

Section 3: Citizenship in Secondary Schools

Chapter 7: Learning and Teaching Strategies



Introduction

Citizenship education emphasises approaches to learning and teaching based on real-life, everyday experience and active involvement.

This chapter considers the sorts of approaches to learning and teaching that are most appropriate for citizenship education and reflects on their implications for practice, both for individual teachers and for the school as a whole.

It is relevant for anyone involved in teaching, leading, co-ordinating or promoting citizenship education in secondary schools.

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Learning climate

KEY ISSUES

What sort of school climate encourages citizenship learning?

How do you develop this?

How do you deal with racist or insensitive comments?

What sort of school climate encourages citizenship learning?

Citizenship learning is most effective when it takes place in a climate that is non-threatening, in which students can express their opinions freely and without embarrassment and use their initiative without undue fear of failure.

How do you develop this?

Such an atmosphere takes time to develop and is built up gradually. Strategies that help include:

- ground rules – best when students are allowed to develop and test their own
- paired/small group work – less threatening than having to face a large group
- conducive seating arrangements – creating a more open and inclusive atmosphere, e.g. a circle for discussion
- warm-ups and de-briefs – helping students to get to know and trust each other and feel included
- giving everyone something to do – preventing individuals feeling left out and building up a sense of group solidarity, e.g. voting or 'round robins'
- achievable goals – creating a feeling of success/avoiding a sense of failure
- catering for different learning styles – a range of activities employing different kinds of learning, e.g. visual, physical, written or oral.



How do you deal with racist or insensitive comments?

Almost any issue can prove sensitive to specific individuals, especially those that relate to personal identity and behaviour, or family lifestyle and values.

To minimise the risk, make yourself aware of the religious and ethnic differences and different experiences of the groups with whom you work. Establish clear ground rules on how insensitive comments are to be dealt with, for example 'no put-downs', or 'don't get personal'.

Remarks that are racist, sexist, homophobic or demeaning in other ways should be challenged and dealt with firmly.

Dealing with racist remarks raises difficult issues for the teacher. What constitutes a racist remark can be matter of perception. What is offensive to one person may be a lawful – albeit extreme – political opinion for another. Direct confrontation can make students feel 'got at' and risks alienating them and their families. It can also make students on the receiving end of racist remarks feel they are always treated as victims.

While it is always important to challenge remarks of this nature, you are more likely to encourage young people to re-evaluate their views if you are able to keep open the possibility of dialogue by, for example:

- challenging racist remarks indirectly – e.g. 'Where did you get that view from?' or 'Why do you think it is all right to say that?'
- making it clear that everyone has racist thoughts and feelings of some kind – e.g. 'Is there anyone here who has never had a racist thought?'
- giving students a role in dealing with it themselves – e.g. through circle time, student councils or committees
- exploring the issue in the wider citizenship curriculum as a justice or equality issue – e.g. through role play or case studies
- evaluating the kind of beliefs and values encountered in these sorts of situations – e.g. through literature, film or drama

REMEMBER

A written race equality policy is required by law in all schools and also by local authority services. You should make yourself familiar with this and other equal opportunities policies, and any formal procedures that are in place in your organisation for recording and dealing with incidents relating to them.

IMPROVING PRACTICE

- 1 **Devise a group activity to help students establish their own ground rules for classroom work. What mechanisms could you use to help them review and amend their rules on subsequent occasions?**
- 2 **What issues of class management are raised by gender differences? How can they be overcome?**
- 3 **How would you respond to a student who says, 'I'm a racist and I'm as entitled to express my views as anyone else – it's a free country'?**

Topical and controversial issues

KEY ISSUES

What makes issues topical and controversial?

Why teach about them?

How do you avoid bias?

Can you express your own views?

FOCUS

Section 407 of the Education Act 1996 requires that, where political or controversial issues are brought to students' attention, students must be offered a balanced presentation of opposing views.

