

English Language – 15 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
2 mins	Starter – 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)
3 mins	Introduction –	(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>	
4 mins	<p>Introduce & explore the role of a Speechwriter</p> <p>Success criteria 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 here). The whole video doesn't need to be watched. Up to 3.5/4 mins is fine.</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. They should write at least 3 things. 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>Slides 5, 6, 7 Video Worksheet 1</p>
6 mins	<p>Challenge task: becoming a Crown Prosecutor</p> <p>Success criteria c: Read case studies and consider the different needs in a constituency. Think about which person's issue should be included in the</p>	<p>Challenge task (15 mins paired activity)</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. They have to organise them rank order from the most important to the least.</p>	<p>Slide 8, 9 Worksheet 2</p>



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	<p>speech to make the biggest impact. They will also justify their responses at each stage using evidence from all the information given.</p> <p>Success criteria d: 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>(2) Whole class feedback will be taken with opportunities to pitch their case studies to each other in pairs – slide 9. Use the success criteria to get them to think about what to include – see facilitator notes.</p>	
Exit Ticket	<p>Final reflection</p> <p>Success criteria f – Reflect on personal skills or jobs of interest</p>	<p>Students complete 2 final reflection questions on a post-it note as an exit ticket or made a note of in their exercise books.</p>	Slide 11
	<p>Optional extension if more time or can be set as homework</p>	<p>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 or feedback for each row can be verbally collated near the end of the allocated 20 mins.</p>	Slide 10 Worksheet 3



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