Welcome to your pack of primary school resources for UK Parliament Week containing a range of activities and lesson ideas for exploring citizenship, democracy and parliamentary heritage. Many of the ideas fall into the PSHE, PDMU, SMSC, Skills for Life or Citizenship curricula areas, others also cover Art, Design, History and assemblies.

The ideas are especially suitable for UK Parliament Week in November, but can also be used at any time throughout the year. You can find out more about UK Parliament Week and how your school can become involved at www.ukparliamentweek.org. We’d love to hear about your projects.

How to use this pack
The ideas are designed to be flexible and adaptable to the different curricula, syllabuses and schooling patterns of the national regions. For this reason we have not tied individual lessons plans to specific curriculum goals; instead we have sought to provide resources that you can pick up and use or look to for inspiration. Broad age range guidance is given but there is flexibility here too. As ever, we believe that teachers are best placed to understand their students’ needs and to develop appropriate material.

Stickers
We have provided a selection of stickers for you to use as inspiration and rewards.
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Assemblies

It’s not fair!

Suitable for: Whole School
Aim: To explore the idea of fairness, the bedrock of democracy
How long: 10-15 mins

Host the assembly in four steps:

1. Ask the children some simple open questions to which most will be able to respond. Ask them to put their hands up and wait to be selected to answer. Questions might include:
   - What’s your favourite food?
   - Which is the best game console?
   - Which sports do you most like playing?
   - Which is the best school subject?
   - What’s your favourite book?
   - What’s your favourite game?
   - What are you most looking forward to?

   The important point is that you should only select one particular group to answer such as girls, boys, children from one class, or children sitting in one small part of the space.

   Ask if anyone has noticed anything unusual about this question and answer session. If necessary, prompt the children by saying, ‘It’s something to do with who I’m asking to answer’. To help make the point, continue to ask only that group to answer this question.

   Admit that you have only been asking one group of children and ask for a show of hands to the question, ‘Who thinks that I should also take answers from the boys/girls/people over here… etc.?’. Make it clear that this time you will take all the responses!

2. Ask if anyone can suggest why everyone should be included in answering questions. Take and value all the children’s responses and draw out the idea of fairness. Ask some of those who were excluded what they thought and felt about not being asked. You could also ask the included children for their thoughts.

3. Explain that throughout history different groups of people have been excluded from the right to vote. First only rich land-owning men could vote, then poorer land-owning men were also allowed to vote; later, in the early twentieth century (about 100 years ago), all adult men and some women were given the vote, then all adults and so on until today, when in most UK elections all people 18 years old and over can vote.

4. Quiet time of reflection
   Imagine that only girls or only boys were allowed to answer questions in school all day, every day, or only people with dark hair, or only people with birthdays in July… what would that feel like?

   It has taken a long time for democracy to reach all adults in our country. What do you think should be the next step? Voting at 16, or 12, or even younger?

   Are there things you can vote for already, such as school council elections?

   A version of this assembly first appeared on the assemblies website (www.assemblies.org.uk), where you will find many other assemblies linked to democracy and citizenship.

Assemblies

Who was Simon de Montfort?

Suitable for: Best for older primary and middle school students
Aim: To tell the story of Simon de Montfort and relate this to modern democracy
How long: video: 7 mins, other material: 10 minutes
Tip:
This material can also be used in class in a History context.

The assembly features tableau (still or frozen pictures) retelling the story, in Step 2. The number of performers is flexible and it can be enacted spontaneously during the assembly or prepared in advance.

You could select some early English music to play as the children enter and exit the assembly.

Host the assembly in three steps:

1. Say that you are going to show a short film about an important event in history.

   Show the ‘Stories from Parliament: Simon de Montfort’ film

   www.parliament.uk/simon-de-montfort

   or tell the story in your own words, including the following facts:
   - About 750 years ago King Henry wanted to win back land that he’d lost in France, so he taxed the people more and more heavily to pay for his army.
   - He even took hostages, demanding money for their return. He starved some to death to get his way.
   - The barons were powerful landowners. They staged a revolt and elected a French nobleman, who was married to King Henry’s sister, as their leader.
   - He was Simon de Montfort who, with his wife Lady Eleanor and the other barons, raised a great army.
   - The king’s troops were defeated and the king was captured at the battle of Lewes.
   - In order to keep the king in line in future and give the people a voice in government for the first time, Simon de Montfort set up a parliament with representatives from every corner of the country.