FOCUS

Section 406 of the Education Act 1996 forbids the promotion of partisan political views in the teaching of any subject in schools.

What makes issues topical and controversial?

Topical and controversial issues are issues which are current and about which different groups disagree and hold strong opinions. They divide society and arouse strong feelings and/or deal with fundamental questions of value and belief, for example immigration, abortion, gay rights.

Why teach about them?

Topical and controversial issues are part of life. Students are aware of and want to talk about and understand such issues. To shelter students from them is to leave them ignorant about some of the major issues of the day and unprepared to deal with them.

How do you avoid bias?

While there is no 100 per cent foolproof system for avoiding bias, there are strategies that help to minimise it, including:

- making sure all sides of an argument are heard
- presenting opposing views in a balanced way
- not presenting evidence as if it is incontrovertible
- challenging popular/conventional views
- not setting yourself up as the sole authority on a subject
- not presenting opinions as if they are facts
- establishing a climate in which all feel able to contribute.

By far the most important, however, is to **equip students with the ability to recognise bias themselves**, for example, by:

- comparing news stories from different media/websites
- studying images in magazines
- exploring the use/abuse of statistics
- setting exercises to distinguish fact from opinion.

Can you express your own views?

It would be quite wrong, as an educator, to express your own personal views on an issue in such a way as to undermine the ability of students to think critically about it. In secondary schools, it could also be against the law.

However, expressing an opinion is not necessarily the same as advocating it. Teachers can also express personal opinions for educational reasons, for example to provoke discussion or introduce new or unfamiliar ideas.

This is perfectly valid, providing you make sure that you are not thereby unintentionally introducing bias in some other way – for example through tone of voice or emphasis – or encouraging students to break the law.

Ultimately, whether you choose to reveal your own opinions depends on:

- how likely you are to influence the student(s) as a result
- how comfortable you feel personally about revealing them.



Opportunities for expressing personal opinion are likely to become more frequent as students grow older and less susceptible to adult influence. Broadly, there are three approaches to teaching controversial issues:

- 1 Neutral – expressing no personal views at all
- 2 Balanced – presenting a range of views, including ones you may disagree with personally
- 3 Committed – making your own views known as a participant in the group.

Used in isolation or rigidly each approach has its shortcomings – but used judiciously and/or in combination all can help to minimise the risk of biased teaching.

IMPROVING PRACTICE

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|--|--|
| <p>1 What are the respective advantages and disadvantages of:</p> <ol style="list-style-type: none"> a) a neutral approach? b) a balanced approach? c) a committed approach? <p>Do these vary with the age and maturity of the student?
If so, how?</p> | <p>2 Should students be free to express whatever opinions they like in citizenship lessons? Why or why not?</p> <p>3 Do students have a right to know the personal views of their teachers? Why or why not?</p> <p>4 Are there any topical and/or controversial issues on which it is inappropriate for educators to be neutral? If so, which and why?</p> |
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Active learning

KEY ISSUES

What is active learning?

Why is it important in citizenship education?

What does it involve?

How does it work?

What is active learning?

Active learning is learning by doing. It is learning through experiencing situations and solving problems for yourself, instead of being told the answers by someone else. Active learning is sometimes referred to as experiential learning.

Active learning may lead to but is not the same as 'active citizenship'. 'Active citizenship' refers to any way in which a citizen can be actively involved in the life of the community – locally, nationally or internationally. Active learning is a means by which citizens acquire the expertise and experience needed to do this.

Why is it important in citizenship education?

Active learning is important in citizenship education because being a citizen is essentially a practical activity – it is something we 'do'.

We learn about democracy by engaging in the democratic process, how to debate by taking part in debates, and what it is to be responsible through the exercise of responsibility.

What does it involve?

In citizenship education active learning refers both to learning which is achieved directly through engagement with real issues and events and that which is achieved indirectly through the use of activities based on imagined or hypothetical situations.

