

Can't We Just Print More Money?



Lesson 2: Planning and writing a debate speech

Chapter Focus	
Chapter 2: <i>Can economics solve climate change?</i> Pages 42-69	
Learning objective(s)	
<ul style="list-style-type: none"> • To explore ideas about university tuition fees • To reflect on the costs and benefits of education • To construct a debate speech based on the topic 	
Learning outcome(s)	
<p>Success criteria:</p> <p>To plan and write a debate speech presenting a personal viewpoint about university tuition fees</p> <p>(Curriculum Focus: Reading Comprehension; Persuasive Writing)</p>	
Key vocabulary	Getting started:
Legislation Precarious Chagrin Externalities Opportunity cost Civic engagement Subsidy	<p>Display Slides 1 and 2 to introduce the topic and then share the Lesson Objectives with the class.</p> <p>Present the information on Slide 3 and ask students to think about the bullet point prompts. Ask students to jot down their individual thoughts before taking feedback and ideas from around the class to establish initial viewpoints.</p>
	Development learning:
	<p>Distribute Lesson 2 Worksheet and read the extract aloud for students. The extract is the approximate length of an unseen GCSE English Language examination text. Ask students to complete the questions in Activity 1 of the resource sheet to check for understanding. Use Slide 4 to work through the questions and take answers from the class so that students can self-mark.</p> <p>Display Slide 5 and ask students to focus on the images. If your whiteboard has the facility, you could zoom in on each image in turn. Take impressions from the class as to their observations – what do they notice about the</p>

protestors? What is interesting about what is on their placards (note particularly the mocked-up book covers)? Invite students to comment on why they think students felt compelled to take to the streets in protest.

Display **Slide 6** and ask students to work with a partner to discuss and make notes on the three discussion prompts on the slide. If time allows you could take some feedback from the discussions.

Consolidation of learning:

Present the consolidation task on **Slide 7** and use the instructions in **Activity 2** on the resource sheet to clarify.

Use **Slide 8** to give students a clear structure to follow to enable the creation of a successful piece of writing.

Remind students of the key techniques we use in persuasive writing tasks via the toolkit on the resource sheet and allow time for students to think and plan their ideas in the grid.

Students could draft/write their speech in the lesson or as a homework if more time is required.

Plenary:

Once speeches have been written, you may wish to create the opportunity for some of the work to be presented to the class or set up a more formal debating scenario using the most successful outcomes from the writing task.