

British Hills Hybrid

English

Expand your British Hills experience
with continuous learning

April 2025

BRITISH HILLS HYBRID COURSE

The British Hills hybrid courses are designed to ensure students get the most out of their visit to British Hills, achieving all lesson goals, using natural language, and confidently communicating using discussion and presentation skills. Our self-study lessons can be used either in the classroom or at home, led by the teacher or studied alone. They help students to build up their knowledge and abilities prior to arriving at our site, and students are then able to use what they have learnt to produce rich, detailed work during their classes here.

Each course provides **4 self-study lessons** and **2 lessons at British Hills**. The self-study portion of each course helps students to build the language, concepts, and skills they will need for the learner-centred, output-focused lessons at British Hills.

Course Timings	
Self-Study Lesson 1 Lesson 2 Lesson 3 Lesson 4	10 self-study hours (Recommended study time)
At British Hills Lesson 5 Lesson 6	90 minutes each

Expand the British Hills learning experience both at home and at school.

CONTENTS

Product Design	3
The SDGs.....	6
Critical Thinking & Media Literacy.....	9
Group Presentations.....	12
Reconstruction & Renewal	15

PRODUCT DESIGN



LEARN ALL ABOUT BUSINESS AND HOW TO PITCH YOUR OWN UNIQUE PRODUCT

The British Hills Product Design hybrid course sees learners design and describe products, understand business finances, learn about effective advertising and identifying target markets, think about Universal Design, and develop the business acumen to secure investment in their own unique product pitch.

Lesson Goals

- Describe product function and purpose
- Understand and calculate revenue, cost, and profit
- Identify and describe target markets
- Understand and consider Universal Design in business
- Prepare and pitch a unique product to a group of investors

Why choose the Product Design hybrid course?

The British Hills Product Design hybrid course is designed for **intermediate learners and above** who are ready to develop their English descriptive and presentation skills naturally while thinking about the business world and product design.

In this course, learners will learn key vocabulary related to business and business strategy, as well as develop their ability to give presentations in a clear, professional style. They will hold in-depth discussions with their peers, and work together at British Hills to prepare their own unique creations.

This course is perfect for students who want to learn not only the English language, but to experience learning about the business world *through* English.

Course Outline

Self-Study

Lesson 1: Product Description
Lesson 2: Revenue, Cost, & Profit
Lesson 3: Target Markets
Lesson 4: Universal Design

At British Hills

Lesson 5: Let's Start a Business (1 or 2 lessons)
Lesson 6: Let's Start a Business (Presentations)

SELF-STUDY LESSON 1: PRODUCT DESCRIPTION

APPROXIMATE STUDY TIME

Pre-course study 30 minutes **Lesson contents** 90 minutes **Post-study** 60 minutes

LESSON GOALS

- Categorise products as for business, domestic, public, or recreational purposes
- Describe the function of a product
- Create descriptive passages describing different products



WHAT STUDENTS WILL LEARN

Why are products designed the way they are? In this lesson, students begin by learning to describe the purposes of a product, before practicing using descriptive phrases to explain what a product does.

SELF-STUDY LESSON 2: REVENUE, COST, & PROFIT

APPROXIMATE STUDY TIME

Lesson contents 90 minutes **Post-study** 60 minutes

LESSON GOALS

- Understand and calculate revenue, cost, and profit from specific examples
- Determining yearly profits and costs from detailed written and spoken descriptions.
- Investigate and compare the finances of real-life companies



WHAT STUDENTS WILL LEARN

How do we calculate revenue, cost, and profit? In this lesson, students begin by learning how to identify and calculate these individually. They then calculate the costs and profits of a business over the course of a year from written descriptions.

SELF-STUDY LESSON 3: TARGET MARKETS

APPROXIMATE STUDY TIME

Lesson contents 90 minutes **Post-study** 60 minutes

LESSON GOALS

- Describe target customers using adjectives and relative clauses
- Identify and describe appropriate target markets for different products



WHAT STUDENTS WILL LEARN

Who are different products aimed at? In this lesson, students learn about target markets and practise identifying and describing the target markets of various products.

