**LESSON PLAN: CLASSROOM DEBATE**

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| Afbeeldingsresultaat voor why what how | **Why?**  There are a lot of homophobic attitudes among teenagers and differences in sexual orientation is one of the main reasons for bullying in secondary schools. |
| **What?**  Reflect and learn about homosexuality. Develop communication skills, analytical thinking and respect. |
| **How?**  Students have to find good arguments to defend opposite views. During the debate they have to accept and respect different points of view. |

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| **Theme:** | Classroom debate |
| **School:** | Upper secondary school |
| **Age group:** | 14-16 and above |
| **Duration:** | one period (possibility of 2 periods: one for research and one for debate) |
| **Participants:** | the whole class |
| **Class setting (tables and chairs):** | U-form/groups |
| **Relevant background information:** | If the number of students in the class is too big it is advisable to divide the groups into subgroups so as all students participate giving ideas to defend their position.  As the teacher decides who is in each group make sure that they are heterogeneous. |
| **Teaching strategy:** | Cooperative learning (group work)  Inquiry-based instruction (reflection)  Teacher explanation of activity (at the beginning)  Feed-back of teacher at the end of activity |

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| Conditions:The teacher will decide if this activity is suitable for his/her group of class taking into account the number of students (it is not advisable for a group with more than 30 students). The **materials** needed are: chronometer, paper, pens and photocopies of “observation charts” (annex) for observers. |

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| 2. Content/theme: In a debate students argue for and against a given topic without trying to find a solution.  The debate begins with a question or statement and there are two parties to defend different positions.  There is a moderator ( a student) who watches the rules of the debate and ensures equal participations of the parties, a bell person who watches the time and two observers who take notes about the development of the debate.  Once the debate is over it is time to review, reflect and even write something about it. Printable material with questions or statements to start the debate is provided (Examples related to Homopo’poly: Are homosexual born or made? Should we judge others’ sexuality? Etc.) The purpose is to develop communication skills, anlytical thinking and respect, at the same time students improve their knowledge on a specific topic. These debates may be carried out in different types of lessons (history, English, ethics, tutorials, etc.) |

**3. Organisation of the lesson**

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| **Duration** | **Goal** | **Teacher’s**  **activity** | **Students’**  **activity \*** | **Educational situation:**  **content, working methods, media** | **Objectives / Competence-development**  **Assessment** |
| 10’  5’  10’  2’x2  1’ x 6  5’  2’ x 2  4’  2’ | Presentation of the activity & Give topic  Questions/Doubts  Students prepare arguments in groups  Each team presents arguments  Counter-arguments  Reflection & Conclusions  Give final conclusions  Observers’ evaluation  Teacher’s Final Conclusion | * Introduces activity * (rules, roles, times...) * Gives topic * Distributes roles & groups   Solving doubts  Helping  Listening & Writing on Bb  Listening & Writing on Bb  Listening & Writing on Bb  Listening & Writing on Bb  Listening  Speaking | Listening  Questioning  Debating & Taking notes  Presenting ideas & Listening  Debating  Reflecting & Writing  Speaking & Listening  Listening  Listening | Teacher presents rules and organization of activity with a power point presentation.  (computer and projector needed).  Teacher gives photocopied card of topic to both groups.  Paper and pens to write down arguments  Chalk and Bb for teacher to write  Paper and pens to write down conclusions  Photocopied observation chart for both observers | * Explaining and exploring additional facts about diversity, in general, and homosexuality, in particular, for clarification purposes. * Sensitizing students about gay people Reflecting and getting information about sexual orientation * Developing communication and discussion skills * Learning to express opinions assertively in a respectful manner on a relevant issue or topic. * Developing vocabulary and reading to support an opinion. * Facilitating analytical thinking. Introducing students to more in-depth analysis of a particular topic that is often difficult to introduce within the curriculum. * Learning how to work cooperatively Exposing students to social issues, drawing on real world information sources. * Helping to broaden horizons |
| Along the debate activity, the Moderator is monitoring the fulfilment of rules; the Bell Person is watching the times; and the Observers are taking notes on the observation chart. | | | | | |

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| **4. This material belongs to the following modules:**  Gender and homosexuality and homosexuality and migration.  They are questions to start the debate that are related either to gender and homosexuality or to homosexuality and migration. |

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| **5. (optional)Variations, special characteristics:**  There is a possible variation of this debate that includes two periods of class instead of only one. The first period is for research with computers on specific questions or statements, and the second for the debate itself as shown in the lesson plan.  Teachers should provide students with appropriate websites in their language where to search for. |

**6. Annex:**

I-Guidelines for a debate: organization and rules

II-Printable material with questions and statements for the debate

III-Observation Chart

IV-Power point for general view of the activity