

Offshore Wind: Renewable Energy in the East Riding

Class	Room	Date	Lesson context
Student info/Differentiation (<i>SEN/G&T</i>) PLTS			
Learning Outcomes: <ul style="list-style-type: none"> • Understanding what is meant by ‘non-renewable’ and ‘sustainable’ energy resources. • Why nuclear energy is also a non-renewable resource • Which are the key forms of sustainable energy • Why East Yorkshire is well placed to exploit offshore wind energy • Practical aspects of the industry: energy production, logistics, potential • Issues raised by ecologists, NIMBYists, the fishing industry • Responses to the issues raised • The support of Friends of the Earth and DECC for offshore wind • The wide variety of jobs associated with offshore wind and the qualifications needed to perform them 			
Key Concepts: <ul style="list-style-type: none"> • The energy crisis • Renewables • Local job prospects 		Properties: Normal classroom furniture: Whiteboard and projector Sound system A table/double desk Several chairs Highlighter pens <i>Costumes are mentioned, but are not necessary, they just give students a sense of how their character is meant to look.</i>	

<p>Pre-lesson planning:</p> <p>Photocopy a class set of: ‘Offshore Wind: Renewable Energy in the East Riding’ scripts.</p> <p>Print out and laminate the Character Cards</p> <p>Use prior data to allocate the character parts according to literacy levels.</p> <p>Make a sound file/Power Point presentation using PPO’s (Power Point Operator)’s stage directions – <i>there are copyright issues here , not sure how to get over them. HETA might possibly supply a CD?</i></p> <p>Check props (see Properties above)</p>	<p><i>Every member of the class needs a copy of the script to refer to later, when they start work on the worksheet or get involved in script writing themselves.</i></p> <p><i>Asterisks on each Character Card indicate the complexity of each part- the more asterisks, the more they have to say.</i></p> <p><i>Students like having props, but they are not necessary - everything can be mimed or improvised.</i></p>	
<p>Lesson:</p>	<p>Points arising</p>	<p>Timing</p>
<ol style="list-style-type: none"> 1. Explain that the class will act out a short scripted drama about the offshore wind industry. 2. Hand out laminated Character Cards and copies of ‘Offshore Wind: Renewable Energy in the East Riding’. 3. As you take the register, students familiarise themselves with their Character and look through the script for their lines. Some may need to highlight them. 	<p style="text-align: center;">5 mins</p> <p><i>Highlighter pens needed.</i></p>	
<p>Scripted drama role play</p> <ol style="list-style-type: none"> 4. Maximise the acting area at the front of the classroom by moving front row desks and chairs backwards. 5. Position Power Point Operator (PPO) at the computer to work the sound file/Power Point. 6. Place Narrators 1, 2 and 3 (N1, N2, N3) to the side of the PPO or leave 		

<p>them at their desks where they don't impede the action 'onstage'.</p> <p>7. Put Lloyd Sugar, Sharon Brady and Mick Hewer at a desk close to the whiteboard, preferably at an angle so they can be seen by the rest of the class.</p> <p>8. Sit Secretary at the other side of the whiteboard and gather the Apprentices next to him/ her ready for their cue.</p> <p>9. Act out the script one scene at a time.</p> <p>10. Discuss any points or issues arising.</p>	<p><i>Interesting and productive discussions can happen as students act out the scripts, so timings are approximate.</i></p>	<p>5 mins approx</p> <p>20 - 25 mins approx</p>
<p>11. Students return to their seats and complete the worksheet using information in the script</p> <p>OR</p> <p>Answer GCSE exam style questions based on the script</p> <p>OR</p> <p>Do more research based on the script – e.g. the Dragons never ask about the cost of building wind turbines and how long before the energy output covers the cost. Students could do that research and write a short addition to the script using the information.</p>		<p>20 mins approx</p>
<p>12. Plenary:</p> <p>Place Post It notes on every desk. Students write one thing they learned this lesson about offshore wind.</p> <p>OR</p> <p>Choose one job in the offshore wind industry that they would be interested in doing.</p> <p>Slap the Post It notes high on the nearest classroom wall if they intend to investigate the opportunities further, low if they do not.</p>		<p>5 mins</p>