



Debate principles in teaching

Manual

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INTRODUCTION

This manual is designed and meant for all teachers! The purpose of this manual is to give teachers a set of exercises which develop their student's discussion, argumentation and debate skills. Quite often these skills are seen as necessary parts of only a few subjects, but a well-argued discussion is actually something that can be used in every lesson, subject or field of study. Debate method does not only entail arguing or competing between two different positions of a matter. Argumentative thinking consists of open and observant listening, functional reading, clear self-expression and structured ideas. This manual aims to help teachers find solutions to develop the aforementioned skills regardless of the subject.

The main constraint of the teacher's profession is time - it is a limited resource, which must be used to give subject competences but also to develop students' minds. There is even less time to try to design lessons which actually fulfil those demanding aims. This is where the given manual can meet teachers halfway. The manual gives teachers a number of different lesson plans from the fields of social sciences, native and foreign languages and natural sciences. All lesson plans derive from the idea that teachers would find the lesson plans easy to implement with little time spent on preparation. In principle one can grab any lesson plan and step in front of a classroom. Taking into account the specifics of different subjects and the complexity of lesson plans, it is not unfortunately possible to create a comprehensive set of lesson plans for all the aforementioned subjects. Due to that, the lesson plans available in this manual are chosen in a manner that they could be easily adapted to the specific topic of the lesson. In addition to that, a lot of the plans are interdisciplinary and can be implemented in different grade levels with little effort.

All lesson plans are created by teachers with vast experience on various subjects. Teachers come from Lithuania, Slovakia, Romania and Estonia. All teachers who have participated in the compilation of this manual have obtained years of experience in using debate and the debate method and integrating it into the teaching of different subjects. Although lesson plans vary from English to Geography and topics from genocide to vaccinations all lesson plans have the common notion of having an argumentative nature. The lesson plans do not include competitive debate formats. Even if some lesson plans contain more specific formats or rules, they are easily adaptable or replaceable.

Lesson plans in the manual can broadly be divided in three main categories:

- lesson plans which use debate methods to teach the content of the subject
- lesson plans which help to develop important communication skills, for example analytical thinking
- lesson plans which aim to diversify regular lessons through using the debate method

Lesson plans were created through the project "European Network of Debate Teachers" funded by Erasmus+ program. In addition to the selected lesson plans which can be found in this manual, there are extra lesson plans created in the course of this project which can be found at www.debatingteachers.com.

What, why, what for?

Debate method aims to reach the core of the problem through discussion. The basis for this study method is argumentation. Argumentation stands for structuring and weighing your thoughts and expressing those thoughts logically. At the same time argumentation also means listening to others' thoughts, understanding and assessing them and then responding and arguing with them. The premise for the effective usage of debate method is to understand what is an argument, how to recognize, create and respond to it. When trying to reach a well-argued discussion the teacher must figure out a way to prevent an unreasonable disagreement taking place instead.

Argumentation is a useful skill in every field of life: in school, at home and with friends. It allows you to clarify your ideas when answering questions, helps to logically construct essays, listen to others' opinions and to convince the teacher that you are right. In addition to that an argument is imperative in professional life - in job interviews, interacting with colleagues, arguing with your superiors or presenting your ideas in a meeting.

Learning to make up arguments can happen in different ways. By definition an argument has several meanings and structures in different disciplines (philosophy, law, math etc.). Yet one can say that there is a uniform understanding about the main concept which is that an argument is a logical reasoning brought in support of your position in a certain issue. An opinion, idea, understanding, position etc. is made much clearer and stronger if a person is able to bring easily comprehensible explanations. Thus an argument is used as a tool to bring reasons in order to protect or confirm one's stance.

AN EXAMPLE:

BAD EXAMPLE: Matt thinks that the best ice cream in the world is vanilla flavoured. Mary asks Matt what kind of an ice cream Matt likes. Matt answers vanilla.

GOOD EXAMPLE: Matt thinks that the best ice cream in the world is vanilla flavoured. Mary asks Matt what kind of an ice cream Matt likes. Matt answers that he likes vanilla ice cream because it is the most delicious one from all alternatives.

What is an argument? Argument is a separate thought that confirms a certain position. Therefore, and argument always answers the question "why". By answering different questions such as why I believe something, why I am right or why one choice is better than the other choice we can gather a set of arguments that help to broaden the viewpoint and to give it more weight.

EXAMPLE:

I like German cars more than I like French cars, ...

- *because they are better in quality.*
 - *because they are cheaper.*
 - *because they are more eco-friendly*
 - *because they look better*
 - *because they are meant for Europeans*
- and so on

Arguments themselves can be important, less important, weak or strong. Arguments can be broader or very narrow, but all things that answer the question why about an idea or a position can be considered as arguments. Whether a specific argument can be regarded as important or strong can only be determined by the context of the discussion.

What is a tautology? "Tautology is something that is tautological!" The previous sentence defines the term "tautology" by using the term itself without not actually giving us an idea about what it means. Regarding arguments, a tautology is a situation in which a separate idea about the position is not presented and the idea itself is simply reworded. "I need money because more money is useful to me." That is not an argument!

Is this enough?

From the beginning this is enough! Using the question "why" already changes a discussion into a discussion which does not just rely on people's statements, however that might not automatically mean that that discussion can be considered a well-explained discussion or something that thoroughly covers all positions. The strengths and weaknesses of an argument arise when it is compared to other arguments. The more an argument is explained by asking the question "why" as many times as possible, the more that argument is logical, stronger and more understandable. In order to have a logical structure of an argument several pointers can be given but most commonly an argument is divided into four parts: statement, explanation, evidence, impact.

EXAMPLE:

Which argument is stronger?

- *I like German cars more than I like French cars, because German cars are better in quality.*
- *I like German cars more than I like French cars, because German cars look better.*

Even though one might intuitively say that the first argument is stronger, because the quality of a car for most people is a more important criterion when choosing a car. Yet this is not true in all cases. Thus neither of the arguments give the slightest clue about whether my opinion about German and French cars is in any way justified - are German cars actually better in quality, are German cars better looking than French cars. How are quality and the appearance of a car actually measured or what do those terms even stand for?

In order for the argument to be logical, well proven and impactful the question "why" should be asked four times:

1. **STATEMENT:** why do I think something?
2. **EXPLANATION:** why is this logical?
3. **EVIDENCE:** why is that true in real life?
4. **IMPACT:** why should that matter?

A statement is an idea that explains my position, it is the idea that is going to be proven. The purpose of the statement is to be as clear and concrete as possible. For example, "*The United Kingdom should stay in the European Union, because it is economically beneficial for them.*" A clear statement creates the basis for the discussion, sets the topic of discussion and highlights the main reasoning behind my position of UK staying

in the EU. At the same time statement does not give us a lot of information. That is why the rest of the elements of an argument have significance.

The purpose of the explanation is to open up the idea that was presented by the statement and explain the logic behind it. Explanation helps to simplify the idea that might sometimes be quite nuanced, it can also clarify phrases which could be defined in several ways. All in all, explanation describes the trail of thought that leads to the idea presented in the statement step by step. *“The economy of the United Kingdom has strong ties with the EU and leaving the EU market would also potentially lead to things that might negatively affect the UK’s economy, such as stricter trade regulations and higher taxes. When a state leaves the EU other countries might impose custom duties on UK goods which might hamper their position in comparison with other goods in the European markets. However, business and export have clear impacts on the economy - if businesses find it easier to do business when staying in the EU, it is more beneficial for the economy.”*

The role of the evidence is to give weight to the whole idea. Why should anyone believe you, is your opinion just a nice idea or has it been confirmed somewhere else or by someone else. It is always easier to believe an argument that is well proven and take that argument into account, because it enables the listener to relate to the argument more easily. Evidence gives the listener a more tangible and credible connection or a reference point which is possibly also based upon a common experience. An evidence can be statistics, an analogy, a study, a story or an experience. An example of an evidence for the argument started previously could be for instance (following statistics is made up for the sake of illustrating the point): *“Trade with the EU makes up about a quarter of UK’s entire trade according to the UK’s Office for National Statistics. However according to the Maastricht Treaty there are several trade regulations that non EU member states are subjected to for example custom duties.”*

If the evidence does not support the statement it is also probably unreasonable to believe the presented logic. Therefore, there is no reason to believe the statement and thus the argument that is brought to support one’s position can be considered weak.

AN EXAMPLE BROUGHT BY STUDENTS:

Quite often the role of the explanation is to connect the statement and the evidence which at first glance might not seem to have a logical link. Without the explanation the evidence is often irrelevant and does not help to confirm the statement.

STATEMENT: *Smokers are happier people than non-smokers.*

EVIDENCE: The average life expectancy of smokers throughout the EU is 7 years lower than that of non-smokers.

Even though the presented ideas may not make sense together initially, adding an explanation can sort out to confusion.

STATEMENT: *Smokers are happier people than non-smokers.*

EXPLANATION: Life is hard and full of misery. Putting it simply “life sucks!”. The less a person has to spend time in this difficult road the happier he is.

EVIDENCE: The average life expectancy of smokers throughout the EU is 7 years lower than that of non-smokers.

Not every argument has to be well-liked or very persuasive but that does not mean that it is not an argument.

An impact creates context. If my purpose is to convince the British people to vote for staying in the EU at the referendum, the impact part of the argument gives me the opportunity to emphasize the importance of my idea. For instance, *“If the UK leaves the EU the country will face economic harms which negatively influence the everyday lives of regular people.”*

STATEMENT EXPLANATION EVIDENCE IMPACT

How to reach a well-explained and a thorough discussion in the classroom?

Of course there is no single right answer to this question. This manual is created in order to give the teachers a set of exercises which enable them to fulfil the purpose of reaching a discussion that considers different arguments with less effort. To conclude the following there is an example of how to teach the basics of an argument to students. The structure of an argument is also a prerequisite for several lesson plans in this manual.

LESSON PLANS

SOCIAL STUDIES

Puberty – period of change

SUMMARY

Students discuss changes experienced during puberty. Class will try to find arguments why adolescence is a good time and the reasons why it is not the perfect stage of life. Students will work in groups to dramatize one change that takes place during puberty.

Duration is 2 × 45 minutes.

OBJECTIVES

- Students will be able to explain what changes occur during adolescence.
- Students develop argumentation and rebuttal skills.

PREPARATION

- Teacher prepares the classroom, so it would have enough open space to split the class in two lines facing each other.
- Teacher prepares necessary textbooks or handouts.

DESCRIPTION

PART 1: Teacher announces the topic and objectives of the lesson, defines puberty as the time when sexual organs mature and additional physical and emotional changes take place, such as increased growth and more intense mood swings.

PART 2: Teacher explains using debate method “*Yes, but*”. Exercise “*Yes, but*”:

1. Separate the class into two groups: GROUP A and GROUP B.
2. Ask students to line up in these two groups facing each other.
3. Flip a coin to decide which group starts.
4. Tell an argument which the groups have to counter with another one.
5. If Group A is the first to start, the first student in the line of Group A begins by countering the argument. He/she begins the sentence repeating the first argument and adding a rebuttal starting with: “*Yes, but...*”.
6. Now the first student of Group B has to say a sentence in replying to Group A’s argument
7. After all students have said their arguments, finish the game.

PART 3: Teacher divides students into groups of four. Teacher explains that they will be working in small groups to find out the following information about puberty:

- *Approximately when it takes place?*
- *What physical changes occur in females?*
- *What physical changes occur in males?*
- *Why these changes occur?*
- *What and why emotional changes occur during puberty?*
- *What hormones are responsible for these changes?*

PART 4: Teacher challenges each group to develop a short skit dramatizing one or two changes they have researched and how kids their age feel about it. The skits must address both a physical and emotional adjustment that takes place during puberty. Possible ideas for skits include the following:

- *How the smallest boy in the class feels as he watches his peers shoot up.*
- *How it feels to have a bad facial blemish right before dating.*

During the next lesson, have each group perform its skit. Tell students that they can use visual aids, such as charts, to help convey the information.

