

## Introduction

The Northern Ireland Assembly Education Service website provides information and resources for pupils studying CCEA GCSE and Non GCSE Learning for Life and Work.

Developed in partnership with CCEA,  
Years 11–12 > Making Laws targets:

### CCEA GCSE Learning for Life and Work

#### Local and Global Citizenship

**Pupils should be able to demonstrate knowledge, understanding and, where appropriate, skills in relation to:**

- rights and responsibilities regarding local, national and global issues;
- the role of society and government in safeguarding human rights; and
- key democratic institutions and their role in promoting inclusion, justice and democracy.

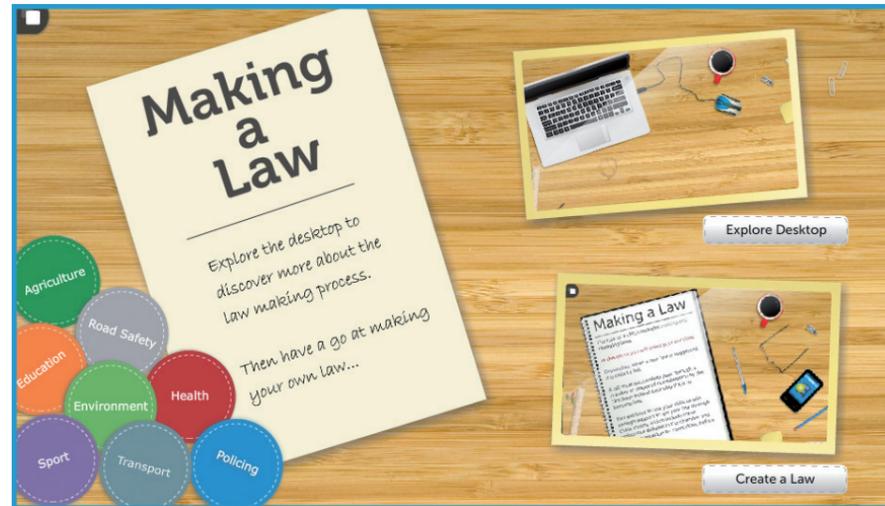
*Please refer to the CCEA GCSE Specification in Learning for Life and Work for specific content requirements.*

### Non GCSE Learning for Life and Work

#### Local and Global Citizenship

**At Key Stage 4, pupils should be enabled to develop:**

- awareness of key democratic institutions and their role in promoting inclusion, justice and democracy; and
- their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly.



## Online Activity

Making Laws provides resources and activities to demonstrate the law making process in action at the Northern Ireland Assembly. Have your pupils explore the desktop to view photos, video and documents showing how and why laws are made. In the Making a Law activity, the pupils can propose their own law for Northern Ireland. They must pass their Bill through the different Stages of consideration at the Assembly in order to succeed!

## How to Use the Multimedia

Use the Making Laws resource to explore how laws are made at the Northern Ireland Assembly. It can also help to demonstrate the democratic safeguards in place within our law making process, for example:

- the Speaker checks that European, human rights and equality laws are upheld by a proposed law before allowing the Bill to be introduced in the First Stage; and
- the debates, scrutiny, amendments and votes a Bill must pass through before becoming law.

The pupils can explore the desktop to view example Bills, live footage and photographs of the law making process in action at the Assembly. Click on:

- an item on the desktop to zoom in and explore;
- the corner of pages to turn them over;
- forward/back arrows to flick through the gallery; and
- the zoom out button to return to the desktop.

They can create their own law using the Making a Law activity. The pupils are guided through each stage of the law making process by a progress bar. They can roll over each title for information about the Stage they are about to begin.

The Stages the pupils must complete are:

- **First Stage:** The pupils view sample Bills, then fill in the name and content of their Bill before presenting it to the Speaker.
- **Second Stage:** The pupils enter three arguments for and three against their Bill to proceed to the debating game.
- **Committee Stage:** The pupils select appropriate witnesses to give evidence to the Committee. Based on the evidence they receive, the Committee decide whether or not the Bill should progress.
- **Consideration Stage:** MLAs will vote 'Aye' or 'No' on the details of the Bill in the activity. It's the last chance for the pupils to play for support!
- **Final Stage:** This is the final vote to pass or reject the Bill by MLAs. If the pupils succeed, their Bill will become law.

## Web Resources

You will find additional information about the law making process at the Assembly on the Making Laws web page:

**Years 11–12 > Making Laws**