address on the first ever suffrage petition in 1866. She set up free libraries, to give women access to books. She also gave women free sewing and embroidery classes to enable them to make their own clothes. She set up the "Lady helps" scheme to get women jobs as maids in wealthy homes.
- She was the mistress of Cyfartha Castle, which she turned into a help centre for people. She set up soup kitchens, and visited the families of 49 men who were killed in a colliery explosion.



### ELIZABETH ANDREWS

### SUFFRAGIST

- Born in Penderyn
- She was a member of the Labour Party, and focused her work on helping working class women whose husbands were coalminers. During this time the houses were overcrowded and there was poor sanitation. The strain of lifting heavy bowls of boiling water for men's baths created serious illness in women and premature births. She introduced pithead baths to solve this issue.
- Her work took place up the Rhondda

### DAVID LLOYD GEORGE

- He was a Liberal MP.
- Even though he spoke publicly saying that he supported the suffragette movement, the Liberal Government's failure to make any change or give women the vote made suffragettes believe he was secretly anti-suffragist.
- He was disrupted by heckling suffragettes at a speech in Caernarfon, at the National Eisteddfod in Wrexham, and at the opening of a village hall in Llanystumdwy. His house was also firebombed by suffragettes.

### NOTES

Note that the Suffragettes took part in militant activity, and were often imprisoned and force fed. The Suffragists focused on making change without any violence and in a non-radical way.

Militant action was not a hallmark of the movements in Wales. A majority of women who fought for the vote in Wales identified themselves as suffragists, and sought Parliamentary and public support through political and peaceful means.

A lot of the women who were significant in Welsh suffrage were English, middle class women. It is argued that Wales was always following rather than leading a national agenda. However, it still embraced a national sense of pride and values that contrasted to their neighbours in England.

# SECTION 2

ENGAGEMENT



## Section 2, Activity 1:

# Civic Engagement

## AIMS

The aim of this activity is to teach young people some basic knowledge of the history of democracy in the UK. They will begin to identify issues in their community and learn about the steps they can take to make change.

## OUTCOMES

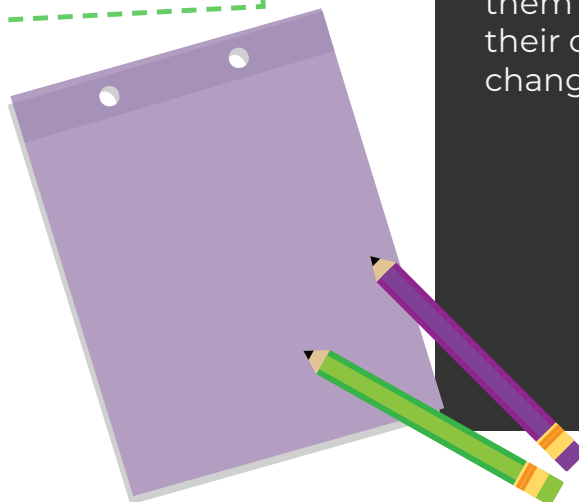
Young people will:

- Learn a brief history of democracy in the UK
- Work in groups to problem solve, and discuss what barriers there are stopping young people getting involved with politics.
- Learn about devolution and relate it to their own real-life situations, to enhance their knowledge on civic engagement within their community.



1969

UK General Election



## RESOURCES

- 'Brief history of Democracy' Resource (pg.32-34)
- Summary Sheet (pg.35-36)
- Devolution Resource (pg.37)
- Devolution Answer Sheet (pg.38)
- Inspirational young people Resource (pg.39-42)
- String
- Flip-chart Paper
- Pens

## EXPLANATION

In this session, the young people will use string to form a timeline of events, they will discuss and debate with their peers to talk about certain events and what they think the outcomes were. They will also work in groups to talk about the barriers that young people face. The young people will learn all about devolution, and how their vote is used in Wales. Examples of inspirational young people will be shown to them to inspire them and motivate them to think of their own ideas and how they can make change.