ASSESSMENT

Teacher checks what students have understood by discussing the points below:

- *What do you think is the single hardest thing about going through puberty?*
- *What is the greatest benefit of reaching physical adulthood?*

Festivals and celebrations

SUMMARY

Students analyze the meaning of Valentine's day through forum debate. Class discusses whether St. Valentine's day should receive less attention.

Duration is 45 minutes.

OBJECTIVES

- Students develop scanning skills by searching for extra material and reading texts on the internet.
- Students revise and consolidate the thematic vocabulary by using it in forum debates.

PREPARATION

Teacher advises students to read about the Valentine's day from various online sources (e.g. Wikipedia, cbn.com/st.valentine).

Each student prepares 2 affirmative and 2 negative arguments on the motion "*St. Valentine's day should be given less attention*".

DESCRIPTION

PART 1: Teacher announces the motion and objectives of the lesson, explains the format of the exercise and assessment principles. Two students are picked for debating on opposite sides, three students are picked for judging. Two debaters are given few minutes to prepare, while the rest of the class discusses the motion with the teacher and prepares questions.

PART 2: FORUM DEBATE

- AFFIRMATIVE SPEECH.....3 min.
- QUESTIONS FROM THE CLASS3 min.
- NEGATION SPEECH3 min.
- QUESTIONS FROM THE CLASS3 min.
- Judges analyses the debate and arguments given.
- Rest of the class and debaters express their opinion on the given debate topic which is moderated by the teacher. The discussion can follow the questions asked and answered in the previous debate.

PART 3: Teacher hands out the homework assignment to write a short opinion on the topic (approx. 90 words). Students start working on the assignment.

ASSESSMENT

- Students who participated in debating and judging get graded based on their performance and logic of their prepared arguments.
- All written opinions are graded by the teacher.

Family relationships – Divorce.

SUMMARY

Lesson discusses the issue of divorce. Students think and brainstorm about different marital situations and use the method of forum debate to discuss the question of divorce.

Duration is 45 minutes.

OBJECTIVES

- Students will analyze whether divorce is the best solution to a broken marriage.
- Students develop their argumentation and analytical skills during the course of the forum debate.

PREPARATION

Students have to know the Forum debate rules. Students know De Bono hats (http://www.debonogroup.com/six_thinking_hats.php).

Previous lessons should be spent on reading different texts and watching videos on divorce topic.

Teacher should prepare the following: pieces of paper with family situations for every student in the circle, copies of reflection sheet, paper and pens for brainstorming in groups.

DESCRIPTION

PART 1: CIRCLE

Students sit in a circle. Each of them gets a piece of paper with a situation of a family. They read the sentences silently and each of them says yellow or black depending on the situation they get. Teacher comments on the paradox of the diversity of people, lives and families and that we all have to go to school, jobs, continue learning, working, enjoying life no matter what the situation in the family is.

PART 2: BRAINSTORMING

Students are divided into two groups and brainstorm for ideas about what people do when their marriage is broken. Groups choose one person to present the ideas.

Groups think how this situation is reflected on others. Groups choose another person to present the ideas.

PART 3: FORUM DEBATE

- TOPIC OF THE FORUM DEBATE: “Divorce is the best solution in a broken marriage”
- The 2 teams are given their role (pro or con) and the speaking order.
- SPEECH OF THE AFFIRMATIVE SPEAKER. Speaker gives reasons why the topic of the debate is true. .5 min.
- CROSSFIRE. Class can ask questions from the previous speaker.....2–3 min.
- SPEECH OF THE NEGATIVE SPEAKER. Speaker gives reasons why the topic of the debate is not true. 5 min.
- CROSSFIRE. Class can ask questions from the previous speaker.....2–3 min.
- GENERAL DISCUSSION2–3 min.
- AFFIRMATIVE SPEECH 2 min.
- NEGATIVE SPEECH2 min.
- VOTING for or against divorce in a broken marriage. Based on the debate class votes on whether they agree with the statement presented by the topic or not.

PART 4: REFLECTION

Students are given reflection templates with questions:

- *What went well?*
- *That did not work!*
- *Ideas for next time...*

Templates are given to the teacher at the end of the lesson.

ASSESSMENT

- Speakers of the debate are assessed with marks.
- Active students are given points for an accumulative grade.

Militarism and pacifism

SUMMARY

Students use images and posters to understand the concepts of militarism and pacifism. Students also use images and biographies of people to understand certain conflicts of today’s world.

Duration is approximately 45 minutes.

OBJECTIVES

- Students will know the main characteristics of the concepts of militarism and pacifism. Students will formulate opinions on current conflicts.
- Students use images as means to express certain issues and opinions. Students develop critical thinking and logical analysis based on that.

PREPARATION

- Teacher prepares a presentation with pictures (see additional notes).
- Teacher prepares a list of statements concerning war and peace in today’s world.

DESCRIPTION

PARTS 1: Students are divided into four group and are shown the presentation. Students’ task is to invent a name for each period’s poster. Teacher gives the students a few minutes to think. After that all groups are told to present the names of the posters and their justifications.

PART 2: First two groups are to search posters and iconic images of wars and conflicts of the world today. At the same time the students are to analyze how war is depicted in these images.

Other two groups receive texts with excerpts from biographies of well-known individuals who participated in active conflicts. They analyze how these biographies depict war.

PART 3: All groups present their findings. Other groups can ask questions and the teacher moderates the discussion following the presentations.

ASSESSMENT

Teacher holds a vote, which group got the best name for posters. Best picks get a positive grade.

ADDITIONAL NOTES



The poster from Germany



The poster from United Kingdom



The poster from France



J. L. Jaurès



Erich Ludendorff



Bertha von Suttner

Fourth Estate or News Media

SUMMARY

Students use Socratic Maieutic (or Socratic Questioning) to better understand the role of journalism in the society.

Duration is approximately 45 minutes.

OBJECTIVES

- Students will know the importance of journalism in our society. Students will question the belief or statements presented by the teacher and fellow students.
- Students learn to use the method of Socratic Questioning. Students learn to critically question and analyze material.

PREPARATION

- Teacher prepares a presentation about journalism in the society.
- Teacher creates an overview about the buildup of a view that uses arguments and an view that does not use arguments.
- Teacher prepares a list of statements and beliefs concerning public opinion.

DESCRIPTION

PARTS 1: Teacher gives an overview on importance of journalism in the society. Teacher presents a logically reasoned view about a certain aspect (e.g. why I choose politicians who value green politics). Afterward teacher presents a logically easily dismissible view (e.g. I do not trust politicians who do not have a beard). The teacher can also be substituted by a student who has previously prepared to presents the viewpoints.

PART 2: Students, taking the role of a journalist, prepare questions in 8 minutes to dismiss the view presented by the teacher, following the guidelines found in additional notes.

PART 3: Students present the questions to the teacher, who tries to defend its views. Afterwards students give an evaluation of reasoning of the questions and the arguments presented by the teacher, firstly in groups of 3 (for 5 minutes), then together with the teacher.

ASSESSMENT

Students vote for the best question asked (or which created the biggest confusion for the teacher to give a well-argued response). This can be either marked or just brought out as a good example of the art of asking the right questions.

ADDITIONAL NOTES

Good material for the questioning map is available in the book *Thinker's Guide to the Art of Socratic Questioning* by Dr. Richard Paul and Dr. Linda Elder.

European Parliament

SUMMARY

Students learn about European Parliament by taking part in a mini-simulation.

Duration is approximately 45x2 minutes.

OBJECTIVES

- Students will know the main characteristics of the European Parliament. Students have to defend the views of the country they represent. Students learn personally about the role of a country's representative.
- Students develop skills in public speaking and argument creation from fixed standpoint.

PREPARATION

- Teacher prepares a presentation about European Parliament.
- Teacher gives (if necessary) an overview of the buildup of an argument.
- Teacher prepares a topic for the simulation.
- Teacher prepares views of 10 different countries about the topic of the simulation (differences but also areas to agree on by everyone).

DESCRIPTION

PART 1: Teacher gives an overview on European Parliament. Teacher presents the topic of the simulation (e.g. which direction should the European Union take with the sanctions against Russia?).

PART 2: Students are given a country and divided into groups of 2 or 3, which is followed by a preparation phase of 15 minutes to build arguments based upon the view of that particular country. Simulation does not follow the rule of political parties, rather the rule of country-representatives.

PART 3: Teacher moderates (as the president of the European Parliament) an open debate on the topic. It is followed by a 5-minute lobby in a non-formal environment where students can try to make other students follow their views.

PART 4: Open-debate II for 10 minutes after the lobby session. It is followed by the formalization of operative clauses (resolution of the parliament) that the countries can agree upon inside the groups. After that every groups' operative clause is put to a simple-majority vote.

PART 5: Voting on the whole resolution.

ASSESSMENT

Teacher gives feedback on the general course of the European Parliament simulation and points out the differences between real parliament and the simulated parliament.

World Cultures with the emphasis on China

SUMMARY

Students learn about Mao's reforms in China by watching a documentary, taking notes and marking down relevant information and being able to contextualize it and present it to the class.

Duration is approximately 90 minutes.

OBJECTIVES

- Students learn about Mao's reforms in China.
- Students develop the skill of taking notes, forming arguments and presenting them.

PREPARATION

- Teacher prepares the overview and some visual aids about Mao's reforms in communist China
- Teachers sets up the documentary Declassified Chairman Mao.
- Teacher prepares note taking papers with the structure of an argument on them, so that the students would take notes and write them immediately as arguments.
- Teacher has thought out lead questions and is ready to facilitate a discussion.

DESCRIPTION

PART 1: Teacher gives essential information about Mao's Great Leap Forward and Cultural revolution. Teacher also shows students the documentary about the topic. In the documentary historians/politicians talk about Mao's political reforms and try to deconstruct his character and policies. During the documentary students should take notes. Students should note different observations and opinions from the speakers in the documentary about Mao's character and policies.

PART 2: The teacher facilitates an organized discussion about different perceptions about Mao's rule in China, and different narratives/perspectives from outlined from the speakers in the documentary. Students can share their different opinions written down as arguments. Teacher makes a conclusion of students' opinions and the impact of Mao's reforms had on China and the world.

ASSESSMENT

Students can be assessed regarding the activity of their participation. Also written arguments can be marked by the teacher.

Religion

SUMMARY

Students learn to interpret and understand different religions using the skills of research, argumentation, public speaking and analytical writing. By the end of the lesson students should be able to identify and differentiate between different main religions in the world.

Duration is approximately 80 minutes.

OBJECTIVES

- Students learn about and analyze the main religions in the world.
- Students develop critical research skills and argumentation skills.

PREPARATION

- In order for this lesson using computers is necessary.
- Teacher prepares questions to lead the discussion.

DESCRIPTION

PART 1: Teacher firstly introduces relevant keywords:

- Types of religious organization (*church, sect, cult*)
- Major religions in the world (*Christianity, Judaism, Hinduism, Buddhism, Confucianism, Islam*)

Teacher instructs students to find information on the Internet about the world's main religions.

PART 2: Teacher facilitates a discussion about the questions:

- *In what way do churches, cults and sects differ?*
- *What are some of the similarities between Christianity, Islam, Judaism, Hinduism, Buddhism, Confucianism?*

PART 3: Teacher facilitates a group debate on the motion: "Religion is useful for humanity". Students should be given a position to defend (either proposing or opposing the motion) and instructed to use the knowledge gained through online research and previous group discussion.

