



TASK 5: TIME FOR ACTION

TEACHER'S NOTES

By this stage students should be clear about their group's aims and tactics.

They now have to come up with an idea/action/plan, which is in keeping with their tactics, and will help them achieve their aims.

There are many possibilities. For example: publicity stunts, fund-raising activities, awareness raising campaigns, lobbying efforts...

ACTIVITY 1: TIME FOR ACTION

This is a brainstorming activity.

- 1 Refer back to Task 3 where students had to agree on the sort of tactics they would use (lobbying, inciting civil disobedience etc...)
- 2 Give students Task 5, page 2 and ask them to list the tactics their pressure group might use in the first column of the table. *They should not list tactics which are counter to their group's principles & beliefs.*
- 3 Divide students into groups of 3-5 and ask them to come up with detailed ideas for each tactic.

For example, if they have decided that lobbying is a potential tactic, they should think about who they would lobby, when, where they would find them, what they would say and what they would hope to achieve.

TASK 5: TIME FOR ACTION

ACTIVITY 2: PRESENTATION

In this task, students present ideas for action and vote for the best one.

- 1 Divide students into presentation groups (probably the same groups as in the brainstorming activity).
- 2 Ask them to look at the ideas they have come up with and choose the best one.
- 3 Ask students to present this idea to the rest of the class.
 - a They could give a brief presentation based on their class discussion or a longer, more detailed discussion after doing further research.
 - b Refer students to the questions in Task 5, Activity 2 for ideas on the content of their presentation. You may also wish to refer them to the 'Useful Language' for Task 5.
- 4 Once all of the students have finished the presentations, the class should vote for the idea which they think is best.
- 5
- 6 Presentation feedback may contain comments on:
 - 7
 - a The content and structure of the presentation
 - b The accuracy and range of the language used
 - c Students' fluency and pronunciation
 - d The use of any materials/visuals
 - e Body language and eye contact
 - f Overall impression