## Civic Engagement

### ACTIVITY A (1 HOUR)

1. Explain that the group is going to map out together a brief history of some of the key points in the development of democracy in the UK. This will help develop an understanding of what our democratic society looks like and how we got here. Distribute the cards from the resource among the groups.
2. Ask the young people to hold the string at different points along its length, so that it is stretched either as a straight line, or so it curves around the room.
3. Call out the first card (1832) and ask the young person holding it to come and stand at the beginning of the piece of string. Ask who thinks they have the card with the event that matches the date. If no-one names it, ask the person with "The Reform Act" to come and stand next to the person with 1832. Ask if anyone has heard of it and what they know about it. Use the summary sheet as a prompt to teach the young people about the event. (Use as much or as little information as you feel is appropriate for the group.)
4. Ask who has the next date that comes after 1832, and who thinks they have the event that matches it. Ask them both to stand next in line, then ask if anyone knows about the event. Once again, use the summary sheet to explain the event. Carry on like this until you get to the 2017 snap election. The young people will need to keep swapping around places while still keeping the length of string reached out.
5. Summarise that these key events shaped and continue to shape our society. Explain that our democracy is still developing, with laws being passed that affect our rights and responsibilities as citizens. Ask the group if they can think of any key laws in the last fifty years that have changed aspects of our society.
6. Give out the Key Modern Laws cards and ask young people to position themselves along the line according to the date of the law. When in place, ask them to read out what is on their card.
7. Ask the group how they think society has benefitted from any of these laws. (Prompt: Women have benefitted from the Equal Pay Act 1970, as they can expect to be paid the same as a man for doing the same or equivalent work and can take action if this is not the case.)
8. State that one of the key aspects of living in a democracy is the rule of law. This means the Government consults on and then proposes legislation to the Houses of Parliament. Members of the House of Commons and the House of Lords may then debate and vote on these proposals. If the majority vote in favour, the proposals may eventually become law.

An important aspect of the rule of law is that the Government is subject to the law along with each and every citizen.

Many laws have been created by democratic systems around the world to bring equal rights and freedoms. This can be seen from the examples in this activity. The freedom for citizens to campaign, to examine and criticise and to change things to make a better future for our society are other key aspects of living in a democracy.

# Civic Engagement

## ACTIVITY B (30 MINUTES)

1. Split everyone into groups and hand out flip-chart paper and pens.
2. Ask the young people “What are the barriers for young people getting involved in politics?” Get them to discuss within their groups and write down their answers.
3. Get feedback from all of the groups.

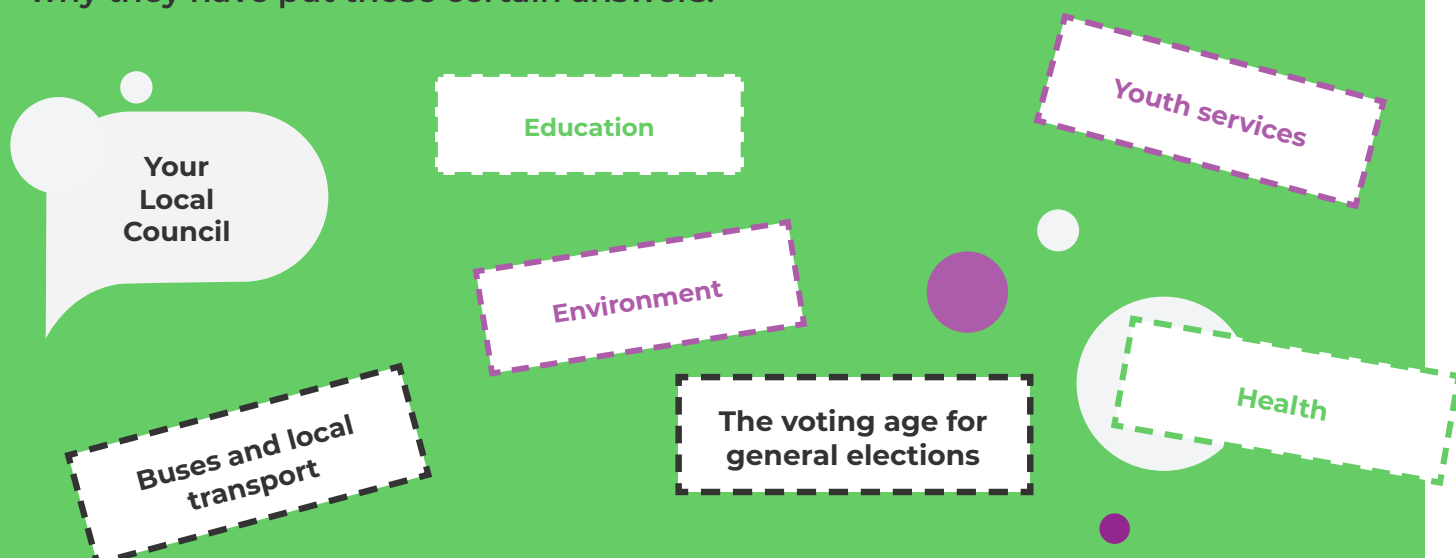
## ACTIVITY C (30 MINUTES)

