

# 1a. 'Teaching' live content



## Engaging them at the start:

1. Set pre-teaching tasks/questions prior to the session to allow thinking time & activate prior learning
2. Provide a starter question or warm up task whilst students 'enter' lesson
3. Empower students to 'lead' parts of lesson

# Pre-Task Questions - Politics



- Students given preparation task to then discuss during live meeting

## Preparing for the Live Meeting - Politics

On Tuesday, during our live get together, I would like us to discuss and reflect on the British government's response to Covid-19 and consider how effective or not you believe their actions and responses have been to the pandemic.

To prepare for the discussion, you may wish to watch the Channel 4 dispatches programme. It is now available here:

<https://www.channel4.com/programmes/coronavirus-did-the-government-get-it-wrong>.

You could also look at some YouGov polls,

eg: <https://yougov.co.uk/topics/politics/articles-reports/2020/06/03/approval-government-handling-coronavirus-sinks-low>

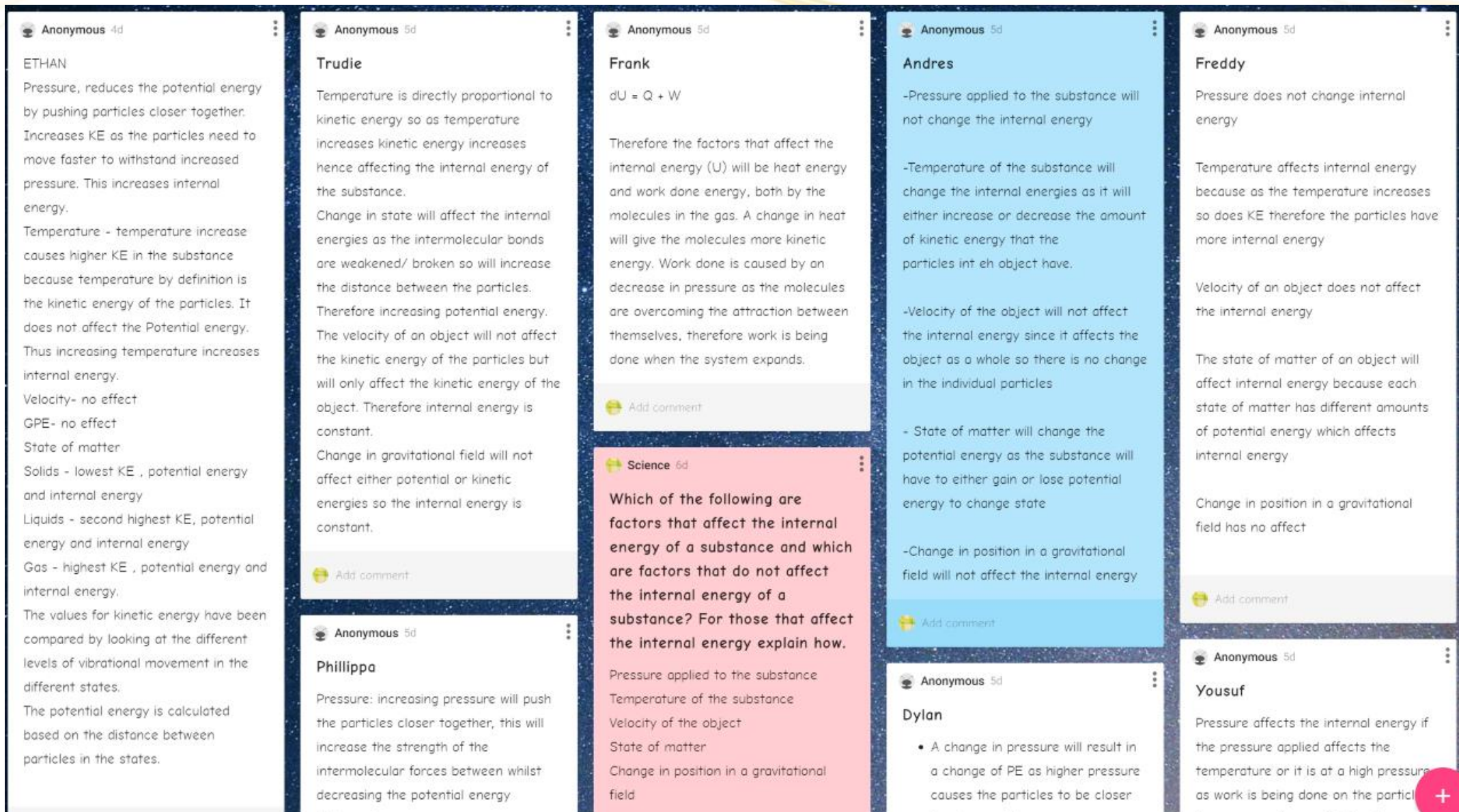
The Government response is also quite

interesting: <https://healthmedia.blog.gov.uk/2020/06/03/response-to-channel-4-dispatches-britains-coronavirus-catastrophe-did-the-government-get-it-wrong/>

## Questions for discussion:

1. What do you think were the government's greatest mistakes when dealing with coronavirus?
2. Do you think that the government ever considered a policy of 'herd immunity'?
3. Should the government have issued an apology over the actions of Dominic Cummings?
4. Is it fair to place blame on the government for the significant death toll in the UK?
5. What impact do you think that the coronavirus will have on government and politics?

# Pre-Task on Padlet - Chemistry



**Anonymous 4d**

**ETHAN**

Pressure, reduces the potential energy by pushing particles closer together. Increases KE as the particles need to move faster to withstand increased pressure. This increases internal energy.

Temperature - temperature increase causes higher KE in the substance because temperature by definition is the kinetic energy of the particles. It does not affect the Potential energy. Thus increasing temperature increases internal energy.

Velocity- no effect

GPE- no effect

State of matter

Solids - lowest KE , potential energy and internal energy

Liquids - second highest KE, potential energy and internal energy

Gas - highest KE , potential energy and internal energy.

The values for kinetic energy have been compared by looking at the different levels of vibrational movement in the different states.

The potential energy is calculated based on the distance between particles in the states.