2. Invite a small group of performers to retell the story in tableau as you give the titles below:
   - King Henry takes hostages to make people pay taxes (tableau of frightened people being seized by soldiers).
   - The barons meet in secret to elect a leader (tableau of secret meeting).
   - The king’s sister, Lady Eleanor, encourages Simon to go to war (tableau of Eleanor and Simon in animated discussion).
   - The rebel army defeats the king’s troops and the king is captured (tableau of victorious and defeated troops, some running away. In the centre show the king being captured).
   - A parliament is formed of people from all across the country (tableau of argument and discussion in parliament).

3. Quiet time of reflection
   Democracy involves listening to everyone’s ideas, then voting to see which has the most support. Once people have voted, the democratic way is to all agree to stick with the decision that has received the most votes, but you can keep on trying to change things. So we have to learn to live with and respect people who have different ideas. Are you a good democrat?
Quiz

Suitable for: Any age (with adaptations if necessary)
Aim: To introduce and test knowledge about the UK Parliament using a fun quiz format
How long: Variable, from a few minutes when time allows to 20 or 30 minutes in teams with answers (longer with the extension activity)

There are 10 questions about Parliament and democracy below, which you can use in a variety of ways.

Random questions for form time
Use the questions in a quick-fire unstructured fashion whenever you have a moment to fill during form time.

Team quiz
Organise the class into teams. You can either select the fastest responders by hands-up, ask a question of each team in turn (with points lost for an incorrect answer), or run a more formal quiz where each team writes down their answers – like a pub quiz.

Quiz night for parents
Run a pub quiz style event as a fund-raiser using the questions below, or you can find a complete set of 60 questions in 6 categories for adults at www.ukparliamentweek.org.

Questions
1. In which part of London are the Houses of Parliament? Greenwich, Westminster, Hounslow (Westminster)
2. What is the title of the Leader of the United Kingdom Government? Supreme Leader, Head Minister, Prime Minister (Prime Minister)
3. What is someone elected to Parliament called? a Member of Parliament, a Councillor, a Governor (a Member of Parliament)
4. There are two chambers in Parliament, The House of Commons and the House of…? Uncommons, Lords, Senators (Lords)
5. What is the name of the largest bell in the clock tower? Big Bertie, the Westminster Clanger, Big Ben (Big Ben)
6. Which river is right next to the Houses of Parliament? the Ooze, the Thames, the Trent (Thames)
7. MPs are elected by people in areas called what? Constituencies, Constitutions, Conglomerates (Constituencies)
8. The Prime Minister and Ministers are known as what? the Board, the Senate, the Cabinet (The Cabinet)
9. The box in which voters put their votes is known as what? Ballot box, Voting box, Election box (ballot box)
10. Where does the Prime Minister live? the Palace of Westminster, Buckingham Palace, 10 Downing Street (10 Downing Street)

Extension
Working in teams children research and devise their own questions about democracy. Topics can include:
• National Assemblies and Parliaments
• Our school council
• History of democracy (ancient Greeks, early parliaments, votes for women etc.)
Debating

Warm-up games

**Suitable for:** Children aged 7 and above  
**Aim:** To help children develop debating skills through games and exercises  
**How long:** 10 minutes to 1 hour, depending on the number of activities used

Here are some quick warm-up games and exercises to get students thinking, and to lay the groundwork for more formal debating.

### Warm up your voice

Debating is a vocal business so use these fun tongue twisters to get everyone warmed up and speaking clearly.

The class stands in a circle as you conduct the tongue twisters, repeating and speeding up as you go until it all falls apart:

- Red leather, yellow leather
- Seventy-seven benevolent elephants
- She sells seashells on the seashore
- Wayne went to Wales to watch walruses

### Vote with your feet

Get the class up on their feet and assign one side of the room as ‘For’ and one as ‘Against’.

Flash up on your interactive whiteboard or call out a range of quick-fire proposals for new laws. The class must vote with their feet, immediately moving to the appropriate side of the room.