1. Explain to the young people about devolution.

**PROMPT:** Look at it this way-

The Welsh Government is like a school, where the First Minister of Wales (Carwyn Jones) is the head teacher. All of the Assembly Members are teachers in the school. The National Assembly for Wales then acts like Estyn and comes in to inspect and scrutinise the Welsh Government. (You can maybe draw diagrams to make this more understandable)

2. Use the devolution resource. Cut out the individual logos and explain what they are. (Westminster, National Assembly for Wales, and find the logo of your own council) Stick them on the wall in a line, or lay them on a table.
3. Cut out the individual cards, and ask the young people to place where they think these issues are taken care of. Is it something that the local council would deal with, the National Assembly, or Parliament?
4. Use the answer sheet and discuss with the young people throughout why they have put those certain answers.



# Civic Engagement

## ACTIVITY D (1 HOUR 20 MINUTES)

**1.** Show this video of how people's votes work in Wales:

<https://youtu.be/coGTP4I72uE>

**2.** Allow the young people 10 minutes on their phones to find out who their 5 Assembly Members are, by following this link:

<http://www.senedd.assembly.wales/mgFindMember.aspx>

**3.** Tell the young people how they are able to make change in their community:

There are many ways to approach your politicians and make change. You can:

Go online and search the particular MP or AM that you want to speak to, their e-mail address will be on there and you can e-mail them. It is the law that they have to e-mail you back within 30 days, so you will definitely get a response.

Go to a surgery. Assembly members from your area will arrange local talks and discussions that are easily accessible, and you can talk to them there. E-mail or phone them to find out when and where they are holding their next surgery.

Write a petition, get signatures, and then hand it to an Assembly Member either at a surgery or at the National Assembly. In London, 100,000 signatures are needed on a petition to have it considered. However, in Wales only 10 signatures are needed for the petition to go to a committee board and get discussed.

Hold a peaceful protest outside the National Assembly for Wales, if your voices aren't being heard! People often do this outside the Senedd to create awareness for their campaign.

**4.** Cut out the inspirational young people cards, (lamine them) and hold them up. Ask the young people if they know who these people are, and read the information of how they made change from the back of the cards.

**5.** Split the young people into groups and hand out flip-chart paper and pens. Give them 20 minutes to brainstorm ideas about what things they want to change in their community, who makes that decision and how they would go about it. Get them to feedback to the other groups.



|             |                                  |
|-------------|----------------------------------|
| 1832        | The Reform Act                   |
| 1838 - 1848 | Chartist Movement                |
| 1918        | First Votes for Women            |
| 1928        | Women gain voting equality       |
| 1969        | Men and Women can vote at 18     |
| 2010        | Coalition Government             |
| 2014        | Scottish Independence Referendum |
| 2015        | UK General Election              |
| 2016        | BREXIT Referendum                |
| 2017        | Snap Election                    |

**RACE RELATIONS ACT (1965)**

The first piece of legislation to make it illegal to discriminate against people because of their colour, race, ethnic or national origins. The act has been added to and changed several times, and has been replaced most recently by the Equality Act (2010).

**EQUAL PAY ACT (1970)**

This sets out the right for equal pay, and equal terms and conditions of employment for equal work between men and women. Equal pay is now covered in the Equality Act (2010).

