

<b>Lesson Title: A waste controversy</b>	<b>Key Stage: 3-4, Citizenship</b>
<b>Curriculum Links:</b> 1 f-i, 2 a-c, 3 a-c;	
<b>Key Words: Controversial; Opinion; Argument; Counter-argument; Discussion</b>	
<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• What is a controversial statement?</li> <li>• Why should we all have an opinion on controversial issues?</li> <li>• How can everyone make themselves heard and feel safe within the discussion?</li> </ul>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>• To understand what types of statements can be described as controversial and develop opinions.</li> <li>• To justify their opinions through questioning.</li> <li>• To work in small groups to present an argument in a convincing manner.</li> </ul>	
<b>Possible Activities</b> <b>Starter – Opinion Line:</b> Using a piece of string/ribbon, make a line about 10 metres long. At one end place a card saying 'Agree' and at the other end a card saying 'Disagree'. In the middle, place a card saying 'Not sure'. Ask students to stand on the line depending on their opinion to a statement and state that you will ask them for reasons why they have chosen to agree/disagree. Read out some of the statements from the 'Opinion Line Worksheet'. Start with some mild statements to generate interest. Challenge students as to why they have chosen to agree/disagree with a statement.	
<b>Main</b> <ol style="list-style-type: none"> <li>1. In small groups, give each group a statement from the 'Convincing Argument worksheet'. The aim is for the group to develop a short 3-point argument to present that supports their case. E.g. 'Students should be fined for dropping litter in school'. We believe that littering is wrong because...</li> <li>2. Set some ground rules for the presentations and keep them brief. When one group of students has presented (everyone presents), encourage others to challenge them, role model this, perhaps, to encourage the students to elaborate upon their argument.</li> <li>3. Manage the debates to include as many as possible and perhaps nominate a person to summarise some arguments on a flipchart?</li> </ol>	
<b>Plenary – Take a sheet:</b> This activity involves a toilet roll and the group. Ask each member of the group to take some toilet roll. For each sheet of toilet paper that they have, each student needs to say something that they have learned and something that they think someone else in the group has done well.	
<b>Extension Activities</b> Students develop their own controversial statements from sustainable development topic areas, e.g. public transport, four-wheel drive vehicles in cities, climate change issues, energy etc.	
<b>Cross Curricular Links</b> Literacy/Numeracy/ICT; PSHE; Geography; English; Drama	<b>Points to note</b>
<b>Homework ideas</b> To find out what the views of friends and family are to the following statement. 'Families that that produce more than one wheeled-bin of waste should be charged.' Collect views and opinions in a table of 'for' and 'against' comments.	
<b>Resources</b> 'Opinion Line Worksheet'; 'Convincing Argument worksheet'; string/ribbon (10m); agree/disagree cards; roll of toilet paper	