PART 4: Student are told to choose two of the religions previously covered to compare them in a 1-page short essay. Students should be instructed to use information and ideas from previous parts of the lesson.

ASSESSMENT

Active participation should be credited. Essays should be marked by taking into account the amount of material that has been used from the previous parts of the lesson. In addition to that argumentation skills should be assessed.

Conscientious Objector

SUMMARY

Students discuss the issue of what it means to be a conscientious objector and debate three specific points about soldier's rights. The lesson also involves reading and speaking tasks.

Duration is approximately 90 minutes.

OBJECTIVES

Students will be able to evaluate eight people's opinions about a soldier who deserted, claiming the right to be a conscientious objector.

PREPARATION

Teacher prepares handouts of the reading task. Teacher divides the class into pairs. Prepare groups of 4 for PART 2.

DESCRIPTION

PART 1: Students read the opinion column "*Does Gunner Williams deserve this sentence?*" and write their own opinions. This is followed by sharing your opinion with your partner in pairs. They may try to reach a consensus.

PART 2: In groups of four, alter the following three recommendations until every person in the group agrees with them. For example, in group 1 you can insert not to produce the opposite. Teacher can change including to except. Teacher can make as many alterations as they wish.

- *Soldiers should be allowed to be conscientious objectors at any point, including during the conflict.*
- *Soldiers should be allowed to object to a specific conflict whether they are volunteers or conscripts.*
- *Soldiers should be allowed to openly question government policy before, during and after a conflict*

PART 3: Each group persuades the others to join them. Each group continues to argue and alter their recommendations until everyone has joined the same group. Dynamic group debate. The purpose of this debate is for everyone in the class to agree to the same three recommendations.

Each group tells the class its version of the recommendations.

Individuals change to the group they agree with most. Groups who agree join together into a larger group.

Each new group persuades other people to join it and moderates and adapts its recommendation in order to reach a compromise. As soon as you agree with a set of recommendations, join that group.

The debate continues until everyone is in the same group and can endorse all three recommendations

ASSESSMENT

Teacher supervises the activities and records language errors, without interfering in the activity. In a following lesson, these errors will be discussed and explanations will be provided. The final set of recommendations will be written on the blackboard and a final conclusion will be drawn.

ADDITIONAL NOTES

Teacher should pre-teach some of the vocabulary related to discipline, legislation and legal rights.

TEXT

Does Gunner Williams deserve this sentence?

On Wednesday 11th September 1991, Gunner Williams of the 27th Field Regiment of the Royal Artillery, was tried by court martial on one charge of desertion and two charges of conduct prejudicial to good order and military discipline, after having gone absent without leave from his regiment in Germany the day before he was due to leave for active service. He was found guilty on all charges, sentenced to fourteen months in jail and dismissed “with disgrace” from the army.

Dr. Alan Borg, director general, Imperial War Museum: “A couple of hundred years ago, I think he would have been shot – in those days they didn’t take too kindly to soldiers disobeying orders. He was presumably aware of the possible consequences of his actions, so he must accept them.”

Ian Lavender, *Dad’s Army* actor: “I sympathize with him, though I think his timing was very poor. Why wait for a time of conflict to make his feeling known? But I don’t think anyone should go to prison for a moral judgment. I wouldn’t like to lose 14 months of my life.”

Penny Dunman, counselor and mother of Gulf serviceman: “I was staggered by my son’s courage, which came through in the letters he sent to us from the Gulf. Gunner Williams is also a brave man to act according to his conscience. I admire anybody who stands up for to be counted against popular opinion.”

Tom Slizelki, assistant editor, *Soldier of Fortune* magazine: “He’s getting off pretty lightly. I’m just about sick of cry-babies who join up for the educational and training benefits then cry off and say “oh, no, no, no” when they are actually asked to do something. You can’t join the Army then demand to be reclassified as a conscientious objector when things get rough.”

Violet Oliver, WRVS volunteer: “He should have thought about it before he joined. I was 17 when I was conscripted into the ambulance service in the last war. There were men working with us who were conscientious objectors, but they made their minds up early on. They didn’t join the army and then walk out.”

Dr Barrie Paskins, senior lecturer in war studies: “People who object to a particular war traditionally do get short shrift: there has always been more leniency to those who believe all wars are unjust. People can’t be picky about obeying orders, but I think the Army have handled this in a pretty flat-footed way.

Celia Pease, editor, *Far East Prisoner of War* newsletter: “Why on earth did he join the Army if he didn’t expect to face action? People say it wasn’t our war, that it wasn’t our country that was invaded, but Poland wasn’t our country in the last war either.

Work or not? Rules for underage workers

SUMMARY

Students learn about the legal regulations for underage workers. Discuss a specific case to find out how the law is implemented in real life.

Duration is 90 minutes (2x45 minutes).

OBJECTIVES

- Students find info about legislation concerning working.
- Students discuss an easily relatable case to understand the problem.

PREPARATION

- Teacher needs to prepare handouts about the description about the case.
- Teacher prepares links for suitable legislation and marks most important sections from the relevant laws.

DESCRIPTION

PART 1: Students read the case and work in pairs to discuss and find answers to the proposed questions. A discussion follows.

PART 2: Students start to check their answers using the legislation. Teacher may guide their search by writing down most important sections from relevant laws so the process takes less time and less time is spent on reading irrelevant information.

PART 3: Whole class discussion follows where the teacher guides the discussion so that the class reaches a right call answering all of the proposed questions.

ASSESSMENT

Teacher can grade the answers groups give after PART 2.

ADDITIONAL NOTES

CASE

Jackob (16 years old) finishes the mandatory education level (i.e. 9th grade in Estonia) this summer. Jackob's friend from a gym offers him a job for the summer to be a bouncer in a busy night club. As Jackob looks older for his age and has worked out a lot he is physically suitable for the job. Jackob is confident, accepts the offer and signs a contract the same day. The contract states that Jackob will earn 1000€ for a full time (40hrs per week) work at the nightclub.

When the summer ends Jackob continues his studies in a high school but would also like to keep the job at the nightclub and is offered a part time contract where Jackob works from Thursdays to Sundays.

Is Jakob's contract legal?

What problems do you see with Jakob's summer job?

Is it legal for Jakob to continue working part time while studying in high school?

Cabinet meeting

SUMMARY

Students act as ministers in a state government. Depending on a number of ministers they discuss the financial crises that has hit the budget and try to fight for their share of the incomes and the responsibilities of the field they are representing.

Duration is 135 minutes (3 × 45 minutes).

OBJECTIVES

- Students find info about how the government works.
- Students debate on the government budget cuts and argue why they should get how much money

PREPARATION

- Teacher needs to hand out tasks beforehand for the students to prepare and research. Depending on the class size and cabinet size of any given country, class must be divided to groups of 3-4 students. Students must choose one of them who represent them as minister and others as councilors.
- Teacher prepares the classroom in a way that the tables are set as a one big conference table. All cabinet members must fit behind the table.
- Teacher prepares name tags for each minister (i.e Foreign minister).

DESCRIPTION

PART 1: All ministers sit behind the cabinet table. Councilors and advisors can sit behind the minister to advise him/her. Ministers present 4-5 min presentation of their field of responsibility. And what budget cuts do they need to do in order to fulfil their most crucial tasks and responsibilities. They can also offer ways to increase revenue.

PART 2: After each presentation other ministers may ask up to 3 questions. This is moderated by the Prime Minister whose role can be played by the teacher or other able students. Only ministers are allowed to speak in the meeting. Advisors may whisper their questions to ministers.

PART 3: After the initial reports the budget is summed up and it is likely that there is more expenditure planned than money to spend. Prime minister moderates a debate, votes and new plans to reach a balanced budget.

ASSESSMENT

Groups are graded by their engagement and quality of presentation.

ADDITIONAL NOTES

CASE

Due to unforeseeable circumstances the state incomes have lessened by roughly 10 times (i.e. Estonian state budget from 9,5 billions to 1 billion euros) for one financial year. Each cabinet member must plan a crises budget to fulfill its responsibilities but also cut down on excess activities.

It is not advisable to just divide current budget with 10, as this may mean you cannot fulfill any of your responsibilities.

EXAMPLE

Minister of Health and Welfare (responsible of pension, social benefits, healthcare)

Current budget 3,6 billion (of 10 billion state budget). If you just ask for 360 million you have to cut down on basically everything: no pensions, no welfare no healthcare). You may ask for more than your previous proportion as your field of responsibility is more important than minister of defense for example.

Students are encouraged to make and argue for big budget cuts.

Crawl for power and wealth

SUMMARY

Students learn about the of the wealth distribution in the world through a simulation. The fast paced game helps to build understanding of the relations between money and power, disadvantages and justice, poverty and wealth which is followed by a long debrief and discussion.

Duration is 90 minutes (2x45 min)

OBJECTIVES

- Students develop an understanding of the injustices that result from the unequal distribution of wealth and power and use critical thinking when it comes to the causes and consequences of poverty.
- Students promote human dignity and justice.

PREPARATION

Teacher prepares:

- 120 chocolate coins (or gold wrapped candies)
- 4–5 pairs of socks
- 3 posters describing the 3 main groups: the Have-s, the Have-Not-s, the Have Some-s
- Questions for debate written on flipchart paper (blackboard)

Classroom must be set up by putting the chairs in a circle with some empty space left in the middle.

DESCRIPTION

PART 1: Explain that this game is a simulation. The participants will distribute the world’s wealth among themselves. The coins do not only stand for money, but they also stand for housing, food, schooling, health care, political influence and more.

PART 2: It is the aim of the game, to get as many coins as possible. There is one rule: it is not allowed to touch any other person at any time during the game. There is a punishment for breaking this rule, e.g. taking 1 to all coins from the rule breaker.

- There are a number of special players:
 1. Take 20 of the coins and distribute them to 4-5 of the players.
 2. Give 4-5 players a pair of socks. They must put the socks over their hands and keep them on until the game is over. Postpone any discussion about the reasons for this to later.
- Scatter the 100 coins in the middle of the circle: this is the world’s wealth!
- On the word “go!” all players try to grab as many coins as possible. This only takes 1-2 minutes.
- After all coins have been collected, ask the players to count their coins. Now ask them to stand and step into the circle one step. Re-seat all players according to how many coins they were able to gather: call out the number and seat them around the circle starting with those without any coins, all the way to the richest player.

PART 3: Remind the players, that the coins represent their wealth and power in the world. The amount of coins they have influences their life strongly. Focus especially on each of the three groups as you read the information out, this can strengthen the personal response to the information.

- **THE HAVE NOT-S:** participants with 2 or fewer coins: You will have difficulty surviving due to disease, malnutrition, lack of clean water. Many of you starve, many children die. You have inadequate shelter. You have no or lack of education. You have little to nothing to satisfy your basic needs. Your vote counts 0,5.
- **THE HAVE SOME-S:** participants with 3–5 coins: You are able to meet your basic needs: you have access to basic education, you have adequate food and nutrition, you have health care, you have adequate housing. Your vote counts 2.
- **THE HAVE-S:** participants with 6 or more coins: You are able to meet all your basic needs and most of your wants: you have access to basic and higher education (higher schooling, university), you have adequate food and nutrition, you have good health care, you have adequate housing, you have toys, televisions, cars, computers, and other luxury items. Your vote counts 5.