SELF-STUDY LESSON 4: UNIVERSAL DESIGN

APPROXIMATE STUDY TIME

Lesson contents 90 minutes **Post-study** 30 minutes

LESSON GOALS

- Understand and describe the purpose of universal design
- Identify examples of universal design in daily life
- Incorporate universal design into a product



WHAT STUDENTS WILL LEARN

What is Universal Design? In this lesson, students learn the history and principles of Universal Design. They learn to spot and describe examples of Universal Design found in daily life, and consider how they can introduce the concept in their own products.

AT BRITISH HILLS: LET'S START A BUSINESS

CONSOLIDATE AND BUILD ON YOUR SELF-STUDY WHILE AT BRITISH HILLS

WHAT IS THIS CLASS

In Let's Start a Business, learners will work in small groups to make a business plan for a brand-new product of their own creation. Looking at the key features of a successful business, such as promotion, demand, and cost and profit, students will prepare and present a business proposal to four “Lions” – successful businesspeople looking to invest money in a new product.

While preparing their products, students will need to consolidate everything they have learned during the self-study portion of their course in order to deliver a clear, professional product pitch to their peers. They will need to share their expected revenue, costs and profits, describe their target markets and the product's purpose, detail their plans for publicity and marketing, and incorporate elements of Universal Design. All this will be required to give the perfect product pitch!

WHAT MAKES A SUCCESSFUL BUSINESS?	
1. A good product	- offer benefits a customer cannot find somewhere else
2. Demand	- people must want or need this product
3. Cost and profit balance	- the product must not cost more to make than to sell
4. Promotion	- people need to be told about the product



LESSON OUTLINE

This lesson should be carried out over a minimum of 2 90-minute classes.

In the first lesson, students will design their products and prepare their business proposals in groups. In the final lesson, the groups will pitch their proposals. Learners will not only play the role of those looking for investment, but also the role of the investors, analysing business proposals and asking questions for more detail before making their final decisions.



THE SDGS



DISCOVER EACH SUSTAINABLE DEVELOPMENT GOAL AND WHAT THEY MEAN FOR YOU

The British Hills SDGs hybrid course introduces learners to each of the Sustainable Development Goals and encourages them to think about how they relate to themselves. Students will study separate goals in depth and then share what they have learned, encouraging both discussion and collaboration with their classmates.

Lesson Goals

- Learn the aims of the SDGs
- Learn how the SDGs relate to the biosphere, society, and the economy
- Encounter examples of current, real-world issues the SDGs
- Discuss and share each SDG in detail with peers
- Design and present a sustainable city

Why choose the SDGs hybrid course?

The British Hills SDGs hybrid course is designed for **upper-intermediate learners and above** who want to use their English reading, discussion and presentation skills naturally while thinking about the Sustainable Development Goals and their place in the world.

In this course, learners will study both the overall aim of the goals, and the key points of each goal. They will build their knowledge of each SDG in order to, at British Hills, work with their peers to design and present their vision of a sustainable city.

This course is perfect for students who want to learn not only the English language, but to experience learning about the SDGs *through* English.

Course Outline

Self-Study

- Lesson 1: Categorising the SDGs
- Lesson 2: The SDGs & the Biosphere
- Lesson 3: The SDGs & Society
- Lesson 4: The SDGs & the Economy

At British Hills

- Lesson 5: Adventure Series: SDGs 1
- Lesson 6: Adventure Series: SDGs 2

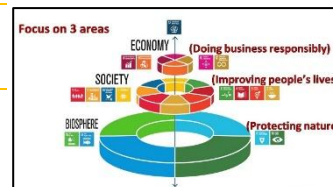
SELF-STUDY LESSON 1: CATEGORISING THE SDGS

APPROXIMATE STUDY TIME

Lesson contents 60 minutes

LESSON GOALS

- Understand the overarching aims of the SDGs
- Learn how the SDGs relate to biosphere, society, and economy
- Identify current, real-world issues that each SDG relates to



WHAT STUDENTS WILL LEARN

Students think about the current challenges facing humanity and how the SDGs seek to address them. They learn how each SDG focuses on either the biosphere, society, or the economy, and consider how some real-world examples also relate to these.

