



## RESEARCH DEBATE

Carwyn researches tidal energy. There's a greater need than ever before to find efficient, cost-effective methods of harnessing energy. The question is, which method should we be working on?

### PUPILS HOLD A LOLLIPOP STICK DEBATE ON THE PROS AND CONS OF DIFFERENT RENEWABLE ENERGY SOURCES

#### Equipment

Lollipop sticks (or counters), enough for three per pupil; access to a flipchart and pens

#### Method

Arrange pupils in a semi-circle. Chair a debate on whether tidal energy is the best renewable option to be spending money on. Encourage pupils to back up every opinion with evidence. Each time someone voices an opinion, they hand in a lollipop stick. Continue the debate until all the sticks are used (everyone has had their say). Record the important points of the debate on a flipchart or whiteboard.

#### Extensions

Arrange a debate on an engineering or research issue, using a formal venue such as the school hall. Some good instructions on holding a debate can be found [here](#).

Other topics of interest might include: the gender imbalance in studying physics at school, or whether it is ethical for researchers to work for a company.

#### The research link

The ability to formally communicate ideas is important for researchers. Researchers are often called upon to defend their work in critical discussions, for example at conferences or after presentations. When studying for a research qualification such as a PhD, defending your work in front of a panel is part of the assessment.

#### Additional guidance notes

Pupils will need time to research tidal energy and other renewable energy sources. You could divide the class into groups, and ask each group to compile a fact file on one type of renewable energy source prior to the lesson. These can be photocopied and passed around at the start of the debate.