**DISABILITY DISCRIMINATION ACT (1995)**

This was the first piece of legislation to try to end discrimination against disabled people. The Act was updated in 2005 and discrimination against disabled people is tackled as part of the Equality Act (2010).

**MENTAL HEALTH (1983)**

This Act covered the treatment and care of people with a mental illness in England and Wales, with particular reference to admitting people to hospital and treatment without their consent. The Act was significantly changed and updated in 2007.

**CHILDREN ACT (1989)**

This Act for England and Wales states that children's welfare and development needs should be met, including the need to be protected from harm. For the first time in law there was a duty to take account of the needs and wishes of children in decisions that affect them. The Act was updated in 2004.

**RIGHTS OF CHILDREN AND YOUNG PERSONS WALES (MEASURE 2011)**

The purpose of this proposed Measure is to impose a duty upon the Welsh Ministers and the First Minister to have due regard to the rights and obligations in the United Nations Convention on the Rights of the Child (UNCRC) when making decisions about how to exercise functions which are exercisable by them.

The UNCRC has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

# SUMMARY SHEET

## 1832 The Reform Act

- Also known as the Representation of the People Act, the First Reform Act, or Great Reform Act
- The Act created 67 new constituencies
- It got rid of 56 corrupt constituencies, where positions in Parliament were often bought by landowners or rich families
- It increased the number of people eligible to vote from 400,000 to 650,000
- It still meant only the wealthiest 14% of men were able to vote, but it did show that change was possible
- It led to calls for more Parliamentary reform.

## 1838 - 1848 The Chartist Movement

- The Chartist Movement was the first mass movement driven by working class people
- The Movement grew following the failure of the 1832 Reform Act to extend the vote to people who didn't own property
- The Chartists drew up a petition, a People's Charter, which had six demands:
  - All adult men should have the vote
  - Voting should be by secret ballot, to avoid corruption and intimidation
  - Parliamentary elections should take place every year
  - Constituencies should have roughly equal numbers of voters
  - MPs should be paid, to allow poorer people to stand for election
  - MPs should not have to own property.
- Many Chartists supported other social reforms including the right of women to vote, and limiting factory working hours
- In 1842 the Chartists presented a petition to Parliament signed by almost a third of the population of England, Scotland and Wales at the time: over three million signatures (3,317,752) It was carried by 30 people in a procession over two miles long
- The Chartists were defeated though; MPs voted not to allow them to present their case to the Commons
- Many Chartist activists were imprisoned or deported
- The movement died away but its effects were felt in time. Two of their demands were eventually met: by 1858 MPs did not have to own property to qualify to stand for Parliament, and the secret ballot was introduced to stop vote-rigging (Ballot Act 1872)
- By 1918 all of the Chartist's demands had been met, except one: Parliamentary elections are not held every year.

## 1918 First votes for women

- After a long struggle by women's groups (the Suffragettes and Suffragists) and their supporters to gain the vote for women, it was the recognition of women's work in the First World War that finally made it impossible to keep denying women the vote
- All men over 21, all women over 30, and women over 21 who were property-owners or married to property-owners were given the vote in the 1918 Representation of the People Act
- This meant around eight million women could vote in national elections. This was still only 40% of women.

## 1928 Women gain voting equality

- The 1928 Representation of the People Act finally saw all women over 21, regardless of whether they owned property or not, given the right to vote

### 1969 Men and women vote at 18

- The 1969 Representation of the People Act lowered the voting age for all citizens to be able to vote at the age of 18.

### 2010 Coalition Government

- The Conservative Party and Liberal Democrat Party formed a coalition government after the 2010 General Election
- This was the first coalition in over 70 years
- The coalition was formed because no political party had a large enough majority of MPs to form a government that could work effectively.

### 2014 Scottish independence referendum

- On Thursday 18 September 2014 there was a referendum on independence for Scotland. At the referendum, the question was: 'Should Scotland be an independent country?' Scotland remains part of the UK because 55.3% voted no, and 44.7% voted yes.
- To have been able to vote in the referendum you needed to be aged 16 or over on 18th September 2014 and living in Scotland. You must also have been a British, qualifying Commonwealth or European Union citizen.