SELF-STUDY LESSON 2: THE SDGS & THE BIOSPHERE

APPROXIMATE STUDY TIME

Pre-study 90 minutes **Lesson contents** 90 minutes

LESSON GOALS

- Define the biosphere and why it is important
- Identify which SDGs focus most directly on the biosphere
- Collate information from readings and prepare to share findings with peers



WHAT STUDENTS WILL LEARN

Students learn to define the biosphere and identify which SDGs are related to the biosphere, and in what ways. They complete detailed readings around each of the four biosphere-focused goals, and summarise the key points in their own words.

SELF-STUDY LESSON 3: THE SDGS & SOCIETY

APPROXIMATE STUDY TIME

Pre-study 90 minutes **Lesson contents** 90 minutes

LESSON GOALS

- Define a stable and just society
- Identify which SDGs focus most directly on society
- Collate information from readings and prepare to share findings with peers



WHAT STUDENTS WILL LEARN

Students define what makes a stable and just society and identify which SDGs are related to this goal, and how. They complete detailed readings around each of the four biosphere-focused goals, and summarise the key points in their own words.

SELF-STUDY LESSON 4: THE SDGS & THE ECONOMY

APPROXIMATE STUDY TIME

Pre-study 90 minutes **Lesson contents** 90 minutes

LESSON GOALS

- Define the economy and why it is important
- Identify which SDGs focus most directly on the economy
- Collate information from readings and prepare to share findings with peers



WHAT STUDENTS WILL LEARN

Students think about why economies are important and identify which SDGs are related to them, and how. They complete detailed readings around each of the four economic-focused goals, and summarise the key points in their own words.

AT BRITISH HILLS: ADVENTURE SERIES: SDGS

CONSOLIDATE AND BUILD ON YOUR SELF-STUDY WHILE AT BRITISH HILLS

WHAT IS THIS CLASS

In the Adventure Series: SDGs lessons, learners will work with their peers to design and present their own ideas for a sustainable city. They will consider their own hometowns, and discuss the different kinds of facilities and policies that can be introduced to help in achieving the Sustainable Development Goals.



While preparing their sustainable cities, students will need to consolidate everything they have learned during the self-study portion of their course in order to deliver a clear, well-thought-out presentation to their peers. They will need to detail what facilities and policies they would introduce, and which goals these would help to achieve.

LESSON OUTLINE

LESSON 1

Students will review the 17 SDGs and their aims. They will discuss what can be done to achieve these goals; for example, creating schools and training centres to strengthen society, or giving all employees equal pay in a company for both social and economic benefit. They will also look at some real-life examples of city policies seeking to achieve the SDGs. In groups, students will be set the task to discuss and plan a sustainable city or town with a focus on at least four SDGs.

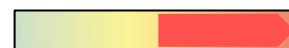
LESSON 2

In the second lesson, students will continue to work on their sustainable city and prepare to then present this design to their classmates and share ideas in English. Finally, students will consider their own hometown and how many goals are achieved there, before declaring a personal promise to do something from today to make the world a better place.



CRITICAL THINKING & MEDIA LITERACY

LEARN TO THINK CRITICALLY & APPLY IT TO INFORMATION ONLINE



Intermediate Advanced

The British Hills Critical Thinking & Media Literacy hybrid course instructs learners on methods for thinking critically, determining credibility, and handling disinformation and fake news both offline and online.

Lesson Goals

- Identify key features of critical thinking and distinguish fact from opinion
- Use the RAVEN method for determining the credibility of a source
- Think critically about social media influencers and online communication
- Perform a RAVEN analysis of witness credibility in a fictionalised court case
- Create a personal strategy for identifying and handling disinformation online

Why choose the Critical Thinking & Media Literacy hybrid course?

The British Hills Critical Thinking & Media Literacy hybrid course is designed for **advanced learners** who want to develop their critical thinking skills in order to approach both their personal life and the media they encounter in a mature way.