PART 4: Ask the participants to sit together in small groups of 4–5 people, possibly with others in the same economic group: HAVE-S, HAVE-SOME-S, HAVE-NOT-S. Read out the questions for reflection (also written on flipchart posters for easier understanding and to refer back to later):

- *How do you feel about how you got the coins? How do you feel about how they were divided? Was everybody treated fairly?*
- *Who are the haves and have-nots in our world / our country / our school?*

After 10 minutes of discussion, ask the participants to share some feelings with the group. Do not discuss, just hear different voices to support the experience.

The group is asked to answer the question: *Do you think there should be a re-distribution of wealth and power throughout the world?* by going to one of the four corners of the classroom which display one of the signs: DEFINITELY YES, DEFINITELY NO, PROBABLY YES, PROBABLY NO.

Participants argue their position while the teacher sits in the middle of the room moving towards the group with the strongest arguments.

ASSESSMENT

- Participants sum up their insights, learning, questions they go away with.
- Possibly show part of a clip “If the earth were a village”.
- Each participant gets one chocolate coin to eat, the rest are given to the group with the strongest arguments.

ADDITIONAL NOTES

1. The economic situation might not be a subject interesting enough for teenagers or understandable enough for 10 year olds. Consequently, the teacher could also come with several examples/ situations that any family or community has to face as a result of wealth and power.
2. Shy students might be unwilling to speak in which case they could be rewarded with chocolate coins or given extra time to prepare/write their answers.

3. There may be aggressive players who can seriously hurt others during the game. Try to prevent any critical situation by repeating the game rules during the scramble or even stopping it for a few seconds.

HELPFUL LINKS:

- <http://educativpgm.wordpress.com/2013/10/21/global-education-week-2013/>
- http://eycb.coe.int/compass/en/chapter_2/2_41.asp
- <http://www.odt.org/pop.htm>
- <http://www.miniature-earth.com/>
- <http://www.toby-ng.com/graphic-design/the-world-of-100/>

Be aware, not dependent!

SUMMARY

Students present constructive ways in which the following risk situations can be addressed: smoking/alcohol intoxication/drug use which occurs either as influence from the family, or peer pressure, bravado and curiosity or as a means to explain a difficult situation in school results (failing exams, dropping out etc).

Duration is 45 minutes.

OBJECTIVES

- Students give examples of possible causes of drug consumption (or alcohol/tobacco) among teenagers.
- Students bring arguments in favor of their choices in the given situations, learn how to ask questions and find weak points in someone's arguments.
- Students convince peers that his arguments are stronger.

PREPARATION

Teacher prepares a Power Point presentation on the lesson theme, consisting of:

- *What drugs are;*
- *Risks of drug consumption;*
- *Types of drugs;*
- *Effects of drug abuse and use;*
- *Ethnobotanical substances;*
- *How to be aware of the risk of the "White Death"*

DESCRIPTION

PART 1: Teacher writes the following spidergram (see additional notes) on a flipchart.

The students must mention all the details connected to the given words: a word, a phrase, a short sentence. (possible choices: addiction/dependence, recklessness, illusion, pain, sickness, death, family...).

The teacher completes the poster with all the students' ideas and the announces the lesson theme: the reasons that determine why some people to consume drugs.

PART 2: Teacher presents the prepared presentation focusing on the issue: Why is prevention important in drug use?

PART 3: The teacher splits the students in groups of 4 or 5, according to the class arrangement and if they can move according to the number of students in class. In groups of 4 or 5, students are asked to pick 3 causes which, to them are the most important, by negotiating and then choose a representative of the group to present the ideas in front of the class and in a dialogue with the others. They discuss and negotiate the most important causes/reasons.

Students look for arguments, giving details of concrete situations they know from reading the press or from other people's experiences. Answers are noted.

(Possible answers: lack of information, parental role models, curiosity, peer pressure (the group of friends they have), school issues, family issues, (the lack/absence of one or both parents, the parents' lack of interest towards their children, just for fun, boasting etc.).

PART 4: Each group receives a flip chart paper where they write sentences about drug consumption; they must find positive aspects about the situation, solutions on how to overcome the situation. (See additional notes).

Each group will present its solutions by the voice of their representative. The teacher will evaluate originality, the way of presentation and the power to convince the representatives of the other groups; at the same time, after the presentation of the solutions, the other groups have the chance of addressing questions to verify the applicability of the chosen solutions.

ASSESSMENT

The teacher will have a grid/table with the name of student, his ability of debating, pluses and minuses, depending on what he wants to demand from the students and will give advice in an encouraging manner to improve students' speech and negotiation with the others.

ADDITIONAL NOTES



GROUP 1:

Many young people start smoking because their parents smoke. They could drink because they see how dad crosses the line in this respect.

If we do not want to be like them there are many ways to do this. Here are some examples of good things to do:

GROUP 2:

Many teens start smoking or drinking alcohol because this is a way in which you can have fun with your friends.

Here is how you can have fun with your friends, without smoking or drinking alcohol:

GROUP 3:

Most often a friend is the one who convinces you that no harm will be done if you smoke and if you don't the others will consider you a coward. In fact, such a person is not your friend.

This is how a true friend behaves:

GROUP 4:

Curiosity is a natural urge to find out/see/try/know new things, events, phenomena. Curiosity is a good thing, out of curiosity we discover the world, we learn new things. It is good to be curious, but some of us are curious about cigarettes, drugs or alcohol.

Here are some good things that we could do/know/find out of pure curiosity:

GROUP 5:

On many occasions various problems can make people appeal to the illusion of drug use. For students, such problems might be:

- Poor school results
- A subject which they have flunked/failed
- A broken friendship, etc.

Here is how we could really deal with these problems:

Sexual minority issues

SUMMARY

Students will be doing a roleplay representing politicians in the country discussing LGBT-rights.

Duration is 90 minutes (2 × 45 min).

OBJECTIVES

- Students learn about LGBT rights and the NHS in their country.
- Students learn about the political processes in their country.

PREPARATION

- Students will be handed a print-out material (see additional notes). This material can also be either presented with a projector or read out, based on teacher preference and/or technical possibilities of the classroom.
- It is not required but preferable that students have internet access.
- It is not required but preferable that the teacher knows how many seats each party holds in their Parliament.

DESCRIPTION

PART 1: The teacher tells the students that they will be doing a role play, where they are not expressing their opinions but they will be assigned roles and every student has to act and play as if that student is really the person/group whose role the student will be assigned.

The teacher assigns roles to the students:

- *Member(s) of the National Healthcare Service*
- *Commissioner(s) of equality*
- *Member(s) of each political party in the country*

The specific number of people in different roles is to be decided by the teacher based on a) how many students the teacher has, b) how many different parties the country has in Parliament.

The teacher reveals the scenario. This can be done by passing out printed materials, reading the scenario or showing it on the whiteboard.

PART 2: The students get tasks based on their role. The first part of the tasks are written tasks which serve as a basis to

- teach students about the healthcare system,
- teach students about their role,
- help students prepare their oral presentation.

WRITTEN QUESTIONS:

- *In what terms does the NHS pay for medical services?*
- *Name 5 procedures that the NHS pays for.*
- *What is the general position of your political party on LGBT issues?*
- *Formulate your position on the issue - should the NHS cover the costs for this procedure or not? Why?*

PART 3: The second part of the task is the presentation.

1. Present your political parties opinion to the others (up to a 2-minute speech) or present them to the teacher (write a speech).
2. Have a vote on if the surgery should be paid by the NHS or not. Every party receives as many votes as they actually have in the parliament.

ASSESSMENT

Student either give speeches on the topic or hand in written work on the topic, based on teacher preference.

ADDITIONAL NOTES

NEWS ARTICLE

The national health service (NHS from here on) has declined to compensate a medical operation that has been done by a private medical clinic. The operation at hand is a sex-change operation, where a person, who has been registered as a male, has been physically changed into a man. The national commissioner of equality has stated that the NHS does not have the right to decline compensating operations to people who have changed their sex if these operations are compensated to people who have not changed their sex. The national commissioner of equality has said that this is a form of discrimination based on gender. The private medical clinic did the sex-change operation to a person who wanted to physically become a man. The person already is legally a man, i.e. the person's passport states that the person is male. The person did not have a primary sex characteristic, i.e. a penis. A reconstructive surgery was performed to create a penis for this person. The private medical clinic did the operation and billed the NHS for the operation. The NHS declined to compensate the costs of the operation.

The private medical clinic claims that the NHS has no right to decline the compensation, because if a biological male patient is born without a penis or with an irregular penis that needs corrective surgery, the NHS will cover the costs of surgery. Because of this the clinic has turned towards the NHS. It has been shown that if a person's gender (how a person identifies oneself) is not the same as a person's sex (the anatomy of a person's reproductive system and secondary sex characteristics), it can lead to severe problems, for example suicide attempts. Sex-change operations are not fundamentally difficult or life threatening and are constantly being successfully performed all over the world. Both the national commissioner of equality and the European Court have ruled that if a person is treated worse because the person is transgender, then it is a form of discrimination based on gender. The national commissioner of equality has proposed to the NHS and the Ministry of Social Affairs that the costs of this operation will be compensated and that in the future people who have different sex and gender (i.e. legally is one thing but identifies as a different thing) have the same access to medical services as people who have the same sex and gender (i.e. person identifies with what the person legally is).

Getting a job

SUMMARY

Students use a case of a young Muslim girl and her unemployment problems to discuss the country's unemployment policy. Students need to find information and put it into context looking the issue at hand through a perspective of religious diversity.

Duration is 45 minutes.

OBJECTIVES

- Students increase awareness of workers' rights, the unemployment welfare system and minority rights' issues in their country.
- Students practice information acquirement skills.
- Students practice argumentation and rebuttal.

PREPARATION

Students need internet access.

DESCRIPTION

PART 1: Teacher divides students into 4 groups. Each group is handed a side (yes/no). The teacher tells the students the scenario at hand (see additional notes). Students are given written tasks. These tasks serve as a basis for the students to better understand their countries unemployment welfare system.

Questions for students:

1. *What is the maximum amount of unemployment welfare benefits (money) that a person can receive?*
2. *What is the maximum amount of time that unemployment welfare benefits are available?*
3. *What criteria must a person fulfill to be eligible for unemployment benefits?*
4. *Under what conditions can the state cancel unemployment welfare benefits?*
5. *Why should/shouldn't (depending on which side the student is) the person in the scenario be awarded unemployment benefits? Think of as many reasons as you can and explain*

PART 2: After the students have answered the questions, the teacher can arrange a public debate, where people in the yes group and no group take turns in presenting their arguments. First one student of the yes side presents one of their arguments, then one person of the no side argues against that argument and presents their own argument and so on with as many people as possible (this is dependent on the amount of time that the teacher still has left).

ASSESSMENT

Teacher can test whether students found and learned the key concepts of the local unemployment policy.

ADDITIONAL NOTES

Fatima Aziz is a young devout Muslim, who was born and raised in your country by a family of Muslims, who moved to your country 40 years ago. The family is deeply religious. It is a poor family with 6 children. The family or its' members have never caused trouble in their local community. Fatima has finished the 9th grade and has no special skills and hasn't learned any specific vocation. Fatima has registered in the unemployment bureau to find a job. The bureau has offered her a few simple jobs, for example a job as a waitress, a job as a flight attendant and a job as a shop clerk. These are the kinds of jobs that she is capable of doing.

Fatima has turned down all of these jobs because they require wearing company clothes and more importantly none of these jobs allow her to wear her religious symbols publicly during work time. Fatima believes that in order to be a good Muslim, she has to wear her religious symbols always. She believes that wearing her religious symbols is her religious right. Fatima has turned down all of these jobs because they infringe on her religious freedoms.