### 2015 United Kingdom General Election

- The Fixed-term Parliaments Act (2011) provides for general elections to be held on the first Thursday in May every five years.
- A majority Conservative government was elected in May 2015. A new government will be elected in May 2020.

### 2016 BREXIT Referendum

- Also known as the EU Referendum.
- Took place to gauge support for the UK to either remain a member of, or leave the European Union.
- It resulted in a majority of 51.9% of voters being in favour of leaving the EU
- The EU withdrawal process began on 29 March 2017, which puts the UK on course to leave the EU by 30 March 2019, after a period of BREXIT negotiations.

### 2017 Snap Election

- The snap general election took place in June, after being announced by Prime Minister Theresa May just two months earlier.
- Her stated reason for calling the snap election was to strengthen her hand in Brexit negotiations.
- The Conservative party was defending a majority of 17 seats against the Labour Party- led by Jeremy Corbyn.
- The election resulted in a hung parliament meaning no particular party had an absolute majority of seats.
- Young people turned out to vote in this election in greater numbers than at any other point for 25 years.

# Devolution Resource



**Your  
Local  
Council**

Cynulliad  
Cenedlaethol  
Cymru

National  
Assembly for  
Wales



|                                  |                                      |  |
|----------------------------------|--------------------------------------|--|
| Money and the currency           | The armed forces                     | Youth services                         |
| Health                           | Housing                              | Social Security (Welfare and benefits) |
| Education                        | Waste and recycling                  | Environment                            |
| Immigration and Nationality      | The voting age for general elections | Roads and footpaths                    |
| Parks and local leisure services | Buses and local transport            | Policing                               |
| Fire and Rescue Services         | Highways and National transport      | Libraries                              |

**Your  
Local  
Council**

**Buses and local  
transport**

**Youth services**

**Libraries**

**Parks and local  
leisure services**

**Waste and  
recycling**

**Roads and footpaths**

Cynulliad  
Cenedlaethol  
Cymru

National  
Assembly for  
Wales



**Health**

**Environment**

**Housing**

**Education**

**Fire and Rescue  
Services**

**Highways and  
National transport**



**The armed forces**

**Money and the  
currency**

**Immigration and  
Nationality**

**Policing**

**Social Security  
(Welfare and benefits)**

**The voting age for  
general elections**



## MALALA YOUSAFZAI

- Shot in the head by the Taliban 2012 aged 15 because she was promoting the rights of girls to be educated.
- She survived and became a global campaigner for human rights, women's rights and the right to education for all children and young people.
- She set up the Malala Trust which helps girls in developing countries to go to school and calling for the right to education.



## STEPHEN SUTTON

- Diagnosed with terminal cancer and died in 2014.
- He wanted to make the world a better place and raised £3 million for Teenage Cancer Trust before he died.
- The fundraising continues and is now over £5.7 million





## LILY MADIGAN

- Turned up to her school one day wearing the girls uniform and got sent home. She was told by her head teacher that if she didn't want to wear the male uniform, she should go somewhere else.
- Madigan e-mailed the head teacher, and set up a petition. When this didn't work she looked around for a lawyer, and somebody decided to help her.
- The lawyer wrote a letter to the head teacher informing the school of their legal duties under the Equality Act. These included allowing Madigan to wear the girls' uniform, and for staff and pupils to use her acquired name, Lily, and female pronouns.



**Whizz-kidz**  
*move a life forward*

## WHIZZ-KIDZ

- With just 97 signatures, a petition by children's' charity Whizz-Kidz was successful in calling the Welsh Government to improve disabled access to public transport in Wales.

• Watch Josh's story:

[https://www.youtube.com/watch?v=\\_tSRgJXKpj4](https://www.youtube.com/watch?v=_tSRgJXKpj4)



# SECTION 3

## SOCIAL ACTION TOOLKIT



## Section 3, Activity 1:

**Social Action Toolkit**

**SO, you've learnt all about the history of the Suffragettes- what to do next?**

**You are going to create your very own Celebrate and Educate Social Action Project.**

**What does this involve?**

**It's time to make a change in your community. You will create your own project to exhibit, celebrate, and educate the local community on suffrage, and the importance of civic engagement within young people.**

**AIMS**

The aim of this toolkit is to take you through the planning of your Social Action Project. You can use this as a guide to think about what actions you are going to take, and how you are going to reach your targets.

