**F2F Lesson Plan**

**Module: Introduction**

**Lesson 4: Active Listening, Discussion & Debate**

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| **Aim** | To build upon communication skills which respect the rights, beliefs and faiths of others.  To prepare for VC. |
| **Learning Objectives** | * Listen actively (including response and arguing against) * Justify our opinions (including facts and explanations) |
| **Assessment Criteria** | * Students use language that shows they respect the rights of others. * Students to use a range of debating skills including the ability to justify, explain, paraphrase or rebut. |
| **Key vocabulary** | Respect Rights Responsibility Empathy Body language Tone Justify Explain Rebuttal |
| **Starter** | 1. On the powerpoint, 20 of the biggest global issues are highlighted, in groups of 4 students use the [Diamond 9](Diamond%20nine.doc) grid (photocopied), to discuss, debate and rank their top nine global concerns. |
| **Main activities** | 1. Discussion skills chart (photocopied) – students self-evaluate for previous discussion and set personal targets for the next activity. 2. Students move around to partner with someone from a different group and discuss their diagrams, giving explanations for their choices – could use a Timed Pair Share to balance contributions. 3. Students to consider their own diagrams and see if they would like to make any   changes as a result of their paired discussion.  4. Students to write at least one reason (justification) for their top choice.  7. Refer back to Discussion Skills Chart - in consultation with one another, students look first for the positives in each other’s contributions (*Cause for applause! Or high fiving if you wish….)* and then set themselves a personal target to move forward a step based on their skills chart – record in planner.  **8. Which global issue should take priority?** Hold a class debate – one student to chair ([laminated prompt sheet for Chair](file:///C:\SRo\10-11\Face%20to%20Faith\Intro%20Module%20resources\Lesson%204\In%20the%20chair.doc)) – half class to take one global issue to argue as most important issue, other half to argue for other issue on  <http://www.powerleague.org.uk/league/623> (Password – facetofaith)  If students reach a consensus quickly in the debate, to develop their empathy, ask them whether they would change their choice if they were….   * a poor farmer in South America. * a child in a poor African state. * a political prisoner. * a different religion (your choice). * Barack Obama.   During, or after debate, use a **WWW/EBI** [Analysis](WWW+EBI.doc) to help students consider their success. |
| **Plenary** | 9. What is the class decision?  Go on PowerLeague 20 Issues and cast the class votes and see the rankings that have been established by other schools.  Students set own personal homework based on target set for discussion skills and which global issue they would like to research and raise awareness of and with whom. |
| **Resources** | [Diamond 9](Diamond%20nine.doc) starter activity  PowerLeague <http://www.powerleague.org.uk/league/623> (Password – facetofaith)  **WWW/EBI** [Analysis](WWW+EBI.doc)  [In the Chair](In%20the%20chair.doc) prompt  Lesson Powerpoint |

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| Extension: Aldous Huxley’s *Brave New World* (published in 1932) is a portrayal of world in which every aspect of human society is controlled: through drugs which induce ‘happiness’, through eugenics (the artificial genetic and chemical control of population types – gender, intelligence, social class). Though at the highest status within this society, the main character in the novel is a man who becomes dissatisfied with the controlled world in which he has been born where everything is controlled by technicians and scientists and the politicians who oversee this system. One of the most enduring works of twentieth century fiction, Huxley’s Brave New World portrays a dystopia (the opposite of a utopia or ideal world) which has seemingly predicted many of the features of the modern twenty-first world in which we live. For more information, visit <http://www.huxley.net/> If you can, obtain a copy of the book and assess what *you* think is the book’s central message. |