

Speak Up!

Season: All	Duration: 1-1.5 hrs																					
Overview: Time for your class to get into character! Children work in groups to debate a controversial waste issue in your local community and put their persuasive writing, listening and speaking skills to the test.																						
Learning Objectives: <ul style="list-style-type: none"> • To investigate how real choices and decisions can impact upon peoples' lives. • To use secondary information sources and personal experience to develop supporting arguments. • To listen to the viewpoints of others. To engage in balanced and polite discussions	Key Vocabulary: <table> <tr> <td>reduce</td> <td>recycling centre</td> </tr> <tr> <td>re-use</td> <td>Local Council</td> </tr> <tr> <td>recycle</td> <td>Somerset County Council</td> </tr> <tr> <td>landfill</td> <td>Somerset Waste Partnership</td> </tr> <tr> <td>rubbish</td> <td>Keep Britain Tidy</td> </tr> <tr> <td>waste</td> <td>protest</td> </tr> <tr> <td>environment</td> <td>campaign</td> </tr> <tr> <td>employee</td> <td>debate</td> </tr> <tr> <td>Government cuts</td> <td></td> </tr> <tr> <td>economic crisis</td> <td></td> </tr> </table>		reduce	recycling centre	re-use	Local Council	recycle	Somerset County Council	landfill	Somerset Waste Partnership	rubbish	Keep Britain Tidy	waste	protest	environment	campaign	employee	debate	Government cuts		economic crisis	
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National Curriculum Links Citizenship: 2: Preparing to play an active role as citizens: a: to research, discuss and debate topical issues, problems and events. 4: Developing good relationships and respecting the differences between people. Geography: 1d: Identify and explain different views that people, including themselves, hold about topical geographical issues. 2d: to use secondary sources of information, including aerial photographs; 2g: decision-making skills. 3e: to identify how and why places change and how they may change in the future. Knowledge and understanding of environmental change and sustainable development. 5a: Recognise how people can improve the environment or damage it and how decisions about places and environments affect the future quality of people's lives; 5b: Recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement. 6e: an environmental issue caused by change in an environment and attempts to manage the environment sustainably. English: En1 speaking, listening, group discussion and interaction.																						
Resources to be provided by school: Interactive whiteboard and projector. Pens/pencils. Class teacher to take the role of County Council Director (final decision-maker).																						
Materials to be brought by children: None																						

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Outline of Activities with approximate timings:

Please note: We can tailor activities to suit the abilities of your class and time available.

Introduction (20 mins)

Set the scene by explaining the topical issue of Household Waste Recycling Centre closure in the aftermath of County Council cuts in Somerset. Explain that the class will take on the roles of members of the local community and put forward arguments for and against the proposal at a town/village meeting. Highlight the importance of formulating a good argument and using persuasive language, as the aim of their discussions will be to persuade the Director of Somerset County Council (the class teacher and ultimate decision-maker), to agree with their group.

Debate (35 mins)

- Divide class into small groups and allocate each group the role of a different interest group from the local community e.g. Somerset County Council, Somerset Waste Partnership, Local home owners, recycling centre workers, local environmental group, national environmental group (Keep Britain Tidy).
- Each group must decide whether they are in favour or against the proposal and formulate a valid argument in support of this view.
- Hold a town or village meeting where each group presents their argument 'in character'.
- Encourage discussion and an exchange of opinions about the various options and implications of the proposal.
- The class teacher will take on the role of decision-maker (a Somerset County Councillor): After listening to each group's presentation and class discussion they must decide if the proposal will go ahead, and give a reason for this.

Plenary (5 mins)

Did they find it easy to take on the role and opinions of someone else?

Discuss how they may have to take part in this type of discussion 'for real' during their lives: it is useful to be able to formulate and present a sound argument, listen to other people's viewpoints and discuss issues in order to come to a decision.

Eco- Schools Links:

Curriculum-linked activities and practical action on waste and recycling in school could be used as evidence towards an Eco Schools Award. For more information visit:

<http://www.keepbritaintidy.org/ecoschools/>

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Suggested follow-up activities:

- Set-up an Eco-council or Green team in your school to give a voice to pupils concerned about environmental issues: <http://www.keepbritaintidy.org/ecoschools/>
- Practice your persuasive writing skills by writing to your local MP about a local, topical, environmental issue: <http://www.parliament.uk/get-involved/contact-your-mp/>
<http://www.theyworkforyou.com/>

General waste and recycling websites for background research/ extra activities:

- <http://www.somersetwaste.gov.uk> : Local waste and recycling information, top tips and facts
- <http://www.recyclenow.com/schools/index.html>: Lots of general recycling information, plus top tips and resources for schools.
- <http://www.wastebuster.co.uk/> : Join Busta and Pong on their waste busting mission! This interactive website is full of fun children's activities, plus ideas and resources for teachers.
- http://www.reduceuserecycle.co.uk/greendirectory/kids_green_sites.php : directory of fun, environmental- themed websites for children.