

Date	Class level Fifth Class and Sixth Class		Subject English
Strand Oral Language	Strand Unit Receptiveness to language. Competence and confidence in using language. Developing cognitive abilities through language. Emotional and imaginative development through language.		
Title The Energy Debate			
Objective(s) The aim of the lesson plan is for the children to develop ideas and discuss issues of major concern relating to energy. The students will justify and defend particular opinions or attitudes they have developed and try to persuade others to support a particular point of view.			
Skills Required Reading; Listening; Understanding; Writing; Spelling; Grammar; Drafting; Revising and editing; Developing Imagination, Creativity and Confidence in using oral language; Writing; Spelling; Grammar; Drafting; Revising and editing; Attention, Memory, Logic and Reasoning Auditory Processing, Visual Processing and Processing Speed.			
Learning objectives The child will be enabled to: Consider the issue of renewable versus non-renewable energy which is up for debate. List the various social partners who have a stake in the debate. Play the role of one of these stakeholders in a high interest debate. Assess their own and their peers performance in a classroom role play debate.		Learning activities Talk and Discussion: Explain to the class that today you are going to engage in a debate which examines different perspectives or points of view of an argument. The argument which is up for debate today is renewable versus non-renewable energy. It is important to ensure that the children understand renewable and non-renewable energy and the difference between the two. Discuss with the class the main fossil fuels. These are oil, coal and gas. Discuss with children the main forms of marine renewable energy. These are hydro, wind, tidal and wave energy. The children research the areas themselves in greater depth once they know which stakeholder they represent. Potential topics for the debate could	

include:

- 'Ireland would benefit from using renewable ocean energy'.
- 'There is a future for fossil fuels in Ireland'.
- 'Ireland should consider alternative energy sources such as nuclear energy'

Decide on how many stakeholder teams you need based on how many children are in the class. It would be best to have 3 children per stakeholder team and an equal amount for each side of the opposing argument.

Examples of stakeholders may include environmentalists, scientists, researchers, marine technology experts, communities, businesses, activists and politicians.

Write the stakeholder names on index cards. Write one stakeholder name per card and place the cards in a box. Have the children draw a card. The students form teams with the other pupils who drew the same stakeholder card. The team is responsible for representing their stakeholder and formulating an argument that they will present in their debate.

Use of ICT:

The teams may use laptops to engage in some research on their topic.

Talk and Discussion:

Each stakeholder presents their point of view.

There can be a crossfire section where the different stakeholders can ask questions about each other's arguments.

Active Learning:

Walking Debate: To finish, all children stand in the centre of room. Place a sign saying renewable energy at one side of

	<p>the room and non- renewable energy at the other side. The children walk to whichever side which they think made the most convincing argument. The children must be able to verbally justify why they made their choice. They will show that the students have listened to and analysed each argument.</p>
	<p>Resources</p> <p>Index Cards</p> <p>Signs</p> <p>Laptops and internet access</p>
<p>Differentiation Higher and Lower order questioning. Differentiate group activities and roles to account of individual needs, by support, task. Mixed ability pairing.</p>	
<p>Assessment Clarity and Persuasiveness of the argument. Teacher observation and questioning. Analysing and Listening.</p>	
<p>Linkage and Integration English Writing: The pupils could use a writing activity to recount the facts that the opposing team raised. Geography: The children are thinking about and discussing environmental protection issues. They could consider how these may affect them in their own communities. Science: The children conduct further research into renewable and non renewable energy sources. SPHE: The children develop empathy as they are considering how the debate topic may affect a variety of stakeholders.</p>	