LESSON :) PLAN FOR THE PEOPLE VS POLLUTION

Humanities

Descriptions of learning

Humanities:
- I can understand the consequences of my actions and the actions of others, and how these affect my locality and Wales, as well as the wider world.
- I can form, express and discuss my own opinions on a range of issues after considering evidence and the views of others.

Languages, Literacy and Communication:
- I can respond to others' points of view.

Resources needed

- Lesson Plan
- Lesson Presentation
- Debate Prompt Cards
- Evidence Log

Learning objectives

- To form and deliver my own opinion and respect the views of others
- To understand the causes of air pollution and be able to explain ways to improve air quality.

Skills development

- Sharing thoughts and opinions
- Listening to and respecting others' thoughts and opinions

Key vocabulary	Prior learning
pollution, hotspot, pollutant, air pollution, emissions, fossil fuels, particulates, particulate matter, smog, vehicles, industrial, power stations, burning fuels, deforestation, waste burning, agriculture, global warming, climate change, respiratory problems, asthma, lung disease, allergies, heart disease, air quality, recycling, public transport, electric vehicles, renewable energy	Students should already understand persuasive language and how to hold a debate. Some students will undoubtedly be aware of the respiratory system, and the impact people are having on the planet and the environment.

Time	Teacher Activity	Adaptations
15 mins	Using the **Lesson Presentation**, introduce the lesson with the 'what do you see?' activity. Ask students to look at the images and write down or discuss in pairs. Prompt students to consider what could cause air pollution and note key words on the slide. Explain the issue of air pollution, some key air pollutants and their sources. Discuss the short-term and long-term effects on health with a focus on children and young people.	You could make use of talk partners to ensure that every student is able to participate in the activity.
5 mins	Divide the class into two sides: proposition and opposition. The proposition will argue that making idling illegal is necessary and practical. The opposition will argue that making idling illegal is not the correct solution.	If appropriate, ask students to choose the side that they feel most passionate about.
5 mins	Give each side time to organise its arguments, elect a spokesperson, and prepare a rebuttal to its opponents' arguments.	
15 mins	Organise the debate into four rounds. The proposition makes their opening statement followed by the opposition. Open the floor for rebuttals and questions from both sides. Allow each side to give a closing statement, summarising their best points.	If you wish, you could elect a student to act as the moderator.

Time	Teacher Activity	Adaptations
10 mins	Following the debate, brainstorm together some realistic solutions. Prompt the students, if required, by reminding them of the arguments made and what could combat this e.g. walking to school instead of driving, enforcing no idle zones outside the school. Reinforce the idea that everyone has a part in improving air quality in their local environment. Remind the students of the work charities such as Asthma and Lung UK do in promoting strategies for combating air pollution, and what we can all do to play our part.	

Lesson reflections / next steps / teacher notes

Assessment opportunities

- Can students argue their point effectively?
- Can students identify the main causes of air pollution and suggest ways to improve air quality?

Suggestions for future learning

- Students could write a letter to the headteacher or local councillor with a proposal for limiting car idling around their school or all schools in the community.
- Students could conduct a local investigation to find potential pollution sources around the school.

Home learning opportunities

- Students could create signs or posters as part of an anti-idling campaign for the school.