**Policies for Progress – Student Presentations**

**Teacher Notes**

**Aims**

* Students practise reading, speaking, and listening
* Students practise finding and selecting information from the internet.
* Students give presentations

**Level:** Intermediate and above

**Timing:** 90 minutes

**Materials:**

* Worksheet (cut into three sections as shown, enough copies for one section per group of 3-4 students, plus some spares)
* A way for each student to access the internet

**1. Warmer**

Aim: Introduce the topic of social problems. Personalise the topic to students’ experiences.

Timing: 15 minutes.

Interaction: Pairs.

Write on the board the three areas: Health, Environment, and Social Issues. Ask students to discuss in pairs what the biggest challenge is in each of these areas, both in their country and around the world.

Get feedback and discuss any issues that arise as a class.

**2. Research**

Aim: Students do preliminary research into options

Timing: 15 minutes.

Interaction: Groups of three or four/individual.

Give each team one of the topics from the worksheet. Explain to them that they are in control of the UK’s budget for this area. This year, in addition to regular spending in this area, there is enough money for one extra project. There are four options for how to spend the money and they have to decide which option is the best.

Each person in the group should research one of the four options, finding out how expensive it is, what the British public thinks of this option, how effective it might be, etc.

**3. Presentation Planning and Further Research**

Aim: Students choose an option to present, and research further details about this option.

Timing: 30 minutes.

Interaction: Groups of three or four/individual.

Students report back to their group what they discovered about the option they researched. Each group chooses one option to research further and present to the class.

Tell the students to think about what aspects of the project they will present – you might like to write up the following list of ideas on the board:

- Why it’s important

- Pros and cons of this approach

- Practicalities of the project (where, when, who, price)

- Potential problems and how to solve them

- Details of pilot projects, or similar projects in other places

Students do more research in order to prepare the details of what they are going to present.

**4. Presentations**

Aim: Students present their research and listen to each other’s presentations.

Timing: 30 minutes.

Interaction: Groups of three or four, presenting to the rest of the class

Each group presents their project to the rest of the class. Before each presentation, give the group 2 final minutes (perhaps to decide who will say what) and meanwhile show the other groups the section of the worksheet with the four options, to prepare them for the presentation they are about to hear.

After each presentation, ask a few questions of the students who were listening, to check their comprehension (and as an incentive to listen rather than planning their own presentation!)

**5. Homework**

Aim: Students recycle the information and vocabulary they have learnt in written form.

Set students an essay or report to write for homework. You can choose one of the following titles, or allow them to choose their own.

What are the pros and cons of XXX as a solution to YYY ?

Why is YYY causing problems in ZZZ? What solutions would you suggest?

Write a report on the feasibility of the project you researched. Include:

- Why it’s important

- Pros and cons of this approach

- Practicalities of the project (where, when, who, price)

- Potential problems and how to solve them

**Note: Adaptations**

You may wish to adapt the four options for each area of concern, to reflect current local concerns.**Health**

1. Fund research into a cure for malaria. *(incidence in UK? effects of global warming on mosquitoes? other prevention methods? likelihood of finding cure?)*
2. Tighten controls on fast food advertising, labelling, selling, etc. *(childhood obesity? powerful food lobby? freedom of choice? effect on economy?)*
3. Fund research into using stem cells for organ transplants. *(ethical issues? availability of donated organs? usefulness of this technique?)*
4. Improve equipment and capacity of hospitals. *(what problems do hospitals face? staffing? use of technology?)*

**Environment**

1. Develop technology and infrastructure for solar powered cars. *(sunshine levels in UK? batteries? traffic levels?)*
2. Build a new nuclear power plant *(issues of waste disposal? risk of nuclear meltdown? past nuclear power plants in UK? public opinion? location?)*
3. Install offshore wind farms *(efficiency? visual pollution? location? effects on wildlife? wind speeds and directions in UK?)*
4. Build a high-speed rail network. *(where? noise and visual pollution? effects on local communities? rail or road transport?)*

**Society and Crime**

1. Set up a series of rehab clinics for drug addicts. *(levels of drug crime in UK? links to other crimes? effectiveness of rehab? effect on local communities? type of rehab?)*
2. Increase police presence on streets in major cities *(crime levels? police numbers? public opinion? training? which cities? attitude of local people?)*
3. Introduce parenting classes in deprived urban areas. *(effectiveness? existing support for parents? public opinion? content of classes?)*
4. Increase prison capacity and introduce tougher sentencing for violent crime. *(which crimes? existing sentences? effectiveness of prison?)*