1 Real issues and events

Involving students in real issues and events in the life of their school or the wider community gives them first-hand experience of citizenship in action.

Opportunities include involvement in:

- school democracy – e.g. class and student councils
- local democracy – e.g. youth councils, area forums
- peer mentoring – e.g. playground buddies
- community events – e.g. Make a Difference Day
- campaigns – e.g. about public transport, or personal safety
- regeneration projects – e.g. recycling, conservation
- public consultations – e.g. lowering the voting age
- charity support – e.g. Comic Relief.

2 Imagined or hypothetical situations

Involving young people in imagined or hypothetical situations enables them to experience vicariously aspects of citizenship they are unable to experience first-hand, including through:

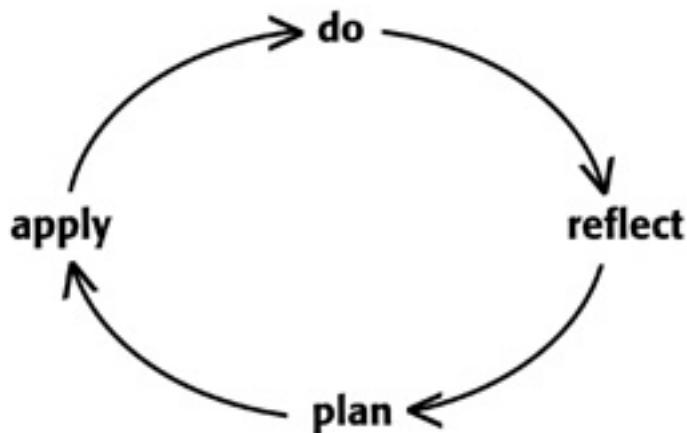
- picture books – e.g. *Where the Wild Things Are*
- role play and simulations – e.g. mock trials and elections
- drama and story – e.g. *Animal Farm*
- games – e.g. trading games.

- “ At key stages 3 and 4 pupils should be taught to:
- negotiate, decide and take part responsibly in both school and community-based activities
 - reflect on the process of participating. ”

Citizenship programmes of study

How does it work?

Active learning is a **cyclical** process. In order for it to be effective, students need time to reflect upon what they have done and experienced. They also need time to draw from what they have learned and to plan how they can apply this in future situations.



The crucial part of the active learning cycle is the element of **reflection**, sometimes referred to as de-briefing. It is in the de-briefing process that students become conscious of what they have learned and their experience becomes a genuinely educational one. Activities to stimulate reflection on learning include:

- one-to-one or group interviews
- discussion
- presentations
- journals, logbooks or diaries
- displays or exhibitions
- videos.

IMPROVING PRACTICE

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|---|--|
| <p>1 What activities could you use to help students reflect on the citizenship learning they have acquired through designing and carrying out an investigation into safe routes to school?</p> | <p>3 What is the role of the teacher in facilitating active learning in citizenship education? Does it depend on the age of the students? If so, how? How would you build active learning into citizenship education for:</p> |
| <p>2 For what sorts of citizenship learning is simulated experience more appropriate than actual experience? Think of some specific examples and the kind of activities that might be used to provide this experience.</p> | <p>a) Year 7 (11–12 year-olds)?
b) Year 10 (14–15 year-olds)?</p> |

Group discussions and debates



KEY ISSUES

Why is group discussion important in citizenship?

What form should it take?

What is the optimum size for a group discussion?

Why is group discussion important in citizenship?

Group discussion is important in citizenship education because it:

- gives students a voice
- is an important vehicle for learning
- is a citizenship skill in its own right.

It is also a requirement of the National Curriculum programmes of study for citizenship.

What form should it take?

Group discussions fall into two main categories:

- 1 Adversarial – when speakers try to win an argument or vote by asserting a case as forcefully as they can
- 2 Exploratory – when speakers try to reach a consensus or joint solution to a shared problem by engaging with each other's ideas.