**OUTCOMES**

You will:

- Use team work skills and problem solving skills to identify issues in your community that you may want to change.
- Create a detailed project plan to gain organisational and time management skills
- Identify your own strengths and weaknesses, which will help you choose your team roles within the group.
- Educate peers and public on women's suffrage, democratic process and how they can become involved in civic life.
- Create a project which will stimulate and engage your community and peers.

**HOW ARE YOU GOING TO DO THIS?**

In groups, you will decide what you would like to do to educate your community on suffrage. You will also teach others what you have learnt about making changes in society and how to go about doing this

**This can be through:**

- An event
- A short film
- A dramatic performance
- Dance
- Music
- Art

**BE AS CREATIVE AS POSSIBLE!**



**LETS BEGIN...**

## Task 1

# Project Plan



## WHAT IS YOUR PROJECT?

Dotted rectangular box for writing the project description.

## WHO DOES IT INVOLVE?

Dotted rectangular box for writing who is involved in the project.

## WHO DOES IT TARGET?

Dotted rectangular box for writing who the project targets.



CONTINUED



## Task 1

# Project Plan



## HOW WILL IT BENEFIT THE COMMUNITY?

A large rectangular area defined by a dotted line, intended for writing the answer to the question: HOW WILL IT BENEFIT THE COMMUNITY?

## WHERE WILL IT TAKE PLACE?

A large rectangular area defined by a dotted line, intended for writing the answer to the question: WHERE WILL IT TAKE PLACE?

## HOW WILL YOU PROMOTE YOUR PROJECT?

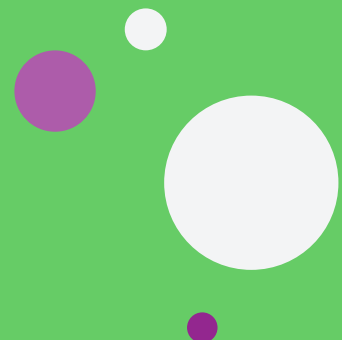
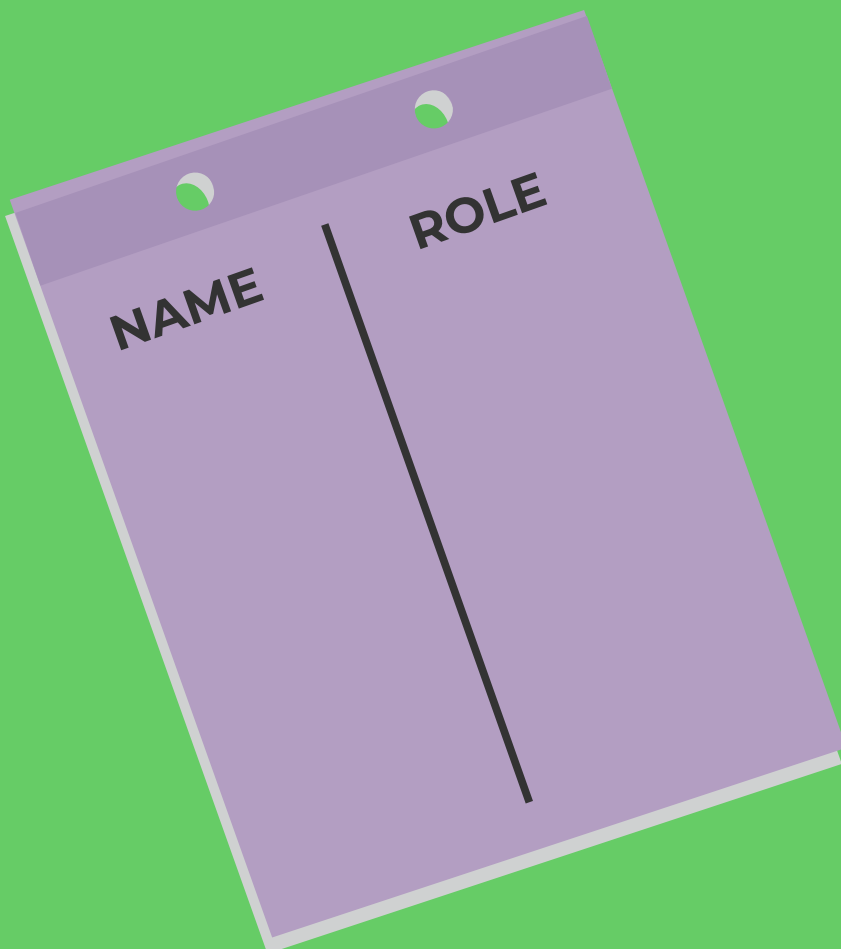
A large rectangular area defined by a dotted line, intended for writing the answer to the question: HOW WILL YOU PROMOTE YOUR PROJECT?