**Anonymous 5d**

**Trudie**

Temperature is directly proportional to kinetic energy so as temperature increases kinetic energy increases hence affecting the internal energy of the substance.

Change in state will affect the internal energies as the intermolecular bonds are weakened/ broken so will increase the distance between the particles. Therefore increasing potential energy.

The velocity of an object will not affect the kinetic energy of the particles but will only affect the kinetic energy of the object. Therefore internal energy is constant.

Change in gravitational field will not affect either potential or kinetic energies so the internal energy is constant.

**Anonymous 5d**

**Frank**

$dU = Q + W$

Therefore the factors that affect the internal energy (U) will be heat energy and work done energy, both by the molecules in the gas. A change in heat will give the molecules more kinetic energy. Work done is caused by an decrease in pressure as the molecules are overcoming the attraction between themselves, therefore work is being done when the system expands.

**Science 6d**

**Which of the following are factors that affect the internal energy of a substance and which are factors that do not affect the internal energy of a substance? For those that affect the internal energy explain how.**

Pressure applied to the substance

Temperature of the substance

Velocity of the object

State of matter

Change in position in a gravitational field

**Anonymous 5d**

**Andres**

-Pressure applied to the substance will not change the internal energy

-Temperature of the substance will change the internal energies as it will either increase or decrease the amount of kinetic energy that the particles in the object have.

-Velocity of the object will not affect the internal energy since it affects the object as a whole so there is no change in the individual particles

- State of matter will change the potential energy as the substance will have to either gain or lose potential energy to change state

-Change in position in a gravitational field will not affect the internal energy

**Anonymous 5d**

**Freddy**

Pressure does not change internal energy

Temperature affects internal energy because as the temperature increases so does KE therefore the particles have more internal energy

Velocity of an object does not affect the internal energy

The state of matter of an object will affect internal energy because each state of matter has different amounts of potential energy which affects internal energy

Change in position in a gravitational field has no affect

**Anonymous 5d**

**Phillippa**

Pressure: increasing pressure will push the particles closer together, this will increase the strength of the intermolecular forces between whilst decreasing the potential energy