Each is commonly encountered in contemporary social and political life and students need to become familiar with and try out both to be properly equipped for life as citizens in today's society.

What is the optimum size for a group discussion?

There is no optimum size for a group discussion – it depends upon the nature and purpose of the discussion. Different types of group have different functions in the classroom. It is important to be aware of these and be able to deploy a range of types appropriately. The three main ones are:

1 Pairs

Students tend to find paired discussion less threatening than speaking to the whole class. It is often used at the beginning of a session to test initial reactions or feelings towards an issue, and to help students develop ideas or arguments they can use in small-group or whole-class discussion later. It also ensures that everyone is engaged.

2 Small groups

Working in small groups gives students the opportunity to listen to and interact with a wider range of views and perspectives than is available in paired work. It therefore allows them to give more detailed feedback to the group as a whole. It also helps them to learn some of the skills associated with different roles in a team, e.g. group leader, rapporteur.

3 Whole class

Whole-class discussion gives students the experience of speaking in a larger public forum. It gives them an opportunity to hear new ideas and arguments and helps them gauge the range and strength of opinion amongst their peers. Whole-class discussion is often used in citizenship education as a prelude to action, such as letter-writing, instigating a campaign or planning a school or community project.

FOCUS

Formal debates

Formal debates are necessarily adversarial in nature. The aim is to win the argument, not to explore issues for their own sake. Two teams debate a motion, e.g. 'This house believes that GM crops should be banned.' One team speaks in favour and the other against, speakers from each team alternating. Each has an allotted amount of time to speak. Questions are invited from the 'floor', a vote is taken and the motion is either carried or rejected.

REMEMBER

Not all discussions are citizenship discussions. A discussion is only a citizenship discussion if it has a citizenship focus – i.e. it relates to a topical political, moral, social or cultural issue, problem or event – and engages students as citizens (rather than as private individuals).

IMPROVING PRACTICE

- 1 What different problems of management arise in paired, small-group and whole-class discussions? What can be done to overcome these?
- 2 In your own classroom or your school as a whole, what proportion of discussion work is adversarial and what proportion is exploratory? Do you consider this ratio to be satisfactory? Why or why not?
- 3 Choose a citizenship topic and plan two discussion activities – one adversarial, one exploratory in nature – appropriate for:
 - a) paired
 - b) small group
 - c) whole-class discussion.
- 4 How would you respond to the criticism that discussion is 'all talk and no action'?

Developing discussion skills

KEY ISSUES

What sorts of skills are needed in citizenship discussions?

How can you help students to develop these?

How do you get a discussion going?

What sorts of skills are needed in citizenship discussions?

Effective citizenship discussion depends upon a number of skills and aptitudes – general and specific to citizenship – including:

- social and communication skills – e.g. speaking clearly, taking turns and making appropriate eye contact
- use of appropriate vocabulary – e.g. terms such as ‘citizen’, ‘public interest’, ‘common good’
- recognition of different forms of argument – e.g. ‘slippery slope’, ‘lesser of evils’
- debating techniques – e.g. ability to argue a case, negotiate consensus, recognise and use rhetoric.

How can you help students to develop these?

Launching students into debates on challenging and controversial topics totally unprepared is a recipe for chaos. It is wrong to assume that the ability to participate in a discussion somehow develops naturally in students, for example it just ‘rubs off’. Students need to be taught how to discuss. Strategies to help include:

- setting limited, achievable goals – e.g. a successful ten minute discussion is better than a half-hour one that is a failure
- making the purpose clear – don’t just say ‘discuss x (a topic)’, specify the questions to be discussed
- using discussion cards – makes the activity less abstract (and gives students something to do with their hands!)
- assigning roles – e.g. chair, note-taker, rapporteur
- repeating/maintaining ground rules – better still, involve students in enforcing their own
- making it relevant – relate discussion topics to students’ experience and interests
- giving everyone something to say – e.g. by voting or ‘round robins’
- making it fun – e.g. using TV formats, such as *Question Time*, *Room 101*
- re-arranging seating – a circle or horse-shoe is usually best
- devising appropriate questions – ones that are simple, easy to understand and go to the heart of a topic, e.g. ‘Why should people pay tax?’
- encouraging students to generate the questions – allow them to devise their own questions on a topic and vote on which to discuss.