## Task 2

## Team Roles

- 1.** Use a piece of flip-chart paper, and create two columns - 'NAME' and 'ROLE'.
- 2.** Discuss and decide on all of your team roles as a group. Try and think about what your strengths are as individuals, and what kind of role this would help you with.
- 3.** If you have a group budget, try and designate someone to be in charge of that budget, so they can distribute it fairly.
- 4.** Take a picture of your flip-chart and keep it for your evidence at the end of the project.



[illegible]

[View all posts by Dr. David M. Williams](#)

The diagram illustrates a vertical timeline with four distinct sections, each representing a different stage of a process. The sections are labeled from bottom to top: TARGET, ACTIONS, DUE DATE, and DATE COMPLETED. A vertical dotted line runs through the center of the diagram, serving as a timeline axis. Horizontal dotted lines intersect this vertical axis, dividing the space into four equal horizontal sections. The labels for these sections are positioned to the left of the vertical axis, aligned with their respective horizontal sections. The entire diagram is enclosed within a rectangular frame defined by two vertical dotted lines on the left and right sides.

# Delivery

Record your dates of delivery here.

[illegible]

## Task 4

# Evaluation of Delivery



## WHAT WENT WELL?

Dotted rectangular box for writing.

## WHAT DIDN'T GO SO WELL?

Dotted rectangular box for writing.

## WHAT COULD HAVE BEEN DONE DIFFERENTLY?

Dotted rectangular box for writing.





## EVIDENCE AND MONITORING

### Examples of evidence are:

- Newspaper articles
- Marketing materials
- Photographs
- Video links
- Examples of work
- Public engagement
- Quotes
- Pre-questionnaires for public (pg.6-7)
- Post questionnaires for public (pg. 51-53)
- Case study from your youth worker (pg.50)

### IMPORTANT LINKS

[youthcymru.org.uk](http://youthcymru.org.uk)  
[www.walesonline.co.uk](http://www.walesonline.co.uk)  
[www.museum.wales](http://www.museum.wales)  
[www.bbc.co.uk/wales](http://www.bbc.co.uk/wales)  
[www.gov.wales/topics/people-and-communities](http://www.gov.wales/topics/people-and-communities)  
[www.walesartsreview.org/suffrage-special/](http://www.walesartsreview.org/suffrage-special/)  
[www.telegraph.co.uk/film/suffragette/famous\\_suffragettes](http://www.telegraph.co.uk/film/suffragette/famous_suffragettes)  
[en.wikipedia.org](http://en.wikipedia.org)  
[www.bbc.co.uk/programmes/b0b5y4zg](http://www.bbc.co.uk/programmes/b0b5y4zg)  
[www.bbc.co.uk](http://www.bbc.co.uk)  
[www.parliament.uk](http://www.parliament.uk)  
[www.youthdebates.org](http://www.youthdebates.org)

Youth Cymru does not accept any responsibility for the content of external websites.

NAME .....


## How has this young person improved throughout the project?

A large rectangular area defined by a dotted border, intended for a drawing.

## What have they achieved?



## What skills and knowledge have they gained from the project?



Signature .....



## Post-Project Questionnaire

Name

.....

