



Bad Vibes

Noisy Choices

Timetable

Teacher: Lesson:

Group: SEN students:

Date: Support Staff:

Room:

Focus

In this lesson students work in small groups and as a whole class to make decisions about noise pollution. It is a good opportunity to practise communication and negotiation skills.

Objectives

Students will learn to:

- Make judgements about different noises and their possible effects on others.

Outcomes

All students will be able to:

- Give examples of noises they could generate that might annoy others.

Most students will also be able to:

- Explain why noises they could generate might annoy others.

Some students will also be able to:

- Identify possible long-term consequences of these noises.

Resources

- 'Bad Vibes' programme
- large sheets of paper with position statements on them (Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree)
- worksheet *Noisy Choices*

Starter (10mins)

1. Show the 'Bad Vibes' programme, or alternatively just the section on ear defenders.
2. Ask students to make a list of the loud noises they make that could affect others. Give students three minutes to carry out this task.
3. Ask different students to give you one from their list. Summarise the class contributions.



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Main (30 mins)

1. Introduce the idea that Professor Trevor Cox carries out research on the causes and consequences of noise pollution, so that he can identify ways of reducing it
2. Give the students five minutes to complete the *Noisy Choices* questionnaire. Put the poster sheets on the wall (or ideally do it before the start of the lesson). At one end of the room put up a sheet of paper with “Strongly Agree” on it. At the other end of the room a sheet with “Strongly Disagree”. Arrange the other sheets appropriately.
3. When the students have completed the questionnaire read out a statement and ask the students to stand next to the sheet which reflects what they think about the statement.
4. Ask a representative from each group to say why they think that about the statement.
5. After all the groups have given their reasons ask the students if any want to change their position. If any students move ask them to explain why.
6. Repeat this for each of the statements, or choose the statements you want to focus on.
7. Sensitivebly debrief the activity by summarising the choices people made and why.

Plenary (25 mins)

1. Collate the responses from the questionnaire through a show of hands.
2. Provide students with a scenario to assist them in summarising key ideas, e.g. choose one of the statements about noise that annoys you. Summarise:
 - (a) two viewpoints people may have, and explain why;
 - (b) how you would try to persuade someone to change their mind.