You could choose topics that are relevant to your school or area, or use these topics:

- Tests should be brought in for people wanting to use skateboards
- All those aged under 16 should watch no more than five hours of television a week
- School uniform should be banned in all schools
- School uniform should be compulsory in all schools
- Owners of large dogs should pass a test to prove they are able to control them
- The wearing of cycle helmets should be enforceable by law
- There should be an equal number of female and male Members of Parliament
- The working week and weekend should be swapped – a two-day week and a five-day weekend
- Students should be free to leave school at 12 and get a job
- Private car ownership should be banned to protect the environment

### Extension

After each vote ask one or two people from either side to explain why they voted that way. Give students the opportunity to change sides if they wish.

### Paper review

Give each group a copy of a national or local newspaper – either printed or online.

The groups have 5 minutes to choose from their paper 3 stories that they think will make good debating subjects.

Allow 5 minutes more to whittle the choice down to one subject and to list the main points for and against.

Get each group to report back to the whole class; ask them to describe the method they used to agree their final choice, such as discussing or arguing, secret voting, open voting, coin toss etc.

Draw out the key elements of: individual ideas, opinion forming, influencing others, rational argument, citing facts and accepting the majority opinion.

### Balloon debate

This well-known debating game can serve as a fun introduction to debating.

It calls on these key debating elements:

- Clarity of argument
- Ability to get your point across
- Considering the arguments
- Voting

In the classic version a group of students, say 5 (although the number is variable), each pick a famous person to ‘speak as’.

They stand at the front of the class.

They imagine that they are in a balloon basket and the balloon is losing height so that, one by one, the speakers must be thrown out to reduce weight!

Each student makes a statement as the famous person, explaining why he or she should be saved.

When all have spoken, the class votes on whom to throw out of the basket. There is then another round and so on until only one person remains and becomes the winner.

### Extension

Keep the structure of the balloon debate, but replace the famous people with ideas that the students present and argue for. They could use the ‘new law’ format (see ‘Vote with your feet’). In this version, groups select their law and nominate a representative for the debate. To avoid partisanship you might deny teams the opportunity to vote for their own debater.

‘Today’s most enjoyable thing was when we debated about the issues pretending to be in the House of Commons.’
Debating

Changing things and getting your message across

Suitable for: Any age (with adaptions if necessary)
Aim: To introduce and test knowledge about the UK Parliament using a fun quiz format
How long: Variable, from a few minutes when time allows to 20 to 30 minutes in teams with answers (longer with the extension activity)

Before you begin
Before the session, select the motion(s) for the debate. These may have grown out of the other exercises in these resources or be local issues affecting either the community or the school.

If you prefer you can use one of the following proposals for a new law:

- All school classes should have a pet so that children can learn about looking after animals
- Every school should provide children with bikes and cycle training
- School holidays should be longer
- School holidays should be shorter
- All pupils should be provided with tablet computers for use at school and at home
- All pupils should be provided with virtual reality headsets to make learning more interesting

Children will work in small groups of 3 to 5. You can give each group the same motion or each group can have their own.

1. Whole class discussion
Ask what a ‘motion’ is in a debate. Draw out the fact that it is a statement that gives the topic for debate. Ask which of the following could be debate motions:

- Children should get a free apple each day
- I’m happy
- I’m looking forward to the holidays
- Cyclists should have to wear helmets by law

Point out that the word ‘should’ can help turn an idea into a motion:

Idea: Wearing cycle helmets is a good thing.
Motion: Cyclists should have to wear helmets.

2. Task setting and small group work
Point out that in a debate the side proposing the motion (those who are ‘for’ it) will want to get their message across in a clear way that will persuade people that it is right. Those opposing (against) the motion will want to do the same thing from their point of view. So the motion has to be thought about and discussed fully with all the for and against points considered carefully. Only once this has happened can a vote be taken to decide whether the motion is carried (agreed to) or not.

Explain that their next task is to take their motion and work out the most important thing they can say to support it. To do this they will need to think about:

- Why it’s important
- What difference it will make
- Who it will help
- If it would cost anything and why it would be worth spending money on
3. The rest of this lesson plan focuses on slogans. Explain that these are short phrases that are easy to remember. They can be used by supporters of a motion to get their message across in a memorable way.