**Anonymous 5d**

**Dylan**

- A change in pressure will result in a change of PE as higher pressure causes the particles to be closer

**Anonymous 5d**

**Yousuf**

Pressure affects the internal energy if the pressure applied affects the temperature or it is at a high pressure as work is being done on the particles

# Task to activate/retrieve prior learning

Topic

Know

1. W

2. W

3. W

4. W

5. W

re

6. W

7. W

8. W

9. W

**A** Particles in a solid, liquid, and gas state.

**B** Sparkler 200 °C, Water 80 °C.

**C** Hand holding a metal rod, and a lit candle.

**D** A metal rod with a handle and a ring.

**E** Three mugs of tea with steam rising.

**F** Paperclips on a string over a candle flame. Questions: "Which paperclip will fall off first and why?" and "The paperclips are held on with Vaseline".

**G** A beaker of water being heated by a candle. Label: "Candle".

**H** A cartoon snowman.

**I** Three boxes labeled "matt black", "white", and "shiny silver".

**J** A radiator.

# Starter - MFL

- 'Warm up' to engage students before beginning main task

## TASK 1 - The Human and Physical Geography of Spain



### Key

Capital city	★
Other major cities	●
Rivers	~~~~~
Mountains	▲

### WARM UP TASK:

Mark on your map:

- The capital city of Spain
- 12 other major cities
- 3 rivers
- 2 mountains and their height in metres

# Students Leading - Economics



- Students prepare a topic to talk about in live lesson

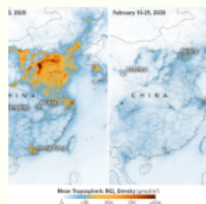
For our live session....

- 1) Go to [showbie](#) and read the article from the economist  
Think about the following discussion questions:
  - a) What does this article have to do with the law of diminishing returns?
  - b) What does the graph in the article show?
  - c) Do you agree or disagree with this article?
- 2) Prepare 1 slide on something micro of your choice to share at the live session – these **must** be emailed to me by 9am Thursday morning for me to make into the lesson slide for the live meeting!

## Negative & positive externalities of the Covid-19 pandemic.

- Macroeconomic fall-out – lost jobs, incomes, higher tax burdens in the future as government debt rises
- Risk of a permanent loss of output / productive capacity (known as hysteresis effects) which lowers per capita living standards
- Social behaviours that spread infection (low private cost, high private benefit + high social cost) – some behaviours stemming from ignorance
- Panic buying in supermarkets – food supplies are rival in the immediate period, reduces supply for others e.g. key workers
- Threats to social capital and the social contract between people and government
- Externalities from mental health impact
- Impact on inequality (local, national, global)

- Reduced pollution including lower CO2 and NO2 emissions, cleaner oceans
- Increased community engagement
- Enhanced corporate social responsibility
- Social benefits of herd immunity → people can begin to return to normality.



## Alternative views of consumer behaviour

### The reason consumers may not behave rationally:

- Consideration of the influence of another people's behaviour
- Habitual behaviour (repeat purchases, becomes automatic)
- Consumer weakness at computation (maths skills, offers that aren't actually offers)

### Ways a business can influence consumer behaviour:

- Engage with consumers online and offline
- Be available 24/7 to receive responses
- Using colour in advertising

### Nudges

- Eliminating or restricting choices:
- Banning smoking in public places
- Banning takeaways close to schools / laws on using tanning salons
- Banning adverts for unhealthy food on children's Tv
- Financial disincentives to take particular course of action

Social factors	Emotional factors
<b>Social awareness</b> e.g. health risks from smoking and gambling <b>Social norms</b> changing norms of behaviour e.g. demand for recycled bags <b>Social pressures</b> e.g. peer pressure affecting demand for legal highs and other drugs	<ul style="list-style-type: none"> <li>• Emotional arousal can affect the demand for health insurance after major incidents</li> <li>• Binge eating and drinking at times of personal insecurity</li> <li>• Demand for products such as football season tickets and antiques also has a strong emotional attachment</li> </ul>

Important economist- Richard Thaler (nudges theory)