Fatima has written to the unemployment bureau to apply for unemployment benefits that are given to people who can't find a job. Usually people who get unemployment benefits are people who have learned a skill that isn't required, for example bus drivers when there is no need for bus drivers. There are jobs that are available for Fatima and her skillset but she is not willing to take up those jobs because she believes they infringe on her religious right to display her religious symbols. Should the unemployment bureau give Fatima unemployment benefits or not?

Pluralism

SUMMARY

Students use turncoat debating to understand the concept of pluralism.

Duration is approximately 45 minutes.

OBJECTIVES

- Students will know the main characteristics of the concept of pluralism. Students will formulate opinion on a topic given by the teacher.
- Students learn to use turncoat debating. Students develop critical thinking and logical analysis based on that.

PREPARATION

- Teacher prepares a presentation about pluralism.
- Teacher gives (if necessary) overview about the buildup of an argument.
- Teacher prepares a list of statements concerning views on pluralism.

DESCRIPTION

PARTS 1: Teacher gives an overview on pluralism. Teacher presents statement(s) about preferences about certain groups (e.g. dogs are worse than cats, left-legged people are better than right-legged people).

PART 2: All students prepare arguments for the motion for 5 minutes. After that, all students prepare arguments against the motion for 5 minutes. Thirdly, students have 5 minutes to draw a conclusion from the previous 10 minutes, which balances both sides of the debate.

PART 3: Groups of 4 are formed. Students present their arguments to their group members to find out who had the best arguments with the mindset of balancing of opinions. The best-balanced arguments will be presented for the rest of the groups.

ASSESSMENT

Teacher holds a vote, which group had the best arguments. Best group gets a positive grade.

HISTORY

World War II

SUMMARY

Students revise and learn about the WWII by independently creating comparisons between the situations of different countries in Europe and Asia. Students in groups create presentations about their assigned countries.

Duration is approximately 90 minutes.

OBJECTIVES

- Students learn about the WWII and the implications it had on Asian countries.
- Students develop group work and presentation skills and also quick reaction to questions.

PREPARATION

- Teacher prepares questions to revise the outcomes of the WWII.
- Teacher prepares a presentation about the effects WWII had on Asian countries.
- Teacher prepares a structure sheet for students for their presentation.

DESCRIPTION

PART 1: The teacher facilitates a Q/A session with the students on the most crucial information from the sections that the students covered in previous classes regarding WW II in Europe.

PART 2: Teacher presents and explains the historical context in Asia after WW II and during the times of the cold war. Teacher divides students into groups and assigns one Asian and one European country per group for students to analyze.

PART 3: Students are given around 15 minutes to read up and research about the two countries assigned to their groups. After that students should have a group discussion to establish a general overview of these countries.

PART 4: Every group has 4 minutes to make a presentation to introduce the situation of a European and Asian country, similarities and differences of these countries. Others take notes prepare questions. Presentations are followed by a Q/A session by students.

ASSESSMENT

Active participation regarding the group work on asking relevant questions from other groups should be credited. Also it is important to highlight the necessity of having a comparison and a clear structure in the presentations

Napoleon and his time

SUMMARY

Students act as investigative journalists writing an article about Napoleon. Having a chance to interview Napoleon himself, they try to understand the relations between Napoleon's actions and his personality.

Duration is 2x45 min.

OBJECTIVES

- Students will know the key points of Napoleon's personality, life and his policies.
- Students evaluate and analyze the relationship between the leader's personal attributes and his decision-making.

PREPARATION

Students have learned about Napoleon's life and foreign policy.

Each group should have access to a computer.

DESCRIPTION

PARTS 1: Students are divided into groups depending on the size on the class. Each group has to write a newspaper article about Napoleon. They can choose to write about Napoleon's life and relations, his wars or other policies depending on which issues have been previously discussed in class. The article can be an interview, report, news flash, opinion piece, editorial etc. The story needs to be illustrated and edited as a newspaper page would look alike.

PART 2: All groups nominate one or two students to represent their "paper" on a press conference with Napoleon. Teacher will take the role of Napoleon and will answer to questions from the journalists.

PART 3: Both groups are to present their articles which are to be binded together as a full newspaper with 4–5 articles.

ASSESSMENT

Teacher grades the articles based on their historical accuracy and style.

Heritage of the Ancient Culture

SUMMARY

Students learn about different heritage sites of ancient cultures, research information and make up arguments on controversial issues regarding the topic.

Duration is 45 min.

OBJECTIVES

- Students learn about heritage of ancient cultures.
- Students make up arguments.

PREPARATION

- Teacher prepares a table (see ADDITIONAL NOTES).
- Teacher prepares Dixit cards.

DESCRIPTION

PART 1: Around five or six Dixit cards are spread on the table and students are given a task to pick the one most resembling cultural heritage to them. All students have to give explanations and justify their choice.

PART 2: Students work in pairs. Teacher gives each pair the prepared table which students must finish using information from the internet.

PART 3. Teacher splits the class into two. The first half of the class will form arguments on the topic: “Is it right that the old oriental heritage sights are in the European museums?” The other half of the class will form arguments on the topic: “European governments should encourage education about the UNESCO heritage site.” Students present their arguments.

ASSESSMENT

Teacher checks and grades the completed tables of chosen pairs.

ADDITIONAL NOTES

TABLE FOR PART 1:

| Discovery | Locality | Year | Archaeologist's name | Three things I didn't know |
|--------------------|---------------|------|---------------------------------|----------------------------|
| Ancient city | Troy (Turkey) | | | |
| | | 1922 | Howard Carter and Lord Carnavom | |
| | | 1900 | Arthur Evans | |
| Queen Puabi's tomb | Ur (Iraq) | 1934 | Leonard Woolley | |

Consequences of the Industrial revolution – child labor

SUMMARY

Students gain insight to child labor, reflect and talk about the causes of child labor. The lesson focuses on finding a consensus when, where and why child labor was or is necessary. Using the “*Opinion scales*” method, students try to define their own attitude towards the issue.

Duration is 45 minutes.

OBJECTIVES

- Students learn the causal links between the industrial revolution and child labor.
- Students practice critical thinking and analyze their own fixed opinions, learning to defend and find arguments supporting their views.

PREPARATION

- Teacher prepares a list of statements concerning the use of child labor in the times of the Industrial revolution and today.
- Teacher prepares the classroom so it could be used for the method “Opinion scales”.

DESCRIPTION

PART 1: Students familiarize with the topic of the lesson - the child labor as the consequence of the industrial revolution. This can be done by either teacher-student discussion, lecture or using appropriate textbooks. Students task will be to devise a definition of child labor and to share the definition with the rest of the class.

PART 2: Method of opinion scales: one wall of the class is marked “I totally agree”, the other as “I totally disagree”. Teacher will explain the principles of the opinion scales. Teacher will start presenting claims of which the students will have to choose a preference. The closer the students stands to the wall, the more they agree/disagree with the statement. Students have to pick their preference according to their personal opinion. After each setup of students on a scale, some students are asked (preferably different opinion) to explain its position.

- *Child labor should be prohibited.*
- *It is not good if children work to help to feed their families.*
- *All children should be given allowance.*
- *Children are allowed to work to earn extra pocket money.*
- *High school students should start working to adjust to future life. etc.*

PART 3: All students have to compile a word map of their personal opinion of child labor.

ASSESSMENT

All students write a short essay on the issue of child labor which will be graded.

Iron Curtain

SUMMARY

Students try to discover the implications of the Iron Curtain through personal experience and imagining themselves in the shoes of people having to cope with movement restrictions. Using the “Opinion scales” method, students try to define their own attitude towards the issue.

Duration is 2 × 45 minutes.

OBJECTIVES

- Students find information about the Iron Curtain during the Cold War and other similar examples of the world today.
- Students determine and understand the advantages and disadvantages of free movement of the people and goods in Europe.

PREPARATION

- Teacher prepares the classroom so it would have an empty space in the middle of the class and could be used for the method “*Opinion scales*”.
- Teacher explains the “*Opinion scales*” method.

DESCRIPTION

PART 1: Select two students who are to act as people behind the Iron Curtain. Rest of the class are to stand in the middle of the class representing the barrier itself. The role of the two students is to get to the other side of the barrier created by the rest of the class. Students who represent the barrier, are given the instruction not to allow anyone to penetrate the “Iron Curtain”. Finish the activity after about 1 minute and ask the students how they felt when they could not go to the other side.

PART 2: Divide students into three to six groups depending on the size of the class. Each group is given a different role. Choosing to play with more groups than three, duplicate the roles.

- The first group’s task will be to seek information on the Internet to explain the concept of the Iron Curtain. *Why were physical barriers created? How effective were they? How did they Iron Curtain function where the physical restrictions were not in place?* Group needs to analyze this from the perspective of the regimes.
- The second group will try to describe life behind the Iron Curtain for different people: musicians/artists, athletes, workers, businessmen etc. How did the barrier influence their lives.
- The third group needs to find and analyze examples of movement restrictions in today’s world. When necessary the teacher can add a perspective of a citizen from an EU non-Schengen member state, Syrian refugee or Mexican migrants on the US-Mexico border.
- All groups must prepare at least 6 statements for the “*Opinion scales*” game which they will write down for the teacher to use.

PART 3: Each group gets 5–10 minutes to present their perspectives and results. When choosing to have more than three groups this time must be divided between groups.

PART 4: METHOD OF OPINION SCALES: One wall of the class is marked “*I totally agree*”, the other as “*I totally disagree*”. Teacher will explain the principles of the opinion scales. Teacher will start presenting claims previously prepared by the groups, of which the students will have to choose a preference. The closer the students stands to the wall, the more they agree/disagree with the statement. Students have to pick their preference according to their personal opinion. After each setup of students on a scale, some students are asked (preferably different opinion) to explain its position.

ASSESSMENT

No assessment planned but active participation can be rewarded.

Genocide in the 20th century

SUMMARY

Students work in groups to find information about the genocides of the 20th century. Students have to present this information to their peers and use examples to strengthen their arguments.

Duration is 45 minutes.

OBJECTIVES

- Students learn to understand three common features of genocide.
- Students enhance the ability to present and evaluate the information from the Internet and to provide examples to their claims.

PREPARATION

- Each student pair should have access to Internet. Alternatively, teacher prepares 4 articles for each student pair about genocides at hand.
- Teacher prepares handouts table (see additional notes) for each group or student.

DESCRIPTION

PART 1: Students are to prepare the definition of genocide in their own words. These definitions are written down. Teacher instructs the students to search for the definition of genocide from textbooks or online. These definitions are compared with the student ones.

PART 2: Students are divided into four groups. All of the groups are given a paper with the table below (See ADDITIONAL NOTES). Their task is to find information on the Internet and fill in the table. Each group is given one of the examples to focus on and later presents the results of its work, so that they prepare the three-minute speech about a genocide. They have to cover all the required fields on the table. Rest of the class has to fill in the table using the information provided by other groups.

PART 3: Discussion with the students focus on the reflection of the information. Why did these genocides take place? Which of the genocides did you find the most horrific? What can we do to avoid genocides in the future?

ASSESSMENT

Teacher tests the knowledge obtained in the next class.

ADDITIONAL NOTES

| | Holocaust | Armenian genocide | Cambodian genocide | Rwanda genocide |
|------------------------|------------------|--------------------------|---------------------------|------------------------|
| Cause | | | | |
| Oppressed group | | | | |
| Oppressor | | | | |
| Examples of oppression | | | | |
| Situation today | | | | |

History books are too full

SUMMARY

Students revise history lesson from the previous school year and decide which characters they liked the most. The lesson is aimed to be the last history lesson in the year allowing to generalize and focus on the impacts of the learned content.

Duration is 45 minutes.

OBJECTIVES

- Students are able to discuss different characters that were talked about during the school year.
- Students develop argumentation and rebuttal skills.

