

LESSON FOCUS: Out of sight, out of mind?

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| Key stage | KS4 |
| Key concepts | 1.1c, 1.1d, 1.2b, 1.2c, 1.3c, 1.3d |
| Key processes | 2.1a, 2.1d, 2.2a, 2.2b, 2.2c, 2.3a |
| Range and content | 3c, d, e, g, h, i, m, n |
| Curriculum opportunities | 4a, b, c, g, h, i, j |

PLTS: independent enquirers, effective participators.

FUNCTIONAL SKILLS: speaking and listening.

RESOURCES:

Ability to show media clip

- Resource A - Kim's game cards (cut out before the lesson)
- Resource B - SkyNews media clip (Japanese refugee camps)
- Resource C - Powerful factors

OBJECTIVES:

- I will learn how some issues remain in the public eye long after they happened while others are forgotten.
- I will learn how different governments around the world respond to issues in different ways.

OUTCOMES:

- I can describe and compare how the governments of different countries respond to world events.
- I can identify factors that might influence a government's response to a world issue.

Overview

This lesson considers what happens after a world-changing event takes place. Even when the media interest has waned, the problem still exists. Do serious problems in other countries, such as the Fukushima nuclear accident in Japan, have a knock-on effect for the policies of other governments? And how do different governments and the European Union respond to these problems?

Keywords

European Union, government, media, nuclear power, pressure group

Introduction

- Share lesson objectives and outcomes.

Starter

Resources:

- Resource A

Instructions:

- Put students into groups of 3-5 and provide each group with a set of Kim's game cards from Resource A.
- Ask students to spend time familiarising themselves with the images and events. Explain that these are all events that have happened over the last ten years and that these were big stories in the media.
- Choose someone to play Kim.
- Place all the cards in the middle of the table with all the photos visible.
- Ask students to close their eyes while Kim removes one card.
- The remaining group members must then identify which card is missing.
- Repeat this several times with different students playing Kim.
- Discuss the following with the class:
 - Are there any events here that you do not remember?
 - Are there any events here that people still talk about?
 - Why do you think some events that seem big at the time seem to be forgotten?
 - Are there any events here that changed the way we think about the world, its people and our environment?
 - Are there any events that have led to governments changing their policy on an issue?

Main

Resources:

- Resources A, B, C

Instructions:

Activity 1

- Draw students' attention to the image of Fukushima, where the nuclear accident occurred on 11 March 2011. Ask students what they remember of this event.

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- Answers might include: the Japan earthquake and tsunami, which led to a nuclear accident, which has been compared to the Chernobyl disaster.
- To help students remember the disaster, show the SkyNews media clip about the Japanese refugee camps (Resource B).
- Discuss the following questions with students:
 - What has happened as a result of this nuclear accident?
 - Was this a problem for Japan alone?
 - How might it affect the rights and responsibilities of everyone around the world?
 - Which other countries rely on nuclear power?
 - How has the British government responded to the disaster?

Activity 2

- Use the sorting cards in Resource C to prioritise the factors the UK government might take into account when deciding the action it will take on its own nuclear power plants following the Japanese nuclear accident. Encourage students to explain why a government might have to consider each of the factors and to suggest other factors that might have to be considered.
- Ask students to consider the following question:
 - Should European countries be allowed to decide for themselves to undertake the European Union's recommended safety checks on nuclear power plants or should this be enforced by the EU?
- Divide the class into the four countries mentioned in the news clip: Switzerland, Germany, UK and France.
- Ask students to consider how their country might respond to the question above and represent this view in a wider class discussion.

Plenary

Resources:

- none

Instructions:

- Ask students to imagine they are involved in a campaign against nuclear power. They should consider what strategies they would use to keep this cause in the public eye.

Attainment

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| Level 1 | I can express my opinion on the nuclear accident in Japan. |
| Level 2 | I can identify who makes decisions about the use of nuclear power. |
| Level 3 | I can describe how a nuclear accident can affect people around the world. |
| Level 4 | I can explain opposing views about the use of nuclear power and use this to form my own informed opinion. |
| Level 5 | I can suggest factors the UK government would consider when making policies about nuclear power. |
| Level 6 | I can describe how different governments around the world respond to the issue of nuclear power in different ways while trying to protect their citizens' rights and responsibilities. |
| Level 7 | I can identify and explain the factors that influence a government's policy on nuclear power, including the role of citizens in bringing its government to account, both in the UK and around the world. |
| Level 8 | I can critically describe how UK government policies on nuclear power differ to others around the world and why these differences might exist. |
| Exceptional performance | I can assess the impact and limitations of government and European Union policies on nuclear power and can suggest alternatives. |

Recommended links

www.bbc.co.uk/climate/adaptation/nuclear_power.shtml - an overview of nuclear power and its use in the UK

www.bbc.co.uk/news/health-12722435 - the effects of nuclear radiation on health

RESOURCE A - Kim's game cards

9/11



On 11 September 2001 terrorists hijack four planes in the US and fly them into the World Trade Center in New York. Almost 3000 people die.

Kate and William's wedding



Prince William and Kate Middleton marry in London on 29 April 2011.

Asian tsunami



More than 273,000 people are killed across 11 countries when a tsunami strikes the Indian Ocean on 26 November 2004.

England wins the Ashes



In September 2005 England wins the Ashes against Australia for the first time in 18 years.

Fukushima



On 11 March 2011 an earthquake and tsunami in Japan cause damage and a radiation leakage at the Fukushima power plant. The world fears another Chernobyl.

World Cup



Spain wins the World Cup against the Netherlands in 2010 as predicted by Paul, the German Octopus.

Bird flu



Bird flu reaches Europe in 2005. Officials fear a pandemic and predict that 50,000 might die.

Michael Jackson dies



Pop legend Michael Jackson dies suddenly in 2009.

Sadaam Hussein



Sadaam Hussein, former dictator of Iraq, is captured by American forces in 2003. He is later hanged for his war crimes.

Euro introduced as a currency



The Euro is introduced as a currency in 12 EU states in 2002.

RESOURCE C - Powerful factors

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| How important the issue is to citizens | Different technologies available to a country |
| How old its current nuclear plants are | Pressure from pressure groups |
| The opinion of its scientists | How the media might respond |
| When the next election might be | The opinion of businesses with interests in nuclear power |
| Pressure from governments in different countries and the European Union | How much money a government has invested in nuclear power technology |
| Other ... | Other ... |