



TASK 3: DECIDING TACTICS

TEACHER'S NOTES

By the end of Task 3 students should be clear about the type of tactics their pressure group will use.

ACTIVITY 1: DECIDING TACTICS (APPROX 1 – 1 ½ HOURS)

Activity 1 consists of two stages. The first stage is a meeting. The second stage is a reflection on how successful the meeting was. Language for *making suggestions, expressing certainty/uncertainty, interrupting and asking for clarification* is provided. Language from Task 2 can also be used.

PRE- MEETING (APPROX 15 MINS)

- 1 Refer back to Task 1 and review the different tactics pressure groups use. For example: lobbying, leaflets, advertising campaigns, petitions, civil disobedience, petitions, occupying public buildings, demonstrations... Discuss the pros and cons of different types of action.
- 2 Tell students they will have a meeting to decide which tactics their pressure group is going to use.
- 3 Divide the class into groups of 4-6 and give each student a role-play card (A-F). (NB: In groups of 6, all role-play cards will be distributed. In groups with fewer than 6 students, ensure one student receives role-play card A, as this student will chair the meeting. The other cards can be distributed at random).
- 4 Give students time to read their role-play cards. Check vocabulary and understanding. In particular, ensure the Chair understands his/her role and is aware of its importance.

TASK 3: DECIDING TACTICS – TEACHER’S NOTES

MEETING (APPROX 20-30 MINS)

- 1 Set a time limit and begin the meeting. Leave the Chairperson to chair the meeting following the instructions on role-play card A. Monitor the discussion but intervene as little as possible.

POST-MEETING (APPROX 10 MINS)

- 2 Once the meeting is over, ask the Chair to report back concerning the tactics the group has decided to follow.
- 3 As a class, confirm the tactics the pressure group will use i.e. a combination of all the tactics decided in the meetings.

REFLECTION TASK (OPTIONAL; APPROX 20 MINS)

- 1 Give the students the reflection task.
 - Ask them to think about the questions individually.
 - Ask them to discuss the questions as a group. (Encourage *constructive* criticism).
 - Summarise the class’ strengths and weaknesses