PREPARATION

Teacher prepares necessary handouts with a list of discussed characters.

DESCRIPTION

PART 1: Teacher announces the topic and objectives of the lesson, hands out the handouts. Students work in pairs. Each pair is given a character they need to defend to stay in the history books. Students pick one character they oppose and don't want to stay in history books. All arguments created must be developed using content they have learned in history class.

PART 2: Each pair presents their character and arguments supporting his role in history and history books for years to come. They also present arguments against one character.

PART 3: Teacher organizes a vote to decide which characters should stay in history books.

ASSESSMENT

Teacher can use this exercise to check the impact of their own work and understanding of things discussed in class during the whole year.

ADDITIONAL NOTES

HISTORY BOOKS ARE FULL – Handout

It's spring 2016. Ministry of history and education (MHE) is planning a reform to cut all history classes by a third. The minister for history and education D. Lumbridge has ordered his officials to start analyzing curriculums and history books to delete characters who don't fit the minister's vision of "new and reformed history".

Mr. Lumbridge argues: "It's all so bloody dull. The same stories, same faces, same history. I just can't stand it. History books are full of pointless facts and names. That's why textbooks are so heavy!" MHE is taking radical steps to popularize history.

Following the ideals of democracy MHE has used the just invented time machine to summon 10 historic characters in danger of being deleted from the face of history to stand in their defence:

NAPOLEON

CAESAR

HITLER

STALIN

JEANNE D'ARC

CATHERINE THE GREAT

COLOMBUS

ROSA PARKS

MARTIN LUTHER

RAMSES II

Every character gets to present their case why they should stay in the history books. Each of them can pick a character they think does not deserve a place in the new modern history.

Three of the historic characters summoned will never be returning to their historic importance and will be deleted!

LANGUAGE CLASSES

Planet issues. Disasters.

SUMMARY

Students revise the previously learned vocabulary. The following lesson plan is about the example of the topic “Disasters” but can be used for any other topic as well. Students watch a video, mark down topically related words and give impromptu speeches about the topic.

Duration is 45 minutes.

OBJECTIVES

- Students consolidate thematic vocabulary.
- Students use 3 word speaking exercise and impromptu speeches.

PREPARATION

Students are given the task at home to visit internet sites for gathering information and reading extra texts about disasters:

- <http://www.ecenglish.com/learnenglish/lessons/in-news-natural-disasters>
- <http://www.bbc.com/news/magazine-32348749>
- Teacher prepares 10 words of disasters written on separate pieces of paper and sets up the video “15 Most destructive natural disasters in history” (www.youtube.com/watch?v=nmdwmtlg4ow) for the class to watch.

DESCRIPTION

PART 1: Teacher presents the goals and tasks of the lesson and rules of assessment. Teacher additionally chooses the timekeeper. Before watching the video teacher gives students the task to listen and pick up 10 words naming different disasters. Students watch the video.

PART 2: 10 volunteer students each pick one piece of paper with the word of disaster written on it from the teacher’s desk and get two minutes of preparation time. After the preparation time each student talks for one minute about the disaster written down on their paper.

Teacher gives comments about the speeches.

PART 3: Now three other students are asked in front of the class and are each given a new word by the class on the same topic of “Disasters”. First student speaks about their word for one minute. The next student has to talk about the word that they have been given but also integrate the word of the first student. Third student has to talk about their word and also the second student’s word.

Teacher gives comments about the speeches.

PART 4: Teacher asks one student or a volunteer to try to give an impromptu speech. The student is given a paper with a claim or a quotation on the topic of “Disasters”. Student is given two minutes to prepare.

During that time the claim or quotation is also written down on the blackboard and other students are asked to think about the topic and also about what kind of a speech they would give.

Student gives their speech. Teacher gives comments.

Teacher gives homework to revise and get ready for vocabulary test on disasters.

ASSESSMENT

All students who have delivered speeches get marks. Timekeeper gets +1 for next oral performance.

Animals

SUMMARY

Students work in groups to discuss the issues of hunting, killing animals for fur and humanity. Brainstorming leads to a forum debate on the motion “It is inhuman to kill wild animals for their fur”.

Duration is 45 minutes.

OBJECTIVES

- Students will know the appropriate vocabulary and practice the use of future tenses.
- Students practice presenting a problem finding a solution and analyzing the consequences.

PREPARATION

- Teacher prepares textbooks or handouts if necessary.
- Students can be asked to prepare pro and con arguments before class using the specific prechosen materials.

DESCRIPTION

PART 1: Teacher announces the topic and objectives of the lesson. Teacher explains the core clash points in this discussion: what is humane? why is it OK to hunt? do animals have right? etc.

PART 2: Teacher moderates a class discussion in form of brainstorming. All the ideas, pro and con, are written down on the blackboard. As a result of this brainstorming, there should be at least 4–5 claims on either side of the motion.

PART 3: Students need to pair up and are given either the affirmative or the negative side to prepare by the teacher. Students have to prepare at least 3 arguments on their side.

PART 4: Teacher chooses the first affirmative pair to present one of their arguments to the class. Then a negative pair is asked to reply and present their argument. Next affirmative pair will reply and present their own argument and so on changing sides until all the different arguments have been presented by the class.

ASSESSMENT

- Teacher analyses the debate and gives feedback on the logic of arguments and rebuttals. Class can review the main clash points previously discussed.
- Class can choose the best arguments and vote which pair did the best job.

City life (traffic)

SUMMARY

Students prepare for a city council meeting to discuss the proposal of implementing a congestion tax for cars. Students work in groups to represent different interest groups and analyze different points of views in a city council simulation.

Duration is 45 minutes.

OBJECTIVES

- Students will expand their vocabulary and develop listening and speaking skills. Students practice discussion language.
- Students must differentiate between different sides of the issue.

PREPARATION

Teacher prepares the simulation description on handouts. Teacher divides the class to different interest groups.

DESCRIPTION

PART 1: Teacher announces the topic and objectives of the lesson. Teacher explains the rules of the simulation and the narrative.

You live in the capital city of your country. The city’s population has grown rapidly during the recent years and traffic in the city center is getting worse and worse. The Mayor of the city wants to introduce a congestion fee for cars during the day on weekdays. The city has a good bus service, but busses are often delayed because of traffic. There’s also a train service, but the trains are often crowded, particularly at rush hour. There’s a public meeting today to discuss the Mayor’s proposal.

PART 2: The class is divided into two teams (A and B) to prepare their arguments for and against the proposal. The students of both teams are divided into subgroups according to the social group of people they represent (the Mayor, environmentalists, local business people, local residents, tourists, etc.) Note that both teams may have a representative of the same social group of people but supporting a different point of view (e.g. a local resident)

- STUDENTS A – affirmative team
- STUDENTS B – negative team

Students can use any accessible sources (computers, printed materials, smartphones etc.).

PART 3: The students of both teams present their arguments from the point of view of different people. Encourage the students to use discussion language.

PART 4: Students are asked to write affirmative (STUDENTS A) and negative (STUDENTS B) speeches which are to be presented next lesson. The topic: “*The congestion charge should be introduced in capital cities.*”

ASSESSMENT

- Teacher analyses the debate and gives feedback on the logic of arguments and rebuttals.
- Teacher can hold a vote whether there should be a congestion tax on cars or not.

World Realism - Anna Karenina

SUMMARY

Via the simulation of a court trial, the students learn about the contents of the chosen masterpiece and also, they learn to reason. Suggested novel: L. N. Tolstoy: Anna Karenina (it is possible to use also a different literary work from the period of World realism).

Duration is 2 × 45 minutes.

OBJECTIVES

- Students will be able to understand the essence of a social type of a character, will be able to describe the character theoretically, even to specify its characteristics based on the analysis of a read work.
- Students will be able to identify the level of importance and explain profiling characters like the copyright model compatible with the focus of the work.
- Students will be able to give arguments in favour of or detriment to a particular character.

PREPARATION

It is important that by the reading of Anna Karenina, the students are informed that they are preparing for a trial with A. Vronskiy, who is accused of goading Anna into suicide. While reading it, their main goal is to find arguments. They are to be divided into several groups (according to the needs of the teachers). The following are the participants of a court and literary characters:

- THE PROSECUTORS (besides looking for the arguments claiming Vronskiy guilty, they are looking for appropriate witnesses who could be summoned to the court hearing)
- DEFENDERS (besides looking for arguments claiming Vronskiy innocent, they are looking for appropriate witnesses who could be summoned to the court hearing)
- THE JUDGES (preparing the criteria for decision-making)
- WITNESSES (A. A. Karenina, Lidia Ivanovna, son Seryozha, Kitty Scherbackaa, Dolly Oblonskaa, Stepan Oblonskiy, Konstantin Lyovin, family physician...) – it is important that the characters are in accordance with the book and that the arguments contain the examples and the proofs from the text.

DESCRIPTION

PART 1: The teacher describes the simulation of a trial.

PART 2: It begins by the arrival of the judges (3), who will be leading the trial. They will open the trial and ask the prosecutors to present the indictment and its justification. Then Vronskiy will have space to comment on the allegations. It is completed by his lawyer. Then the hearing of Anna K (or the prosecutor) follows and examination of Vronskiy. Then the witnesses follow, who can be asked questions from both sides. Finally, there is the closing speeches and the final decision of the court.

TIME SCHEDULE FOR THE PARTICULAR ROLES:

| | |
|---------------------------------------|----------------------------------|
| THE JUDGE | 0.5 min. |
| OPENING SPEECH OF THE PROSECUTOR..... | 2 min. |
| OPENING SPEECH OF THE DEFENDER..... | 2min. |
| OPENING SPEECH OF VRONSKIY..... | 0.5 min. |
| HEARING OF ANNA K..... | 5 min. |
| HEARING OF VRONSKIY..... | 5 min. |
| INTERVIEWING WITNESSES..... | 5 min. (For both sides together) |
| CLOSING SPEECH OF THE PROSECUTOR..... | 5 min. |
| CLOSING SPEECH OF THE DEFENDER | 5 min. |
| THE COURT'S DECISION | 5 min. |

ASSESSMENT

- Peer evaluation
- Evaluation by a teacher

NOTES

It is important to work with the time watch during the speeches, so that the lesson fulfils its goal and the space is given to all participants. The teacher interferes as little as possible.

Contribution to discussion – The argumentative part

SUMMARY

The students learn the structure of arguments, so that they are able to create a correct contribution to discussion.

Duration is 45 minutes.

GOALS

- Students will be able to create an argument based on the classical structure.
- Students will be able to find a relevant sources for different topics.

PREPARATION

Students need a mobile phone, tablet, computer with internet connection

DESCRIPTION

PART 1: Rehearsal of the classical structure of an argument.

PART 2: The class is divided into groups of 4 (for example by using 4 seasons – every student is marked by a teacher as spring, summer, autumn or winter and then the instruction is to create groups in which there are all four seasons).

PART 3: Every member of the group will present one part of the classical structure of an argument (statement, explanation, evidence and impact). The teams create one argument related to a given thesis. (e. g. The classical books should be abolished).

PART 4: Presentation of the groups – it might be convenient to give a time limit, 1 or 2 minutes depending on the number of the groups. After each presentation, there is a short evaluation by another group, whether all the parts of the argument were well built. Another alternative might be to change the order of the parts of the argument and another group can set it up in the correct order after the hearing of all the four members.

PART 5: Reflection of the activity based on questions.

ASSESSMENT

- Peer evaluation
- Oral evaluation by a teacher

NOTES

It is a class designed for the beginners in the area of the Academic debate – suitable for the 1st grade of high schools.