Examples:

Motion: All school classes should have a pet so that children can learn about looking after animals.
Slogan: Pets – every class should learn how to care!

Motion: School holidays should be longer.
Slogan: Longer holidays make happier learners!

4. Introduce the idea of campaigning, explaining that a campaign is a set of activities to achieve a goal. Refer to any campaigns that the children may be aware of locally (such as keeping a school open), nationally (anti or pro badger cull, general election or talent show Twitter campaigns), or historically (votes for women, abolition of the slave trade). Ask what methods are used by campaigners to get their message across and talk about press releases, social media, advertisements and posters, radio and TV interviews.

Development: Working in their groups or individually children can create an attractive poster using the slogan and adding ‘Vote for...’ with their chosen motion below. They should think about any design or illustration details that will help the poster to stand out.

Timing is flexible depending on the media used. This can be a continuing task to which children can return at different times.

Small groups can research a range of campaigns by charities and other organisations that have a message they are trying to get across. What techniques do they use to persuade people? What makes a good campaign?

Timing is flexible and development activities can be worked around other tasks as time is available.

You can find more primary debating resources at www.parliament.uk/education-resources/Parliament%20Week/Primary%20Debating%20Resources%202016.pdf

Debating

A formal debate

Suitable for: Older primary and middle school students
Aim: To underline the importance of having a clear motion when debating.
To introduce the idea of campaigning, exploring how views can be conveyed and people influenced.
How long: Approximately 40 minutes to 1 hour, with potential for extension
Tip!
Curriculum links: English, Citizenship/PSHE (England), PDMU (Northern Ireland), Social Studies (Scotland), PSE (Wales)

Resources needed
Pens/pencils and paper for each group
Materials for creating posters for each group (optional)

Arrange the room so that there is a chair for each student, with chairs arranged in two blocks facing each other. Place a chair for the Speaker at one end between the two blocks.

Before the session, select the motion for debate. This may have grown out of the other exercises in this pack or could be any issue that your class would like to discuss. It should be a topic on which there will be a variety of opinions.

The role of the Speaker: You can either take the role of the Speaker yourself or ask one of the students to do so. This option may lengthen the time needed for the activity as you will need to establish guidelines with them and offer support during the debate. It is also possible to allow different children to take the role of Speaker during the debate.

See the ‘Interactive map of the House of Commons’ for a helpful layout illustration: www.parliament.uk/visiting/online-tours/virtualtours/commons-tour

1. Task setting
Explain to the class that the UK Parliament is where decisions are made on many issues that affect everybody in the United Kingdom. Explain that Parliament is made up of two Houses (groups of people) who discuss and vote on issues. They are the House of Commons and the House of Lords. Explain that today the class will make a decision on their chosen motion in the same way that the House of Commons does.

Explain the following:
- The House of Commons Chamber is where MPs (Members of Parliament) discuss motions;
- MPs represent different areas of the country. You could compare this to how school councillors represent each class and come together at council meetings;
- Explain that for this session they will be debating the chosen motion, just like MPs, in their own version of the House of Commons;
- Today those sitting on the right-hand side will begin the debate arguing for the motion, those on the left, against.

Explain that debates in the House of Commons are chaired by a person known as ‘the Speaker’ who chooses who will speak and ensures that both sides of the argument are heard. Also explain that it is the Speaker who makes sure that everyone follows the rules.

Once chosen, the Speaker should take his or her seat in the chair at the end of the rows.

Speaker of the House of Commons, Rt Hon John Bercow MP
Explain the following rules for the debate:

- Individuals stand up to show that they would like to speak. When the Speaker selects someone, everyone else must sit down whilst the chosen person makes his or her point. When they have finished, they sit down again and everyone else who wants to speak stands up again.
- Only one person may speak at a time.
- Speeches should not go on for too long (you may wish to set a time limit of 3 minutes).
- If anyone breaks the rules or the session becomes too rowdy, the Speaker will say ‘Order, order’ which means ‘be quiet’.
- The Speaker’s decision is final.

2. Discussion in pairs
Ask the children to turn to the person next to them and come up with ideas that explain why they are for or against the motion, depending on which side of the room they are sitting.