In this course, students use critical thinking skills to consider and address often contradictory information. They look at both the RAVEN method for analysing credibility, and real-life examples of online disinformation or dubious practises.

This course is perfect for students who have an advanced grasp of the English language, and are now ready to develop the skills needed for university, the world of work, and adult life.

Course Outline

Self-Study

Lesson 1: An Introduction to Critical Thinking
Lesson 2: The RAVEN Method for Source Analysis
Lesson 3: RAVEN Analysis – Bigfoot at British Hills?
Lesson 4: Critical Thinking Online: Social Media

At British Hills

Lesson 5: RAVEN Analysis – Who Shot Karl?
Lesson 6: Media Literacy – Rules for a New Age

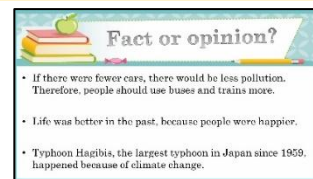
SELF-STUDY LESSON 1: AN INTRODUCTION TO CRITICAL THINKING

APPROXIMATE STUDY TIME

Lesson contents 90 minutes **Post-study** 60 minutes

LESSON GOALS

- Identify the key features of critical thinking
- Analyse examples by thinking critically
- Distinguish fact from opinion



WHAT STUDENTS WILL LEARN

In this first lesson, students will learn what it means to think critically by considering several situations in which the answers are not clear cut and obvious, but rather require the ability to be flexible in thinking and to identify bias.

SELF-STUDY LESSON 2: THE RAVEN METHOD FOR SOURCE ANALYSIS

APPROXIMATE STUDY TIME

Lesson contents 90 minutes **Post-study** 60 minutes

LESSON GOALS

- Learn the RAVEN method for analysing the credibility of a source
- Understand how to analyse each criterion in isolation



WHAT STUDENTS WILL LEARN

In this lesson, students will be introduced to the RAVEN method. They will look at examples to elicit each point, and practice assessing a variety of sources and people, including multiple authentic examples of real people and events.

SELF-STUDY LESSON 3: RAVEN ANALYSIS – BIGFOOT AT BRITISH HILLS?

APPROXIMATE STUDY TIME

Lesson contents 120 minutes

LESSON GOALS

- Perform a RAVEN analysis on two characters appearing in a news article
- Present analysis findings to the class
- Form a final argument based on RAVEN analysis providing critical reasoning



WHAT STUDENTS WILL LEARN

Students analyse a TV report and newspaper article regarding a Bigfoot sighting at British Hills. They use RAVEN to analyse the statements of the two main parties involved, and use critical thinking to decide how credible the claim is.

SELF-STUDY LESSON 4: CRITICAL THINKING ONLINE: SOCIAL MEDIA

APPROXIMATE STUDY TIME

Pre-study 60 minutes **Lesson contents** 90 minutes **Post-study** 30 minutes

LESSON GOALS

- Identify the place of critical thinking in online media
- Analyse the role of social media influencers in online marketing
- Analyse the credibility of an email invitation to multilevel marketing



WHAT STUDENTS WILL LEARN

Students analyse real-life examples demonstrating the need for a critical approach to social media. They study the role of influencers and the concept of multilevel marketing, discussing and reporting judgements on the credibility of these.

AT BRITISH HILLS: THE RAVEN METHOD & MEDIA LITERACY

CONSOLIDATE AND BUILD ON YOUR SELF-STUDY WHILE AT BRITISH HILLS

RAVEN ANALYSIS – WHO SHOT KARL?

WHAT IS THIS CLASS

In this lesson, students will put RAVEN to use in an investigation and debate. Students will engage in advanced reading and discussion to analyse multiple witness statements in a court case. They will then use their critical analysis to state whether the central claim in the case is credible or not.



LESSON OUTLINE

Students first read and discuss statements by three witnesses giving contradictory accounts of an attempted shooting at British Hills. They then perform a RAVEN analysis on each of the witnesses' statements to determine if any or all of them are credible. Finally, they discuss and debate their findings with their classmates.