Rhetoric Style – speech

SUMMARY

The students learn to actively use the rhetoric style of argumentative speech

Duration is 45 minutes.

GOALS

- Students will be able to adapt the phases of the speech creation, so that it has an appropriate oral presentation.
- Students will be able to actively use appropriate non-verbal tools by the oral presentation, so they enhance the overall outcome of the presentation.

DESCRIPTION

PART 1: PRESENTATION OF THE ACTIVITY AND DEFINING THE THESIS

There will be used a debating format with a slightly changed structure: Lincoln – Douglas. The name was given according to the American politicians A. Lincoln and S. A. Douglas, who in the year 1858 took part in the pre-election debates. The debate format consists of two speakers – one is agreeing and one is disagreeing with the thesis. Because this format is more accenting the proofs, fact accuracy and quotation of the experts and philosophers, it is a more adequate format for the rehearsal of the rhetoric argumentative speeches.

The theses can be chosen from actual social topics, or they can be prepared beforehand (chosen in advance by a teacher or selected by lot – NATO is a more effective tool for international security than UNO, An institute of a referendum is needed for the democracy), or it is possible to choose a more entertaining thesis (Quiet heals, Enough of Hollywood.).

PART 2: DEBATE

Thanks to the change of a time schedule of the Lincoln – Douglas format, it is possible to have two debates over one standard lesson. Suggested changed structure:

1. SPEECH OF AGREEING SPEAKER..... 3 min. (originally 6 min.)
2. CROSS EXAMINATION (led by the disagreeing speaker 2 min. (originally 3 min.)
3. SPEECH OF DISAGREEING SPEAKER..... 3 min. (originally 7 min.)
4. CROSS EXAMINATION (led by the agreeing speaker) 2 min. (originally 3 min.)
5. REFUTATION OF THE AGREEING SPEAKER 2 min. (originally 4 min.)
6. CLOSING SPEECH OF THE DISAGREEING SPEAKER 3 min. (originally 6 min.)
7. CLOSING SPEECH OF THE AGREEING SPEAKER 2 min. (originally 3 min.)

In the beginning of the debate, it is possible to divide the classroom into two parts and give the students an opportunity to sit on the part they agree with. After the speeches, or the cross examinations, the teacher allows time for the students to decide their opinion, so that they can stay in the sector or change to the opponent sector.

ASSESSMENT

- Oral evaluation by a teacher
- Peer evaluation

NOTES

Because this class is aimed at the development of a rhetoric style, which is mostly discussed with the older students, the teacher can choose a more complex thesis and allocate a longer time (it can be chosen according to the debating skills of the class).

Lexical level of language

Duration is 45 minutes.

GOALS

- Students know the meaning of the words, which they use in their oral presentation in line with the different contexts and communication situations, or s/he is able to check the meaning of unknown words using available information sources.
- Student are able to search for the meaning of unknown words in dictionaries.

PREPARATION

- Computer, mobile phone or tablet with internet connection
- Language Dictionary

DESCRIPTION

PART 1: The importance of definitions and the defining in the academic debate (definition of space-frame for debate, clarifying of the various positions ...), the importance of the definitions in the dictionaries (scope and content of the concepts)

PART 2: Presentation of the most common errors in definitions. In terms of language it is important that the definition does not contain the root of the defined term. From the logical point of view, it is possible to distinguish several errors, for example:

1. UNKNOWN THROUGH UNKNOWN – definition is not understandable for the addressee because the unknown is defined by other unknown terms,
2. A BROAD DEFINITION – if the definition includes several objects (as if home is defined as anything that can be used for living, then the addressee can decode it not only as a house, but for example also a cave)
3. NARROW DEFINITION – if the definition narrows the characteristics of an object or phenomenon (if the house is defined as a building of brick, which is used for living, then buildings made of wood, concrete panels are not included in the definition)

PART 3: The definition game

1. First, begin with a classical child's play. The first person in line says a general noun in the nominative singular (This specification applies to the entire game), and the next person in line creates a word starting with the last letter of the previous word. This will last the whole first round, so that everyone tries it.
2. During the next round of the game, the conditions remain the same, but the change is that instead of words, the game participants say only word definitions. First person won't say a word, but its definition. This should be clear, so that the next person is sure about the word. That person thinks of a word starting with the last letter of the word that was used as the last, but s/he only tells the definition, not the word. And this is how it goes till the end. The whole group checks the correctness of the definitions, because if someone deciphers a wrong word and creates a word starting in a different letter, then the group re-assesses the correctness of the previous definition. If the group decides that it was clear, the following definition is considered false.

3. competition version can be played as follows. The thinking about the definition is time limited (in 5 or 10 seconds, the participant must begin to define the term) and if there is an incorrect definition, the author of the false definition leaves the game, so that eventually there is only the winner of the game.

PART 4: Reflection. Set of questions: *How did the activity go? What caused problems? ...*

ASSESSMENT

Assessing the accuracy of definitions is happening in the group through the teacher and students themselves. In case of uncertainties, the definitions are verified online or in dictionaries.

NOTES

During the game, it is important that all the players concentrate, because in the case somebody drops out, the next one should build on the previous player. In the case more players drop out at the same time, the next player can be further in the line.

REFERENCES

GAHÉR, F. *Logika pre každého*. Bratislava: Iris, 1998, s. 358–366. ISBN 80-88778-77-8.

In the end there's always love

SUMMARY

Students use Shakespeare's *Romeo and Juliet* as an example to debate why love is so frequently mentioned in literature. Doing so the students develop argumentation skills and public speaking skills.

Duration is 45 minutes.

OBJECTIVES

- Students use *Romeo and Juliet* as an example why is it important to discuss feelings and the issue of love in literature.
- Students learn how to develop affirmative and negative positions.

PREPARATION

Teacher prepares groups dividing the class into two sides: AFFIRMATIVE and NEGATIVE team. Class has previously read Shakespeare's *Romeo on Juliet*. Preferably there are a few books in class.

DESCRIPTION

PART 1: The teacher writes the question *"Why is it so necessary to expose one's personal experience into the novel?"* on the blackboard. A discussion follows why do writers have the need to express their feelings and what readers expect of books. The students are given a few minutes to think of and write down their pros or cons about the topic. After students are finished, the teacher divides the class into two groups of an even number of students.

PART 2: After students have been separated into an affirmative team and a negative team, the teacher writes the following resolution on the board: Why do you think love is so frequently mentioned in literature?

The affirmative team (pro resolution) present their opinion and come up with several reasons that support their position. The negative team present their opinion (anti resolution) and come up with several reasons that support their position. Both groups assign two people the role of spokesperson to deliver the team's arguments to the class.

PART 3: A debate follows.

THE FIRST AFFIRMATIVE SPEAKER: After a few minutes, the first spokesperson from the affirmative team gives a speech defending their position. The spokesperson is allotted five minutes to speak. While this person is speaking, the other team is quite.

THE CROSS EXAMINATION AND PREPARATION TIME: After the spokesperson for the affirmative team finishes their speech, the negative team asks questions to the affirmative team. The affirmative team should be allotted 5 minutes to ask questions spokesperson to answer.

THE FIRST NEGATIVE SPEAKER: After a few minutes, the first spokesperson from the negative team gives a speech defending their position. The spokesperson is allotted five minutes to speak. While this person is speaking, the other team is quite.

THE CROSS EXAMINATION AND PREPARATION TIME: After the spokesperson for the negative team finishes their speech, the affirmative team asks questions to the affirmative team. The affirmative team should be allotted 5 minutes to ask questions spokesperson to answer.

THE SECOND AFFIRMATIVE SPEECH: After 3 minutes, the spokesperson from the affirmative team should give the final affirmative speech defending the topic. This speech should be a direct response to the negative team's speech. The spokesperson should be allotted five minutes to speak. While this person is speaking, the other team should be quite. After the spokesperson has finished, the negative team should have 3 minutes to prepare the spokesperson for their speech. There should be no cross examination time to question the affirmative team.

THE SECOND NEGATIVE SPEECH: After 3 minutes, the spokesperson from the negative team should give the final negative speech arguing against the topic. This speech should be a direct response to the affirmative's last speech. The spokesperson should be allotted five minutes to speak. While this person is speaking, the other team should be quite.

ASSESSMENT

As the round comes to an end, the teacher should use the round as an opportunity to involve students to draw the conclusions of the debate.

NATURAL SCIENCE

Vaccination: pros and cons

SUMMARY

Students learn and discuss about vaccinations. Class watches a video and based on that makes notes about the pros and cons of vaccination. Class discussion and self-evaluation is also used.

Duration is approximately 45 minutes.

OBJECTIVES

- Students will be able to explain convincingly why it is necessary to be vaccinated.
- Students learn to differentiate between affirmative (pros) and negative (cons) arguments and learn to understand and notice them from a video.

PREPARATION

Teacher prepares to demonstrate the video material about the benefits and risks of vaccination: <http://www.pbs.org/wgbh/pages/frontline/teach/vaccine/>. Teacher prepares the individual handouts for students (see additional notes).

During the previous lesson students learned the history of the vaccines, they are able to understand how vaccines work.

DESCRIPTION

PART 1: INTRODUCTION

- Teacher asks students which vaccines/immunizations they have had, e.g. polio, TB or any other vaccinations.
- Teacher reminds students that each type of microbe has an outer coating which is unique to them, but because some microbes change their outer coats so quickly it is difficult for scientists to make vaccines for these infections, or, like the flu vaccine, a new one has to be made each year.
- Teacher announces the topic and objectives of the lesson

PART 2: VIDEO

- Teacher gives students copies of the handout and explains the task: watching the video, students have to fill in the arguments table.
- Students watch the video “A Visit to Ashland, Oregon” and fill in the table. Teacher should do pauses so that students have time to write down arguments.
- Teacher asks students to write down their own position on this issue and state advantages of their position.
- Teacher asks students to share their views on vaccinations.

PART 3: CHECKING WHAT STUDENTS UNDERSTOOD

Teacher checks for student understanding by discussing the points below:

Why is vaccination not only a personal health issue but also a public health issue?

POSSIBLE ANSWER: Many infectious diseases are extremely contagious, we can vaccinate ourselves against the disease but other people who are not vaccinated can contract the disease and spread it further to unvaccinated people. If more people are vaccinated the disease is prevented from circulating. This is why herd immunity prevents epidemics. In today's society where global travel is relatively cheap and easy, an infected person can carry a disease across the world within 24 hours.

What needs to be done to completely eliminate an infectious disease?

POSSIBLE ANSWER: A vaccination program which reaches all target groups on a widespread continual basis is the only means to completely eliminate a disease. However, it is not possible to eliminate all diseases in this manner as some infectious diseases e.g. avian flu, have other reservoirs (places where they can live and multiply) outside humans.

- Students complete the sentences on the other side of their handouts.
- Students leave the handouts to their teacher.

ASSESSMENT

Oral assessment.

ADDITIONAL NOTES

| Pros | Cons |
|------|------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

My position and reflection:

Advantages of my position,

Today I learned ...

I have been successful in ...

I think that...

Determiners – exercise

SUMMARY

Students practice determining the value of a determiner of the 3rd rank. Also they practice adequate use of strategies of arguments in oral expression, monologue and dialogue, the use of various ways of understanding in the interpretation of the exercise and the result, identifying the argumentative structures in order to find out the logics and the coherence of the message, comparing arguments in the view of forming a personal opinion.

Duration is approximately 45 minutes.

