



a pressure group

TASK 2: AGREEING ON AN ISSUE AND CHOOSING A NAME

TEACHER'S NOTES

By the end of Task 2 students should:

- a Have decided which issue their pressure group will represent
- b Have agreed a name for their pressure group

The timing of Task 2 is flexible and may range from 1 to 4 hours depending on how much time is available, how many activities are used and how much discussion is generated.

ACTIVITY 1: AGREEING AN ISSUE

Activity 1 consists of two stages. The first stage involves ranking a range of issues. The second stage is a pyramid discussion.

ACTIVITY 1A: RANKING A RANGE OF ISSUES (APPROX. 1 HOUR)

If time is limited this activity could be omitted.

This activity has two main aims:

- To give students a better idea about the issues pressure groups represent, which should help them when deciding which issue *their* pressure group will represent.
- To practice discussion language (for example: giving opinions, agreeing and disagreeing)

1 Review what a pressure group is (Task 1) and ask students if they know any issues pressure groups represent. It might be helpful to prompt them with a list of topics (e.g. *the environment, animal rights, minority rights, family life, politics, food, culture, business, science*) and ask them for issues within each topic:

- the environment: global warming...
 - animal rights: animal testing...
 - minority rights: equal pay...
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- 2 Ask students which topics/issues they find most interesting
- 3 Give students the ranking activity and review any problematic vocabulary.
- 4 Divide the class into pairs or small groups and ask them to look at the list of issues and rank them according to interest (1 = very interesting, 2 = quite interesting, 3 = not at all interesting).
- 5 Ask each pair/group to compare their results with another pair group.
- 6 Give the class feedback on how successful the discussion was. (Fluency / Language range / Language accuracy / Avoidance of L1...)

ACTIVITY 1B: PYRAMID DISCUSSION (APPROX. 1 HOUR)

The main aim of this activity is for students to decide which issue their pressure group will represent. They will also practice discussion language as they do in Activity 1A.

- 1 Elicit 10 issues the students are interested in and write them on the board. One of these will be the issue that they choose for their pressure group.
- 2 Give students Activity 1B; Task 2; Page 3 and ask them to write down the 10 issues they have chosen.
- 3 Put students in pairs (groups of 3) and ask them to discuss each issue in turn saying:
 - a What it is
 - b Why it is important
 - c What problems / solutions exist
 - d What a pressure group could do
 - e Whether the issue is interesting / relevant
 - f *(It is probably best to do an example with the whole class first)*

After students have discussed each issue, they should choose the 3 issues they would most like their pressure group to represent. There must be a consensus about this. *(It may be useful to set a time limit for this e.g. 10 minutes)*

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- 1 Once each pair/group has chosen 3 issues, they should be combined them with another pair/group so that they are in a group of 4-6 students.
- 2 The new groups should compare their choices and, again, form a consensus about the 3 they would most like their pressure group to represent. If their original choices match, this will not require much discussion. However, if their original choices are different, they will have to explain, discuss and persuade to reach a compromise.
- 3 Repeat Steps 4 & 5 until the whole class agrees on which 3 issues they would most like their pressure group to represent. List these on the board.
- 4 Have a class vote to make the final choice i.e. to decide which **one** issue the students' pressure group will represent.

ACTIVITY 2: CHOOSING A NAME (APPROX. 1 HOUR)

This activity is designed to help students come up with a name for their pressure group.

- 1 Give students the worksheet
- 2 Ask students if they recognise any of the pressure groups from their logos.
- 3 Part A: Ask students to try and match pressure groups with their aims. The answers are:
 - a Shelter = helping homeless people
 - b Amnesty International = defending human rights
 - c Greenpeace = campaigning on environmental issues
 - d CBI = promoting business issues
 - e TUC = promoting workers' interests
 - f ASH = anti-smoking
 - g Forest = pro-smoking
- 4 Part B: Ask students how they think the groups came up with their names and how effective those names are. For example:
 - Do they describe what the group does as in Shelter / Greenpeace / Amnesty International...?
 - Are they an anagram as in TUC, CBI or ASH?
 - How effective are the names? (You could refer them to the questions in Part C when thinking about this)

(Optional: Ask students how effective the logos are)
- 5 Part C: Get students to work in groups to come up with names for their pressure group, using the questions in Part C as a guide. Vote for the name which seems best.

(Optional: Ask students to design a logo)