MEDIA LITERACY – RULES FOR A NEW AGE

WHAT IS THIS CLASS

In this lesson, students will create their own set of rules for analysing information online. They will look at and learn to identify different forms of disinformation, and collaborate with peers to create their own strategies to critically address disinformation online.



LESSON OUTLINE

Groups start by looking at various examples of online media and discussing whether they would trust them, before looking at the term “fake news” and how circular reporting can lead to disinformation appearing legitimate and credible. They then work with their classmates to study a set of information packs about disinformation and develop a new acronym, similar to RAVEN, for critically approaching information online.

Consider more lessons from the **Critical Thinking series** and **Adventure series** to further develop critical thinking and media literacy skills

GROUP PRESENTATIONS



CREATING AND DELIVERING EFFECTIVE PRESENTATIONS

The British Hills Group Presentations hybrid course is perfect for students to develop the necessary skills to become effective presenters. The lessons and activities lead students through planning, execution, and evaluation in an easy-to-follow way. Students learn how to research, build presentation outlines and slides, and then practise how to use key delivery skills to maximum effect.

Lesson Goals

- Research a country of the Commonwealth as the topic for their presentation
- Create a presentation outline based on their research
- Make an effective slideshow for their presentation
- Prepare for a Q&A session including self-reflection
- Practise key aspects of presentation delivery including body language, handovers and answering questions
- Deliver a presentation as a group in front of their peers

Why choose the Group Presentations hybrid course?

The British Hills Group Presentations hybrid course will take students through the entire process of creating and delivering a presentation. Students will complete the course in two stages. The first stage includes researching and creating their presentation and slideshow.

The second stage will begin once they arrive at British Hills. This stage focuses on presentation delivery. Students will learn about how to give a presentation and practise various aspects of presentation delivery before giving their presentation in front of their peers.

Course Outline

Self-Study

- Lesson 1: Researching your Presentation Topic
- Lesson 2: Creating a Presentation Outline
- Lesson 3: Building a Slideshow
- Lesson 4: Preparing for Questions

At British Hills

- Lesson 5: Delivering an Effective Presentation
- Lesson 6: Final Presentation & Evaluation

SELF-STUDY LESSON 1: RESEARCHING YOUR PRESENTATION TOPIC

APPROXIMATE STUDY TIME

Lesson contents 90 minutes **Post-study** 90 minutes

LESSON GOALS

- Choose a specific element to research further for their chosen country
- Make relevant questions for a native person from the group's country of choice
- Submit their list of questions through the online portal



WHAT STUDENTS WILL LEARN

Students will watch a video that introduces one of the Commonwealth countries. Using this, they will decide which aspect they would like to research further. They then brainstorm questions to ask a native person of that country.

SELF-STUDY LESSON 2: CREATING A PRESENTATION OUTLINE

APPROXIMATE STUDY TIME

Lesson contents 90 minutes **Post-study** 60 minutes

LESSON GOALS

- Organise their key points based on research data
- Create an outline for the presentation



WHAT STUDENTS WILL LEARN

In this lesson, students review their research and answers to the questions they submitted and decide the main topics they will cover. They will define their key points for each topic and create an outline for their entire presentations.

SELF-STUDY LESSON 3: BUILDING A SLIDESHOW

APPROXIMATE STUDY TIME

Lesson contents 90 minutes **Post-study** 90 minutes

LESSON GOALS

- Understand how to create a clear and informative slideshow
- Identify which kind of visual aid to use
- Create a slideshow



WHAT STUDENTS WILL LEARN

Students will learn about creating clear and effective slides. They will then use their outlines to create a slideshow for their presentation. Students can also download a PowerPoint (Windows) or Keynote (iOS, Mac OSX) template for their slideshow.

SELF-STUDY LESSON 4: PREPARING FOR QUESTIONS

APPROXIMATE STUDY TIME

Lesson contents 90 minutes

LESSON GOALS

- Create a list of potential questions and answers for the Q&A session
- Prepare answers for these questions
- Reflect on the process of creating a presentation

WHAT STUDENTS WILL LEARN

Groups will prepare for the Q&A session of their presentation. Students will compile a list of potential questions and possible answers and then reflect on their experience of creating the presentation using the provided questions.