OBJECTIVES

- Students identify data and mathematical connections and correlate them according to the context in which they are found.
- Students work on data in a large amount, of different quality, of different structures that appear in mathematical contexts
- To express mathematical characteristics, quantitative or of quality of a certain concrete situation and of the algorithm of solving them
- Students analyze and interpret the mathematical characteristics of a problem-situation

PREPARATION

The class is split into 3 teams:

TEAM 1: Triangle team

TEAM 2: Saruss team

TEAM 3: The conclusion drawers 3 students and the teacher

DESCRIPTION

PART 1: Teacher checks the students' memories about ways of solving determiners. Exercises with determiners of the 3rd rank.

PART 2: The first 2 teams work 15 minutes to point out the advantages of the use of the methods they received (on a flip chart). The 3rd team is not involved in the beginning. Each team announces their spokesperson, the one who will sustain the team's point of view. Each team has 5 minutes to present their task. At least one of the exercises must be included in the presentation; the exercises were given to the teams on papers. After the 10 minutes the deciding team gets involved. Underlying the errors of each participant and the strong points as well. The 3rd team announces the winners of the debate.

ASSESSMENT

The students who were active and correct contributors will be graded, encouraged for further debates and they will draw conclusions for the next debate developments

ADDITIONAL NOTES

The student's work chart:

1. *Don't forget the fair play!*
2. *All ideas are good.*
3. *All team members are important.*
4. *It is not the loud voice that brings the most important argument.*
5. *Use appropriate language.*
6. *If not now, definitely next time.*

Area formula of a triangle

SUMMARY

Students learn two different ways how to find the area of a triangle through debating the pros and cons of two different methods of teaching the formula. Students' diverse thinking processes with the development of a particular mathematical idea is illustrated by the interaction between the teacher, the students, and mathematics.

Duration is 45 minutes.

OBJECTIVES

- Students understand the logic behind the area formula of a triangle.
- Students collaborate with colleagues to teach each other different methods to solve a problem.
- Students debate which method of calculating the area of a triangle is more suitable for teaching and learning in class.

PREPARATION

Teacher prepares many copies of a triangle on papers of different colors.

DESCRIPTION

PART 1: Teacher poses the main task of the lesson – finding the area of a triangle by changing its shape.

However, the first thing the teacher asks his class to do is to write down their ideas on how they might approach this task. Teacher communicates to his students that what is valued in this lesson is not just the answer, i.e. the area of the particular triangle, but also various ways students can determine the area. Students are encouraged to share ideas.

Students are expected to cut and paste the triangles to illustrate their method clearly. Cutting and re-arranging the given figure would provide an important foundation for the students to make sense of the area formula. As the students engage in their investigations, they are free to choose whatever method that makes sense to them.

PART 2: Teacher has his students share their ideas and carefully sequences students' ideas. Student work is clearly displayed on the blackboard, both their work with paper arrangements and mathematical expressions. The teacher poses some questions to further analyze the ideas and methods shared by the students

Teacher asks students to sort the variety of methods into two types – those which transformed the given triangle to another shape without changing the area and those which created another shape by doubling the area of the given triangle.

PART 3: Dynamic group debate. The purpose of this debate is to vote for the best method.

1. Each group tells the class its method.

2. Individuals choose to join the group whose method they agree with most. Each group prepares the arguments in favor of their method.
3. Each group presents the arguments, then each group replies. Students vote for the best method.

ASSESSMENT

Finding the area of a triangle using the chosen method.

CROSS-CUTTING THEMES

Roundtable discussion

SUMMARY

Students discuss their opinions on a given problem. This lesson plan can be used for different subjects as it is the teacher who decides on the thesis, which can be related to the current subject matter.

Duration is 60 to 75 minutes.

GOALS

- Students will be able to express and explain their opinion to the problem solution.
- Students will be able to build their arguments.

PREPARATION

The teacher arranges the chairs in the classroom in a circle.

DESCRIPTION

PART 1: A thesis for the roundtable discussion is chosen. Examples of theses:

- *Fashion is art.*
- *Foreign movies should be broadcasted only in the original production with subtitles.*
- *Egypt is the cradle of the European civilization.*
- *Drama is a more effective art form than poetry.*

PART 2: Please follow the guidelines:

1. The teacher presents the structure of the roundtable discussion15–30 min.
2. MODERATOR – introduction to the topic and opening of the roundtable discussion1 min.
3. AGREEING SPEAKER – presents arguments in favor of the thesis1 min. (3 min.)
4. DISAGREEING SPEAKER – presents arguments against the thesis1 min. (3 min.)
5. QUESTIONS – other participants ask question, whichever speaker can answer (not only the one who has been asked the question)4 min. (7 min.)
6. DISCUSSION – the moderator opens a discussion to the given problem, moderates it, encourages contributions and corrects the outcomes if needed6 min. (12 min.)
7. CLOSING – the moderator sums up the roundtable discussion1 min. (2 min.)
8. REFLECTION – evaluation of the debating process, evaluating the assessment criteria and the result of the voting.....15 min.

ASSESSMENT

Peer evaluation

NOTES

The time frame of the roundtable discussion can be adjusted to the participants' level of debating skills or to the number of students in the class. It is possible to finish 2 – 3 roundtable discussions with the beginners or 1 roundtable discussion with advanced students.

REFERENCES

SNIDER, A. – SCHNURER, M. *Many sides. Debates across the curriculum.* New York : International Debate Education Association, 2006. 308 p. ISBN 978-1-932716-17-7.

Online debate

SUMMARY

Students practice the skills of research, argumentation and rebuttal in the course of an online debate. The motion can be anything related to the current study topics. Online-debate can be conducted as a homework task for a longer period or can be organized during several lessons if the option of using computers is available.

Duration is approximately 3 × 45 minutes.

OBJECTIVES

- Students research and analyze a study topic in depth.
- Students develop research, critical thinking, argumentation and rebuttal skills.

PREPARATION

- Teacher chooses the debate motion either individually or with students.
- Teacher creates a platform for the online debate. Recommended options might be Google Drive or Dropbox.
- Teacher creates a document which the students can later use for the online debate.

DESCRIPTION

1. Teacher explains to the students what are the deadlines, the format and the motion for the online debate.
2. Teams of four members are created. In a team there are two students who support the debate motion and two students who are against the motion.
3. Students research and gather materials on the debate motion.
4. The affirmative side starts the debate by writing down their arguments to the shared document.
5. Negative side rebuts the arguments and bring their own arguments that support their position.
6. After that the affirmative side strengthens and rebuilds their arguments.
7. Debate either finishes with the second negative rebutting affirmative side's arguments and giving their own new arguments or by summary speeches written by both side concluding the main points of clash. The lengths of the written speeches can be determined by the teacher.

ASSESSMENT

Debate should be evaluated based on an assessment scheme.

Arguments should be well structured and explained. An argument should have four elements: statement, explanation, evidence, impact. If all elements exist four points should be given for each argument. Every missing element counts for one less point.

Every rebuttal should also have four elements: rebuttal statement, rebuttal explanation, evidence, impact. Same marking which is used for arguments also applies - each element gives one point.

It is also a possibility that debates are assessed by students using the same assessment scheme.

Pauville – case analysis

SUMMARY

Classroom discusses a case that affects different parts of the local community. Students are given positions to support and defend. A debate is held in the local meeting setting in order to solve the problem question of the case. Several home tasks and steps of group work are given.

Duration is approximately 180 minutes (4x45 minutes). Lesson plan can be modified and shortened if there is less time to implement it.

OBJECTIVES

- Students develop the skills of brainstorming, oral and verbal presentation, argumentation, group work and public speaking.
- Students learn to consider different perspectives that they might not be accustomed to.

PREPARATION

- Teacher needs to prepare handouts about the description about the case.
- Teacher should prepare a camera in order to film the debate.

DESCRIPTION

PART 1: Teacher divides the class into groups and assigns each group with a stakeholder. Teacher presents the students the case that is going to be discussed. Students are told to hold a brainstorming session in their groups about what is the stance of their group about the proposed construction of the ski resort and what arguments support their position. The group of journalists is advised to come up with a range of questions to help to explain or undermine the positions of the stakeholders. Moderator should be tasked with creating an exact format for the mock debate. If the lesson plan is divided into several parts a home task of creating a speech that presents the groups' position and explains it should be given.

PART 2: Previously prepared speeches are analyzed and groups finalize their preparation in order to be able to convince others of their position.

PART 3: A recorded public debate is conducted. The moderator should run the debate; all groups should have a designated time to present their arguments. Also a round of rebuttal should be facilitated. Journalists should ask questions in the last part of the debate. After the debate the moderator should put the question to a vote.

PART 4: Video analysis of the debate. Strengths and weaknesses of the arguments of the groups, questions of the journalists and the format of the debate should be discussed in the classroom, teacher should lead the discussion. A home task of creating a news article about the event can be given.

ASSESSMENT

Students should be assessed on the participation and fulfilling the specific roles of their groups, home tasks (speeches and news articles) can also be marked.

ADDITIONAL NOTES

CASE: In the county of Ramsey there is a Pauville hill which used to be a place of sacrifice for ancient people. The area is also under protection by the state due to its natural habitat for several species. To this day the Pauville hill is used for sacrifice by old religions and the hill is highly respected in the community. Yet there are plans of creating a ski resort at Pauville which would provide jobs and promote healthy lifestyle among the local people but also in the entire country. All the relevant interest groups have gathered in the local county house for a meeting.

Stakeholders are:

- *founders of the ski resort*
- *conservationists*
- *local residents*
- *members of the local government*
- *moderator of the meeting*
- *journalists*

Printed books vs Electronic books or E-readers

SUMMARY

Students compare e-readers to printed books and try to evaluate the advantages and disadvantages of both. While doing so they also analyze a certain book and learn to know the characteristics of a book whether printed or not.

Duration is 90 minutes (2 × 45 min).

OBJECTIVES

- Students react to a problem of today's society and express their opinion.
- Students collaborate with colleagues to solve the problem and construct arguments to express their point of view.

PREPARATION

Teacher prepares few books of their choosing and at least one e-reader, preferably more, depending on the size of the class. Teacher prepares a flipchart.

DESCRIPTION

PART 1: By using the cluster method, the teacher proposes to the students to find all the words connected to the word „book”. Students offer words that are connected to the term “book” and the teacher notes them down on a flip chart. They compare whether those words apply for both printed and e-books.

Teacher asks the students which is the latest book they have read and if their book was printed on paper or an electronic version. The teacher offers the students some books printed on paper and an e-reader.

PART 2: The teacher divides the class into 4 groups of 6 students each and asks the students to think of advantages and disadvantages of printed or electronic books. The method 6/3/5 is used: 6 students find 3 solutions in 5 minutes.

- Group 1 writes the advantages of the printed books,
- Group 2 writes the disadvantages of printed books,
- Group 3 writes the advantages of e-books,
- Group 4 writes the disadvantages of electronic books.

After the 5 minutes, a representative from each group gathers all the members' ideas. Each group presents, in turn, orally, one advantage or one disadvantage until all ideas are communicated.

EXAMPLE

GROUP 1: *Printed books do not require a battery or electric light connection. (A)*

GROUP 2: *Printed books take more space in your baggage (D)*

GROUP 3: *Electronic books are free/may be free (A)*

GROUP 4: *Electronic books may be easily stolen from your luggage (D)*

PART 3: Maintaining the division from the previous activity, the same groups, the students have to make a poster within each group for publishing a book either in a printed version or electronic. They will write the name of the author, the title, the Printing House, the town and the year of publication, the price and a suggestive drawing. The students make the posters and present them in front of the class together, so each student even if they are shy or bold have the chance of exposure. They vote for the most inspirational poster.

ASSESSMENT

- The teacher proposes the students to write a letter addressed to a French friend in which they discuss the latest book they have read.
- Books and posters can be chosen keeping in mind the current task or books read in class so the work can be graded.