REMEMBER

You should encourage students to talk to each other in a discussion rather than to the teacher, for instance, by insisting they always respond to previous contributors, e.g. ‘I agree /disagree with x ...’, or ‘picking up on what Y said ...’

How do you get a discussion going?

To get a discussion going:

- find a stimulus that raises the issues to be discussed in an interesting way – e.g. a story, article, video-clip, photograph, unusual fact or an activity like a role play
- draw out the issues – e.g. identifying pros and cons, developing arguments for and against, listing/prioritising points
- allow time to think – a few minutes for silent reflection or jotting down ideas guarantees everyone has something to say
- make it topical and controversial – choose a topic on which students are likely to have different opinions (if they all agree there will be nothing to discuss!)
- don’t speak too much yourself – allow space for the students to talk
- wait before intervening – gives more thinking time and encourages the reluctant to speak
- de-brief – encourages reflection on the process of discussion work.



IMPROVING PRACTICE

- 1 Choose a citizenship topic and draw up a vocabulary list appropriate for a particular age group. How could you encourage students to use these in discussion?**
- 2 Choose a citizenship topic and devise some questions that are 'simple', 'easy to understand' and 'go to the heart' of the topic.**
- 3 Observe a discussion led by a colleague, or ask a colleague to observe one of yours. Compare the amount of time students spend focusing on the teacher when speaking to the amount of time they focus on their peers.**
- 4 Develop some general questions you could use to stimulate a citizenship discussion. For example, 'Can you say why you think that?', 'Who has rights in this situation?' or 'What would make the situation fairer?'**

Project work

KEY ISSUES

Why is project work important in citizenship?

What can young people learn from it?

What other benefits does it have?

What are the most effective forms of project work?

FOCUS

At Deptford Green School all students take GCSE Citizenship Studies. Coursework revolves around choosing a local issue, researching the facts and presenting a case to a local 'decision-maker'. Students visited the Convoys Wharf development site, researched and discussed its development, and formulated and presented their views. They are now working on a project to consult with young people across four schools on a proposed local Sixth Form Centre.

Why is project work important in citizenship?

Project work is important in citizenship education because it is:

- a form of active learning
- an opportunity for students to take responsibility for their learning.

Student investigation of a citizenship issue is also an essential 'coursework' component in GCSE Citizenship Studies.

What can students learn from it?

Project work helps students to develop a range of citizenship skills, including:

- research – e.g. drawing up questionnaires, carrying out interviews and surveys, using libraries, doing internet searches
- analysis – e.g. interpreting evidence, using statistics, recognising bias, summarising findings, making recommendations
- presentation – e.g. writing reports, public speaking, making handouts, preparing OHTs and Powerpoint displays.

Project work also helps students learn how information is collected and presented for public use in society, in particular by businesses, government and the media.

“ At key stage 3 pupils should be taught to analyse information and its sources, including ICT-based sources.

At key stage 4 pupils should be taught to research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing awareness of the use and abuse of statistics. ”

Citizenship programmes of study

What other benefits does it have?

Project work can be a powerful motivator for citizenship learning. Allowing students to use their initiative on an issue that concerns them can stimulate them to find out more about how their community is run, what barriers there are to change and how these might be overcome.

It also has a valuable role to play in the consultation process. Students are able to research information useful for decision-making in schools and other organisations and in the community at large.

What are the most effective forms of project work?