If using a student to act as the Speaker ensure they understand the role. Take this time to go through expectations with them, instructing them to choose a participant from each side in turn and to call ‘Order, order’ when needed. Explain that you will help them to keep order if needed.

3. Debating
Bring the class together. Explain that the debate will start when the Speaker stands and calls out the name of the motion: ‘Today we will be debating [insert motion]’

Allow enough time for the students to debate the main points of the motion. If the students appear reluctant to debate, step in with questions. Record the main points on the board for the students to refer to if needed.

If you have a student Speaker, assist them and advise them who to call as necessary.

It is important to point out that although the students begin on one side or the other they can be persuaded by the debate into changing their mind (although they do not physically move across the room).

4. Voting
When you feel that the debate has run its course or you are out of time, the Speaker should announce that the debate is over. Explain that everyone can now vote on the motion. The Speaker should now repeat the motion and ask: ‘All those in favour, say Aye’, those who agree will say ‘Aye’. Then the Speaker should ask: ‘All those against the motion, say No’ and those who disagree will say ‘No’. The Speaker announces the results.

5. Summary
Explain to the class that they have just been involved in a democratic process by making a joint decision in a fair and thoughtful way.

Ask:

- How did they reach their final decision?
- Did anyone change their mind and if so, why?
- What did they think of the process and could it be improved?
- Recap on the key terms (Parliament, House of Commons, debate, Speaker, motion)

Finally point out that in the UK’s democratic system a key role is played by the House of Lords. This is a second chamber whose members also take time to consider and debate key issues, sometimes suggesting changes for the House of Commons to think about.
School councils

Discussion and posters

Suitable for: The age range of these adaptable activities will depend on the ages of children involved in your school council. If your school does not have a council, the activities can still be useful in helping children to focus on democratic processes at a local level, demonstrating that democracy has a role to play in all aspects of life at any age.

Aim: To help children to consider the role and nature of school councils and how they might be involved

How Long: 30 – 40 minutes

Tips!

Online resources for school councils: www.involver.org.uk/tag/school-councils-uk

The Speaker of the House of Commons invites all UK schools to enter the Speaker's

School Council Awards www.speakersschoolcouncil.org

Activities

Discussion

Hold a general discussion about school councils, whether your school has one or not. Questions could include:

- What's a school council?
- Does our school have one?
- What sort of things might a school council discuss?
- Are there things that a school council shouldn't be asked to discuss?
- How do school councils make their decisions?
- How can everyone in the school be involved in what the school council does?

Once the class are sufficiently clear on the role and nature of school councils in general or your school's in particular, bring the focus to the last question and ask the children to work individually to design posters that encourage participation in the school council.

Guidelines

- Children can choose from the following poster types: a general invitation to be involved, a call for candidates to stand for election, an announcement of an issue to be discussed.
- Posters should be direct, with a clear message and a striking style that will grab attention.
- They should include a slogan or memorable message such as: 'It's your school council – use it or lose it!' or 'Let your voice be heard – stand for the school council' or 'New quiet garden or new pet cages – our next issue. Tell your councillor what you think'.
- They should include important information relevant to the poster type – when and where, who to contact etc.

Ballot box

Suitable for: Best for children 7 years old and beyond, including middle school students

Aim: To bring democracy to life using the ballot box supplied with this pack

How Long: Variable depending on the activities chosen. Each of the activities can spread over several days in short chunks or be completed in one go.

Ways to use the ballot box from your UK Parliament Week Schools Kit.

The box brings all of the discussions and activities around democracy to life. Casting an actual ballot is a moment of drama, a decision made in a physical way. Using the box helps children to understand that:

- Once a ballot is cast, it cannot be un-cast;
- Democratic decisions require careful consideration;
- Democracy involves people in a collective act.

Use the ballot box alongside other activities. You can incorporate the ballot box into other activities in this pack:

In assembly: produce the box and talk about it whenever the opportunity arises in discussing democracy.

In quizzes: if answers are written, have children place their answer sheets in the ballot box to symbolise that they cannot now be changed, and to link the activity to democracy.

In debating: For or Against votes can be cast in the ballot box.

