

# English Language – 60 minutes

## Lesson plan

**Curriculum link:** Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis

**Learning Objective:** To explore job roles linked to selecting and organising facts and using them as evidence to support and emphasise their point as part of the KS4 English Language curriculum.

**Learning Outcomes:**

- To understand what selecting, organising, and speechwriting for a purpose is.
  - To understand different roles related to the Government Office and the skills they require, with a focus on the role of the Speechwriter
  - To understand how these roles contribute to the accurate defence by the government for their constituent.
- To practise skills in reading to isolate information for a particular purpose.

**Success Criteria:**

1. **Describe** – what political speechwriters do?
2. **Understand** – why it’s important to organise your ideas to present a coherent and persuasive argument.
3. **Apply** – use an article to extract the reasons why energy prices affect the population, give examples, and consider the impact on citizens.
4. **Analyse** – what other jobs and skills would help a political speechwriter write a successful speech?
5. **Reflect** – were there opportunities or roles that interested you?

Timings	Activity	Details	Resources
3 mins	<b>Starter</b> – Reading graphs to identify a problem: the rise in household bills are being problematic	(1) Think-pair task: students are shown a graph and are asked to discuss what it reveals Extension question: why might the energy prices be increasing?  (2) Share element: either via Q&A or teacher-talk – explore the answers to the above  Get students to think about what they do in their lives which may cause energy prices to rise. For example, charging phones, cooking food, wasting food, baths instead of showers etc	Slide 3 Worksheet 1 (optional if students can’t see the board)
5 mins	<b>Introduction</b> –	(1) Teacher and students to engage with the summary fact on the slide.	Slide 4



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	<p>What's the problem? Discussion around the rise in energy affecting the UK</p>	<p>(2) think-pair task: students discuss the question. Get student to think about what they know about politics and what they would like the government to do to help their lives be better. Then, link their ideas to jobs they already know.</p>	
14 mins	<p><b>Introduce &amp; explore the role of a Speechwriter</b></p> <p><b>Success criteria b:</b> Describe the role of a speechwriter and the skills needed to be an effective speechwriter</p>	<p>(1) Read the challenge to the students</p> <p>(2) Show the video embedded in the PowerPoint (link <a href="#">here</a>)</p> <p>(3) Ask students to identify the key responsibilities and skills of a speechwriter and how these skills could be used to write a successful speech – worksheet 1. This could be followed by teacher feedback and note-taking with the class. (see Facilitator notes on slide for ideas)</p> <p>(4) Re-introduce the challenge</p>	<p>Slide 5, 6, 7 Video Worksheet 1</p>
15 mins	<p><b>Challenge task: becoming a Crown Prosecutor</b></p> <p><b>Success criteria c:</b> Read case studies and consider the different needs in a constituency. Think about which person's issue should be included in the speech to make</p>	<p><b>Challenge task (15 mins paired activity)</b></p> <p><i>Note: for time purposes, the teacher can collate feedback before they complete worksheet 3.</i></p> <p>(1) Teacher gives students worksheet 2. The class read all the case studies together. The teacher can read it or pick students. Students work in pairs or trios, and they must organise the case studies in rank order from the most important to the least. Give students a short time so that they don't begin to analyse. The teacher can get feedback from one pair if there is time.</p> <p>(2) Explain to students the importance of speech writing.</p>	<p>Slide 8, 9, 10, 11 Worksheet 2 Worksheet 3</p>



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	<p>the biggest impact. They will also justify their responses at each stage using evidence from all the information given.</p> <p><b>Success criteria d:</b> Students need to include who the person is, what their issue is, why it's important energy is capped for them, how it will improve their lives.</p>	<p>The teacher can read off the slide <b>or</b> ask a student to recall what the speechwriters said from the video.</p> <p>Students start thinking like speechwriters and think about which points they want to include. They should be ready to justify their response</p> <p>Extension task for those who finish quickly for them to link the issues of the case studies back to the energy cap. There is a paragraph and infographic detailing what the energy cap is for.</p> <p>(3) Teacher to explain to the class that they are going to use the case studies they put into rank order by importance.</p> <p>Teacher reads the instructions on the worksheet to the class. Students to work in pairs to complete the challenge. Teacher to work around reinforcing the column categories to students so all their ideas are focused.</p> <p>Teacher can stop the class every once in a while and do live feedback <b>or</b> feedback for each row can be verbally collated near the end of the allocated 20 mins.</p> <p>If there is time, whole class feedback will be taken at the end of the 20 mins, with opportunities to pitch their case studies to each other in pairs – slide 11</p>	
10 mins	<p><b>Other roles within the Government or Civil Service</b></p> <p><b>Success criteria e:</b> Identify different jobs within the Government Office that</p>	<p>(1) Give students the selection of job roles and descriptions.</p> <p>(2) Students complete worksheet 4 to decide the importance of each role in selecting and using judicious evidence to generate and support ideas.</p> <p><i>Depending on the class this can be done in one of two ways. <b>Either:</b></i></p>	Slides 12-17 Worksheet 4



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	would convince the government to make decisions for the constituencies.	<ul style="list-style-type: none"> <li>Teacher uses the accompanying slides to describe the different roles to the whole class. Have a class discussion to think about the answers to the questions on slide 12, channelling the role of the Political Speechwriter</li> <li><b>OR</b> if students are working at different paces within the class, then give worksheet 4 to students that are ready to start. The worksheet has the same descriptions as the PowerPoint slides so students can use these to make their own decisions and fill in the worksheet.</li> </ul>	
5 mins	<b>Final reflection</b>  <b>Success criteria</b> f – Reflect on personal skills or jobs of interest	Students complete 2 final reflection questions on a post-it note as an exit ticket or made a note of in their exercise books.	Slide 19
	<b>Optional extension if more time or can be set as homework</b>	Students choose to be either an economist or a researcher.  Using the newspaper articles, they need to select 8-10 facts, statistics or expert opinions which should be included in Ayesha's speech. Then, write why they think it's important to use these facts as evidence to cap energy.  They should be encouraged to read the articles first and highlight sentences or phrases of interest.	Slide 18 Worksheet 5