The most effective forms of project work are:

- youth-led – giving students a say in the choice of topics, research methods and ways of presenting their findings, appropriate to their age and maturity
- group-based – working with others helps students cope in unfamiliar and challenging situations and develop new social and communication skills
- action-orientated – integrated into some form of school or community-based action, e.g. a consultation on teaching methods, transfer between schools
- tightly-structured – project aims should be manageable and clear at the outset, research methods appropriate and practicable, deadlines set and individuals allocated to identifiable roles, and, where necessary, given training.

While a certain amount of adult support is almost always necessary at the beginning of a project, students should be encouraged to take increasing responsibility as time goes on.

IMPROVING PRACTICE

- 1 Draw up a checklist of questions to help students develop a proposal for a citizenship project.**
- 2 Choose a citizenship project – say, a review of a school's behaviour policy, or an investigation into a health and safety issue – and list the different kinds of citizenship learning that might be drawn from it. What would you need to do to ensure that this learning took place? How would you make students aware that it was citizenship learning?**
- 3 Consider ways in which student project work might be used to inform a school and its local community's consultation processes, for example on the timing of the school day, student voice, facilities for young people in the local community.**



Written activities

KEY ISSUES

Why is writing important in citizenship?

What can it help students to learn?

What other benefits does it have?

Why is writing important in citizenship?

Writing is important in citizenship education because it:

- gives students a voice
- is a medium for learning
- is a way of recording achievement
- is a vehicle for the development of literacy skills.

It is also a requirement of the National Curriculum programmes of study for citizenship.

“ At key stage 3, pupils should be taught to justify in writing personal opinions on topical issues, problems and events.

At key stage 4, pupils should be taught to express, justify and defend in writing personal opinions on topical issues, problems and events. ”

Citizenship programmes of study



What can it help students to learn?

Written work can help students to develop a wide range of citizenship skills, including how to:

- explain an opinion/argue a case/defend a view
- analyse information and its sources
- draw up an agenda/keep the minutes of a meeting
- make an application for funding/sponsorship
- write a news release
- produce publicity/campaign materials
- write content for a website
- draw up a questionnaire
- write a report
- produce handouts/presentations
- draft petitions/manifestos.

It is important that students learn how the written word is used to provide information and affect public opinion in society, in particular through the media, including the internet. It can also act as a vehicle for self-reflection and critical thought on citizenship issues, for example, through:

- personal writing – e.g. diaries, journals, logs
- creative writing – e.g. stories, raps, poetry
- extended writing – e.g. essays, critiques.

What other benefits does it have?

Written work has an important part to play in the assessment of citizenship learning. It is a source of evidence about students' achievements, and it can be used to test levels of knowledge and understanding, as well as skills of enquiry and communication, either individually or collaboratively in the form of paired or group assessment exercises.

It can also be used as the medium for an on-going dialogue between students and citizenship teachers, in which students are able to express their learning needs, receive feedback on progress and set themselves new targets to achieve.

FOCUS

Children's Express

Children's Express is a programme of learning through journalism for young people aged 8–18. It is all about getting the message across that young people have things to say on issues that affect them.

That is why 'members' (as the young people are called) do most of the work – coming up with the story ideas, as well as running and taking part in Members' Boards where they choose which stories to cover each month.

When doing a story, members don't just sit behind computers or interview people they know. They have to do their own research, write the questions and then do the interviews and roundtables. They also look through the transcripts of the interviews and roundtables with staff and edit down quotes into a final article, which is then sold to newspapers or magazines.

IMPROVING PRACTICE

- 1 **Do an audit of the kinds of written work currently employed in citizenship education in your school. What does this say about your current practice? How could you ensure you include a range of different written activities over the year?**
- 2 **Devise a creative writing activity to help students explore a citizenship issue. How could you make sure that this is genuinely an exercise in citizenship learning and not simply an exercise in creative writing?**
- 3 **Create a writing frame to help young people write a letter to a newspaper or magazine arguing for a change in the law on an issue about which they feel strongly.**
- 4 **How could you respond to the view that writing is 'boring and kills citizenship education stone dead'?**

1 Assessing group work through peer assessment

Study the information below:

- 1 Choose one of the peer assessment methods suggested and use it to try to assess the citizenship learning taking place in a small-group activity.**
- 2 After the exercise, consider:**
 - **How well did it work?**
 - **What kind of learning outcomes did it measure?**
 - **What do you see as its main advantages and disadvantages?**
- 3 Now ask your students what they thought about it.**

Peer assessment can be particularly useful for assessing citizenship learning through group work, especially skills of participation and responsible action.