AT BRITISH HILLS: GROUP PRESENTATIONS

CONSOLIDATE AND BUILD ON YOUR SELF-STUDY WHILE AT BRITISH HILLS

DELIVERING AN EFFECTIVE PRESENTATION

WHAT IS THIS CLASS

In this lesson, students will learn about the important elements of delivering their presentation. They will study and practise proper body language, eye contact, handovers, and the dos and don'ts of each element. This lesson also gives students time to practise their presentation.



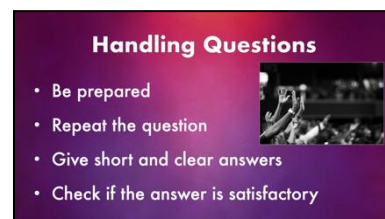
LESSON OUTLINE

Students first brainstorm elements that make a compelling presentation. They then learn to effectively demonstrate these in a live presentation in front of an audience. Students will practise elements such as eye contact, gestures and handing over using the presentations they prepared prior to British Hills. Finally, they will learn strategies for fielding questions after their presentation using the LEVER method.

FINAL PRESENTATION & EVALUATION

WHAT IS THIS CLASS

In this lesson, students bring everything together to give an actual presentation to an audience of their peers. They are also evaluated by the British Hills teacher on their success at putting into practise the various things they have learned over the course.

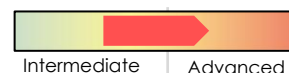


LESSON OUTLINE

Group Evaluation Sheet	
Group Name	
Topic	
Presenter	
Time	
Feedback	
Comments	
Overall Score	

Groups will take turns to deliver their presentation followed by a Q&A session from the class. They will be evaluated by the British Hills teacher using the British Hills Group Presentations Evaluation Sheet. After the presentation, the teacher will provide feedback to groups and offer advice for improvement in their future presentations.

RECONSTRUCTION & RENEWAL



THE IMPORTANCE OF IDENTITY & REPUTATION FOR REBUILDING & RENEWAL

In the British Hills Reconstruction & Renewal hybrid course, students will consider the important aspects of town planning. By looking at examples of towns and cities that have undergone or are planning major redevelopments, such as Futaba, students will decide which aspects are the most important for a town, before putting together a proposal for the development (or redevelopment) of a town.

Lesson Goals

- Understand the importance that community plays in a town
- Identify the necessities required by a town
- Consider the type of people that a town tries to attract
- Understand the importance of reputation and how to counteract negative publicity
- Prepare and pitch a proposal for a town development plan

Why choose the Reconstruction & Renewal hybrid course?

The British Hills Reconstruction & Renewal hybrid course is designed for **intermediate learners** who are ready to develop their critical thinking, perspective taking and presentation skills and using them while thinking about the needs of a community.

In this course, learners will learn how to look at situations from another perspective. Through group discussions they will learn and practice how to use critical thinking to persuade others to their way of thinking through a well put together and considered proposal.

This course is perfect for students who want to learn how to find positive solutions to problems and communicate these solutions in English.

Course Outline

Self-Study

- Lesson 1: What Makes a Community?
- Lesson 2: Reputations & Public Opinion
- Lesson 3: Finding Positive Solutions
- Lesson 4: Urban Development

At British Hills

- Lesson 5: Working with your Political Party
- Lesson 6: Presenting a Proposal

SELF-STUDY LESSON 1: WHAT MAKES A COMMUNITY?

APPROXIMATE STUDY TIME

Lesson contents 60 minutes **Post-study** 30 minutes

LESSON GOALS

- Categorise different types of towns and how they serve their community
- Consider the most important aspects for town development
- Determine whether it is better to repair old towns or build new ones



WHAT STUDENTS WILL LEARN

How important is a community to a town? In this lesson, students begin by learning about what makes a community, what happens when a major event breaks up the community and what happens after the event. Can communities be rebuilt?

