

## Topic: Pressure groups

<b>Lesson: Plane stupid</b>	<b>KS or Year Group: Y9</b>
<b>Resources:</b> <ol style="list-style-type: none"><li>1. Resource 1 – Sky News clips 1: Protest stops flights at Stansted</li><li>2. Resource 2 – Stansted questions</li><li>3. Resource 3 – Stansted answers</li><li>4. Resource 4 – Sky News clips 2: Airport protestor talks to Sky</li><li>5. Resource 5 – Roles</li></ol>	<b>Objectives:</b> <ul style="list-style-type: none"><li>• Pupils know about protests as a way of raising awareness and influencing policy and people.</li><li>• Pupils are able to look at the different roles involved in a protest, thus considering different viewpoints.</li></ul>

### National Curriculum

Key Concepts: 1.1b

Key Processes: 2.1a, 2.2c, 2.2d

Range and Content: 3e

Curriculum Opportunities: 4a, 4i

### Lesson

Using the Stansted airport protests of December 2008, students look at actions that individuals and groups can take to influence decisions made by those in power, and the effects that the action of pressure groups can have.

### Starter

- Introduce the lesson by explaining that we are going to look at an airport protest, how it happened, why it took place and the effects it had.
- Ask pupils whether they can think of other protests that have happened – they might suggest suffragette protests to gain votes for women, protests against the Iraq war, anti abortionist rallies, the miners' strikes in the 1980s, protests at the 2008 Olympics (about Tibet).
- It might be worth briefly exploring the difference between riots and protests (the key difference is organisation and peacefulness or lack of violence). See the definition links in 'Check the web' below.

## Main activity

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### Activity 1:

- Watch **Sky News clip 1**, which shows protestors entering Stansted in the middle of the night. Pupils should then complete **Resource 2 – Stansted questions**. (Teachers can refer to **Resource 3 – Stansted answers**.)
- Watch **Sky News clip 2**, in which a protestor talks to a newsreader. Ask pupils what the protestor says is the point of the protest.

### Activity 2:

- Divide the class into pairs. Each pair should take on a role from **Resource 5 – Roles**.
- Each role needs to know what the other roles are so, if possible, put a copy of the 'roles' on the IW or OHP.
- Each pair makes notes about what their role in the protest would be, how they feel and why, and what they feel towards the other roles.
- Following the paired work, representatives from each role should feed back to the class.
- The class, as individuals, can then decide which role they sympathise with.

## Plenary

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- Ask the class the following questions:
  - How effective are protests?
  - Why are protests needed?
  - How effective was the Stansted protest?

### Aim high

- Differentiation should be by outcome. High-achieving pupils should include more detail and demonstrate more accurate empathy during Activity 2.
- High-achieving pupils could be asked to role play (and write, if required) a conversation between a number of roles, for example between a protestor and a person whose flight was cancelled.

### Assessment

For formal assessment, pupils could write up a summary of the protest including their opinion, the role they sympathised with and their reasons.

### Check the web

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<http://news.bbc.co.uk/1/hi/england/essex/7771079.stm>

News item about the protest and its effects.

<http://www.planestupid.com>

The website for the protest organisation – the section on ‘10 reasons to ground the plane’ provides background information and may suit more able researchers.

<http://news.bbc.co.uk/1/hi/england/7660806.stm>

News item about Stansted expansion.

<http://www.stanstedairport.com>

Stansted website, which provides maps to show where the protests occurred, the ‘About Stansted Airport’ link provides information on airport noise simulator and demand for air travel.

<http://www.yourdictionary.com/protest> - definition

<http://www.yourdictionary.com/riot> - definition

### Summary of key learning

- Pupils know about protests as a way of raising awareness and influencing policy and people.
- Pupils are able to look at the different roles involved in a protest, thus considering different viewpoints.

## Resource 2 – Stansted questions

Watch the Sky News clip about the protestors at Stansted airport, then answer these questions.

- Stansted is normally a very secure place. How was it that so many protestors were able to gain entry to the airport runways?

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- What did they do once inside the airport grounds?

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- What did the protestors do to make removing them difficult?

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- Why are companies like Ryan Air demanding official enquiries?  
Why do they care?

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### Resource 3 – Stansted answers

- Stansted is normally a very secure place. How was it that so many protestors were able to gain entry to the airport runways?

They used bolt cutters in an isolated area.

They were organised and had planned and researched.

They acted at 3am when they knew there would be little security.

- What did they do once inside the airport grounds?

They chained themselves to a fence they had brought with them.

- What did the protestors do to make removing them difficult?

They put chains around their necks.

- Why are companies like Ryan Air demanding official enquiries? Why do they care?

Security breaches like this raise terrorism issues and affect their image.

The action will cost them money.

**Resource 5 – Roles**

**Protestor**

**Traveller – flight cancelled**

**Traveller – flight delayed a little**

**Police officer**

**Reporter**