By providing them with a checklist and discussing what to look for in group work (including aspects of group dynamics and roles of responsibility), students are able to assess each other's contribution. Group members feed back their assessment to the rest of the group through a **reflection sheet**. Alternatively a student observer can be appointed to each group and feed back his/her assessment through a **group assessment chart** as shown below.

Someone who organised the group	Someone who helped others	Someone who made links to other groups
Someone who helped others stay focused	Someone who asked useful questions	Someone who found useful resources

It is also possible to allocate an overall mark for group work to reflect on individual contributions.

You can do this by basing 80% of the group mark on teacher observation, and asking the group to allocate each member a suitable mark for their contribution using the 20% left over.

Another way is to multiply the mark arrived at through teacher assessment by the number of students in the group and ask group members to allocate the total between them in a way that reflects their individual contribution – setting a limit on the maximum and minimum mark they may give.

2 Assessing discussion and debating skills

Study the assessment tool below.

1 What do you see as the advantages and disadvantages of using a tool like this for:

- a) student self-assessment?
- b) peer assessment?
- c) teacher observation?

2 Try it out in practice and see what your students think.

What was the discussion or debate about?

In which lesson did you take part in the discussion or debate?

SKILLS FOCUS
 Tick the box next to the face which describes your achievement in each of the skills

☹ = not very good 😊 = good 😄 = brilliant

Planning what to say	☹		😊		☹	
Speaking in front of others	☹		😊		☹	
Speaking without reading notes	☹		😊		☹	
Asking other people questions	☹		😊		☹	
Following what others say	☹		😊		☹	
Answering others' questions	☹		😊		☹	
Encouraging others to contribute to discussion	☹		😊		☹	
Summing up at the end	☹		😊		☹	
What did you do well in preparation for and during the debate?	☹		😊		☹	

SKILLS FOCUS

Which areas do you think you need to work on to develop your debating skills?

What can you do to improve in these areas?

QCA, 2003

3 An essay-writing frame

Study the model writing frame below.

- 1 Choose another citizenship essay question, fill in the writing frame appropriately and try it out with a group of key stage 3 or 4 students.**
- 2 Does the writing framework work well as it stands or does it need amending in some way? If so, how?**
- 3 Are there any kinds of citizenship essay question for which this writing frame would not be appropriate? If so, which?**

'Britain should join the euro today.' Discuss.

<p>The Euro is...</p> <p>EU countries that have joined it include...</p> <p>EU countries that haven't joined it are...</p> <p>In this essay, I aim to...</p>	<p>Introduction</p> <p>You use this bit to define any key words from the essay title and explain what you hope to achieve in this essay. This shows you understand the question.</p>
<p>An argument for Britain joining the Euro is...</p> <p>However, an argument against Britain joining the Euro is...</p>	<p>First paragraph</p> <p>Go into detail here. Say if you agree with these arguments – and why/why not.</p>
<p>A second argument for Britain joining the Euro is...</p> <p>On the other hand, Britain shouldn't join because...</p>	<p>Second paragraph</p> <p>(Repeat as many times as you can.)</p>
<p>My opinion about Britain joining the Euro today is...</p> <p>I believe this because...</p> <p>I do/don't think Britain should [the alternative] because...</p> <p>I believe this because...</p> <p>Overall...</p>	<p>Conclusion</p> <p>Justification</p> <p>Argue against the theory you don't agree with – say why. 'Because I say so' isn't an argument.</p>

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