On a scale of 1-10, 1 being nothing and 10 being everything, how much do you know about the Suffragette movement now ?

1   2   3   4   5   6   7   8   9   10

On a scale of 1-10, 1 being nothing and 10 being everything, how much do you know about the achievements around Welsh Suffragettes now?

1   2   3   4   5   6   7   8   9   10

If you wanted to make a change in your community, would you know how?

Definitely   Not a clue   Kind of

On a scale of 1-10, 1 being nothing and 10 being everything, how much do you know about the young people in your community and their needs now?

1   2   3   4   5   6   7   8   9   10

Would you know which politicians to contact if you wanted to make a specific change?

- ☐ Yes  
☐ No

On a scale of 1-10, 1 being nothing and 10 being everything, how much do you know about politics now?

1   2   3   4   5   6   7   8   9   10

How much do you know about unrepresented women and groups and their rights?

Loads!   A bit   Nothing

On a scale of 1-10 how do you rate these statements?

Have you  
changed?

"I am a confident person"

1 2 3 4 5 6 7 8 9 10  
NOT ME THAT'S SO TRUE

"I make a positive contribution to my community"

1 2 3 4 5 6 7 8 9 10  
NOT ME THAT'S SO TRUE

"I feel well-connected to others in my community"

1 2 3 4 5 6 7 8 9 10  
NOT ME THAT'S SO TRUE

"I am comfortable speaking to all sorts of people"

1 2 3 4 5 6 7 8 9 10  
NOT ME THAT'S SO TRUE

"I consider myself to be a creative person"

1 2 3 4 5 6 7 8 9 10  
NOT ME THAT'S SO TRUE

CONTINUED





Have you  
changed?

Do you feel “We are 100” has helped you?

- ☐ Yes
- ☐ No

The “We are 100” project helped me;

- ☐ With my confidence
- ☐ Understand how to make a change
- ☐ Learn about the suffragette movement

What key learning are you going to take away from this project?

How long do you think you will remember all the things you have learnt through “We are 100?”

- ☐ 2 weeks
- ☐ 1 month
- ☐ 3 months
- ☐ 6 months
- ☐ 1 year
- ☐ Forever

Why do you think you will remember this information for that long?

THANK YOU!

## GLOSSARY

**Assembly Member** • Assembly Members are elected to represent a specific area of Wales as members of a political party (for example: Conservative, Labour, Plaid Cymru or Welsh Liberal Democrat) or as independent members.

**BREXIT** • The nickname given to the 2016 vote in favour of the UK leaving the European Union. A portmanteau of “British” (or “Britain”) and “exit.”

**Bill** • A draft of a proposed law presented for approval to a legislative body.

**Coalition** • An alliance, especially a temporary one, of people, factions, parties or nations.

**Constituency** • The group of voters that an elected legislator represents, or the district where they live.

**Democracy** • Government by the people, exercised either directly or through elected representatives.

**Devolution** • A transfer of powers from a central Government to local units.

**Discrimination** • Treatment or consideration based on class or category, such as race or gender, rather than individual merit; partiality or prejudice.

**Election** • The act or process of choosing someone to fill an office or position.

**European Union** • An organization created in 1993 with the aim of achieving closer economic and political union between member states of the European Community. The current members are Austria, Belgium, Bulgaria, Croatia, Cyprus, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, and the UK.

**Legislation** • A proposed or enacted law, or group of laws.

**Member of Parliament** • A member of the House of Commons.

**Referendum** • The principle or practice of referring measures proposed or passed by a legislative body to the vote of the electorate for approval or rejection.

**Reform** • To improve by alteration, correction of error, or removal of defects, put into a better form or condition.

**Suffrage** • The right or privilege of voting.

## Notes



# Suffrage Youth Toolkit

“

I think WE ARE 100 is a project which makes us much more aware of the significance of the Suffrage movement, the need to vote, and the importance of getting our voices heard as young women in today's society.

I have really enjoyed creating this Toolkit, and I hope it inspires young people to become positive and active citizens in their communities.

”

**Anna Arrieta**

[youthcymru.org.uk](http://youthcymru.org.uk)

