



**SUBJECT: General Paper**

<b>LEVEL</b>	JC 1
<b>TOPIC</b>	Environment and Pollution
<b>DESCRIPTION OF RESOURCES</b>	In this activity, the teacher will guide students through the process of inquiry where they critically survey information both provided and sourced for, in order to answer the question. The main language skills engaged include speaking and writing. The teacher might want to divide the class into two groups for the purpose of this activity such that students will be able to engage in an oral debate prior to the writing stage.
<b>MATERIALS NEEDED</b>	Worksheet Template SEC's White Paper: <a href="http://www.sec.org.sg/publication/SEC_Position_Paper_on_Reducing_Plastic_Bag_Wastage_in_Singapore.pdf">http://www.sec.org.sg/publication/SEC_Position_Paper_on_Reducing_Plastic_Bag_Wastage_in_Singapore.pdf</a>
<b>OTHERS</b>	Insights plastic bags usage in Singapore: <a href="http://www.youtube.com/watch?v=laHpQlrSxxQ">http://www.youtube.com/watch?v=laHpQlrSxxQ</a>  Singapore uses 2.5 billion plastic bags each year - 05Jun2013: <a href="http://www.youtube.com/watch?v=RnjThetC8dE">http://www.youtube.com/watch?v=RnjThetC8dE</a>

**Topic for discussion**

*“Convenience necessitates the expense of the environment”. Do you agree with the statement? Discuss this with reference to Singapore.*

**Exploring the issue:**

During this phase of the activity, students in each group will focus on collating and reading information related to the topic. Resources provided may include the following:

Insights plastic bags usage in Singapore:

<http://www.youtube.com/watch?v=laHpQlrSxxQ>

Singapore uses 2.5 billion plastic bags each year - 05Jun2013:

<http://www.youtube.com/watch?v=RnjThetC8dE>


SEC's White Paper:

[http://www.sec.org.sg/publication/SEC\\_Position\\_Paper\\_on\\_Reducing\\_Plastic\\_Bag\\_Wastage\\_in\\_Singapore.pdf](http://www.sec.org.sg/publication/SEC_Position_Paper_on_Reducing_Plastic_Bag_Wastage_in_Singapore.pdf)



### Organizing and Consolidating:

After gathering the relevant input, students will then analyze information and organize them into arguments. Teachers may use the worksheet template provided.

<b>The environment and convenience...</b>	
<b>Can coexist</b> <b>Environment &amp; convenience</b> 	<b>Cannot coexist</b> <b>Environment &amp; convenience</b> <b>Or</b> <b>Environment &amp; Convenience</b>
Argument 1:  Evidence:  Plausible counter:  Defense:	Argument 1:  Evidence:  Plausible counter:  Defense:
Argument 2:  Evidence:  Plausible counter:  Defense:	Argument 2:  Evidence:  Plausible counter:  Defense:
Argument 3:  Evidence:  Plausible counter:  Defense:	Argument 3:  Evidence:  Plausible counter:  Defense:



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**Debate on!:**

Students will then carry out the actual debate and teacher may provide feedback and review

**Transfer process:**

After the debate, students will write an essay based on the debate motion