SELF-STUDY LESSON 2: REPUTATIONS & PUBLIC OPINION

APPROXIMATE STUDY TIME

Pre-study 30 minutes **Lesson contents** 120 minutes **Post-study** 30 minutes

LESSON GOALS

- Understand how important a reputation is for people, businesses and places
- Think about ways to repair a bad reputation
- Consider what options are available if a reputation cannot be repaired

Case Study One Big City Bank (UK): Data Breach

Date: December 2013
Impact: 3.1 million accounts

Type of data breach:
"Twenty-one million of our UK and Ireland customers and 2.9 million of our overseas branch customers had their details leaked."



WHAT STUDENTS WILL LEARN

How important is reputation? In this lesson, students begin by learning about how a reputation can make or break a person, business or place. They will then look further into why these reputations came about and look for ways to change them.

SELF-STUDY LESSON 3: FINDING POSITIVE SOLUTIONS

APPROXIMATE STUDY TIME

Pre-study 30 minutes **Lesson contents** 90 minutes **Post-study** 60 minutes

LESSON GOALS

- Learn how to find positive points in negative situations
- Learn how to use these positive points to counteract a bad reputation
- Discover how political parties use these skills to answer difficult questions



WHAT STUDENTS WILL LEARN

How does a political party change public opinion? Students will look at problems from different perspectives to find good points in a seemingly bad situation. They will consider not only their own opinions but also think about public opinion and learn how to present a different point of view.

SELF-STUDY LESSON 4: URBAN DEVELOPMENT

APPROXIMATE STUDY TIME

Lesson contents 60 minutes **Post-study** 90 minutes

LESSON GOALS

- Understand all the important elements required to build a successful town
- Consider what type of town would be suitable in a specific location
- Think about the type of people you want to attract to that town



WHAT STUDENTS WILL LEARN

Using Futaba as an example, and the skills they have gained from the first three lessons; students will think about what type of town they would like to see built in a specific location. They will also consider who would be suited to living, working or visiting that town. And what incentives could be offered to these people to do so.

AT BRITISH HILLS: POLITICAL PARTIES & PROPOSALS

CONSOLIDATE AND BUILD ON YOUR SELF-STUDY WHILE AT BRITISH HILLS

WORKING WITH YOUR POLITICAL PARTY

WHAT IS THIS CLASS

In this lesson, students will work together to form a proposal for the redevelopment of a town. Working in teams, they will create a political stance and use this when making decisions about the town and to prepare to be questioned by their peers about their decisions.

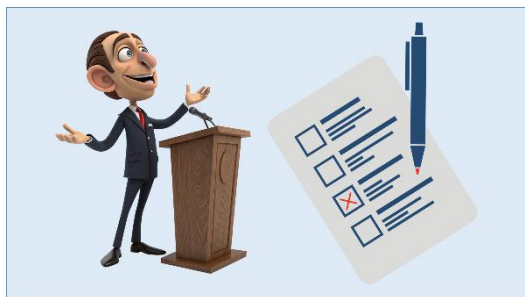
LESSON OUTLINE

Students will first share their research regarding what type of town would be suitable for a particular group of people and ways to attract those people to the town. They will then combine their ideas and put together a proposal for the building or re-building of that town. They will consider all aspects of the town's needs and think about what questions the public may have about their proposal. They will then practice asking each other questions about their reasonings behind their decisions.



PRESENTING A PROPOSAL

WHAT IS THIS CLASS



In this lesson, students will work together to present their proposal to an audience of their peers. They will also be given the opportunity to question the other parties about their decisions as well as defending their own choices. Each student will have an opportunity to speak and demonstrate their understanding of their party's viewpoint.

LESSON OUTLINE

Groups will take turns to present their proposal to their peers, followed by a Q&A session from the class to get an idea of how the public would view their idea. After all the proposals have been heard, the class will hold a poll where the students will represent a sample section of the country and vote for which proposal they think is in the towns' best interest. After the presentations, the teacher will provide feedback and discuss whether the winner was due to the best idea or the most persuasive proposal.



British Hills