In school councils: introduce the ballot box for key votes and elections.

Secret ballots

Discuss the notion of a secret ballot with the whole class. Give the following scenarios and ask whether they should be decided by a show of hands or a secret ballot. Drawing out the following:

- We use the word ‘anonymous’, meaning that no one knows how a person votes.
- Anonymous ballots prevent bullying and intimidation.
- They prevent improper influence such as bribery
- They can be used to spare people's feelings.

Scenario 1 In the early days of spaceflight there were 7 astronauts who each wanted to be the first American to go into space. They were all asked who it should be. How did they decide this, by a show of hands or a secret ballot? (A secret ballot was used in which each astronaut wrote down a name on a piece of paper, they were not allowed to write their own name.)

Scenario 2 A school choir is deciding which songs to sing at the Christmas Fair. Should they decide by secret ballot or a show of hands? (A show of hands would be appropriate because no-one is personally involved and there is little room for intimidation.)

Scenario 3 Two children in the same class have written poems for the end of year concert, but each class can only read one poem. How should the decision be made? (A secret ballot is best to avoid hurting anyone's feelings and to allow the vote to be on merit not favouritism.)

Scenario 4 The country is holding a general election. There are big discussions and even arguments. Some people accuse others of telling lies and using abusive language. General elections are always decided by a secret ballot - why is this? Does anyone think that it would be better if MPs were elected by a non-secret method, so that everyone would know how everyone voted?
Hold a class referendum

Explain that a referendum is a way of giving everyone the opportunity to vote on a single question. Unlike an election where people are choosing a person, in a referendum a decision is being made about an issue. Recent examples include whether we should change our voting system, whether Scotland should be independent of the United Kingdom, and whether the United Kingdom should remain in the European Union.

A referendum always has an agree/disagree type of question, never an open question. Choose a subject on which there is likely to be some disagreement in your class. This can be either a real-life school issue or an imaginary one. Examples include:

- Should the school have a school council?
- Should we have more food choices at lunch time but at higher cost?
- Should we change the times of the school day?
- Should we scrap homework?

Discuss the chosen question, feeding in objections if necessary to promote debate.

Explain the need for a referendum question that

- Will be clear and easy to understand;
- Is specific (change the times of the school day to...);
- Is succinct (as few words as possible);
- Is binary (an agree/disagree or yes/no question).

Working individually or in small groups, children devise and revise a question for the referendum. Point out that a specific suggestion will be needed for the question about the times of the school day.

Collate the suggested questions and agree a final version. This can be printed on individual ballot papers or written on the board. A printed version is best as most like a real-life referendum and we’ve included one you can use.

Allow time for class members to discuss and argue the case for or against.

Make sure that everyone understands the ballot paper and how to use it.

Children cast their votes.

The votes are counted. Appoint vote-counters as well as checkers who will watch over them to ensure fairness and accuracy.

'I think it will be good to have a say in what happens, this has encouraged me that Parliament is an important thing.'
Art

Activities and games

Colouring sheets
We have included two colouring-in images for younger children.

The Clock Tower
Show images of the Elizabeth Tower, which many people call Big Ben, explaining that this is actually the name of the largest bell inside the clock tower.

You could ask the following questions:

- Who's the Elizabeth Tower named after? (Her Majesty the Queen)
- When does Big Ben (the bell) strike? (To mark the hours)
- What colour should the bus be? (Red)

Encourage them to think imaginatively:

- What kind of clock face should it have - with hands or a digital display?
- Should it have a bell, another sound, or a voice?
- What other things might the tower include: a viewing platform, a roller coaster, a giant screen?
- Children could also play the game to be found at www.parliament.uk/education/teaching-resources-lesson-plans/big-ben-game.

Inside the House of Commons

Point out:

- The colours – green benches and carpet. Green is the main colour of the House of Commons, red is the main colour of the House of Lords.
- The Speaker's chair, and explain the role of the Speaker in organising business and keeping order.
- The red lines – MPs are not allowed to speak in the chamber if they are standing between the lines.
- The perspective – the way that things further away appear smaller. The red lines give a clear guide to getting the perspective right.
- If they could choose the colours of House of Commons chamber, what would they choose and why?
Find out more
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