

## Teacher Notes – Session 2 - what are current affairs and who decides what is important?

**Question Time: what are current affairs and who decides what is important?**



= **events of political or social interest and importance happening in the world at the present time.**

Examples of current affairs in 2021 could be:

Covid – lockdowns, vaccinations, illness

England Football Team – Taking the Knee, Racism, Fan violence

Extreme weather – Climate Change, Flooding, should we eat meat

Gang violence – knife crime, drugs, peer pressure



Top issues after Covid 2021 First 6 minutes only

Activity: In your groups or pairs decide on the three most important issue that are Current Affairs. You must have one each from the following;

- **A national issue**
- **A Global issue**
- **A school based issue**

The opening to this session is all about getting students to recognise that certain types of issues and topics are debated nationally. Hopefully they will understand something of the four examples given as well as the two topics discussed in the Economist film. The role of the teacher is to facilitate a short discussion to bring out that understanding and to give students confidence that they can participate in debate and discussion of these sorts of 'Current Affairs.'

Students agree topics and will write notes about a national, a global and a school based issue in their workbook.

## Question Time: Different topics that dominate Current Affairs



Newspapers often set the 'agenda' for Current Affairs even though fewer and fewer people actually read them. Newspapers often have Stories on;

Politics    Sports    Business    Relations with other Countries

Celebrity TV    Covid    Crime    The price of things



**You are more likely to get your news from Social Media in a daily 'feed'. Have a look together at the BBC News feed and as a class pick 3 stories to look at and discuss.**

**In your booklet make a note of the stories that your class picked and briefly describe what each story is about and why it might be interesting.**

<https://www.bbc.co.uk/news>

In this activity you are going to lead a class discussion and the selection of three news stories from the BBC News website. The Hyperlink will take you to today's Headlines page. You need to help the students select the three stories by giving them a sense of what each is about so that they can prioritise levels of importance. Please encourage the whole class to take part in picking the three stories rather than allowing a small number to decide on everyone's behalf.

Once the class has decided on the three most significant stories they will write a brief summary on each in their workbook.

## Question Time: Case study of Current Affairs – The Effects of COVID 19



To understand Current Affairs we need to feel confident that we understand the issues and can follow the story.

In your Pair or Group you are now going to discuss and debate the issue of how COVID has effected different aspects of our lives. Your topics are;

**Socialisation** – Social Distancing, Family Bonding  
International Travel, Social Media

**Health** - Deaths, catching COVID, Symptoms,

**Education** – Distance Learning, Online lessons  
Exams, Home schooling

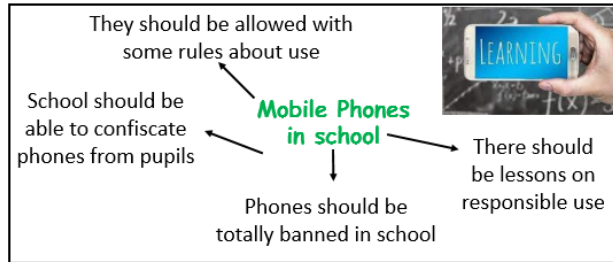
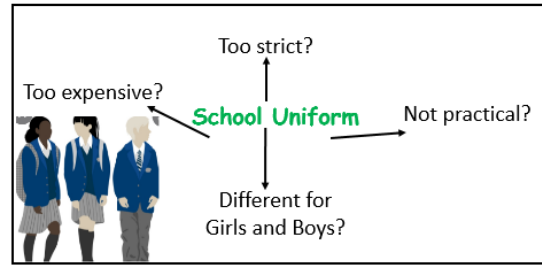
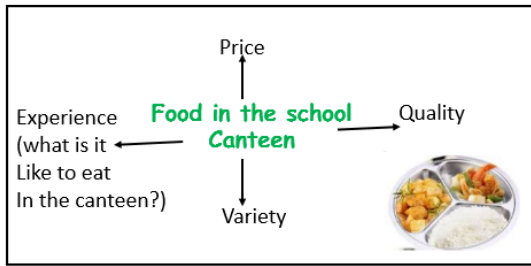
**Economy** - Shopping, Unemployment,  
Working from Home

**Remember our guide to effective debating from last week:**

- Stay calm and be polite
- Listen to others questions and ideas
- Speak clearly and look at the others as you speak

Everyone will have lots of ideas and opinions about the way that COVID has impacted their lives. This activity is designed to get the students talking and debating the issues on a topic where they have lots of knowledge. Your role is to keep a good pace so that each of the four sub topics are discussed. You should move the discussion on every three minutes. If you feel that there is time you could ask selected students to feedback to the class as a plenary.

**Question Time: What are the Current Affairs in your School**



**Activity:** In your pair or group you are going to discuss each of these topics where you try and find both sides of the debate. If there is a another issue in your school that is a 'Current Affair' then you should add that to your topics for debate.

**Sum up both sides of each issue in your workbook.**

The final activity for this session involves students debating three topics that every school aged teenager in the country will have an opinion about. Again, the idea here is to have students discuss and debate on a topic where they feel confident and where they may have direct experience. If there is a topic in your school that is live and where students will be discussing it outside lessons please ask students to drop one of the suggested topics and substitute in the school specific one.

For each topic the student workbook asks that they start by thinking about opposite side of the issue that a teenager might be expected to agree with. The idea here is that when debating we must be able to see both sides of the topic.

There is a note taking page in the student booklet for students to record their ideas.