



## Lesson Plan 7 – Debate and Discourse Date

### SMART Objective:

At the end of the lesson, students will be able to identify and model active listening through a short debate.

### Values/Life Skills:

The concept of GNH, coined by His Majesty the Fourth King of Bhutan, Jigme Singye Wangchuck, focuses national efforts by measuring four pillars: good governance, sustainable socio-economic development, cultural preservation, and environmental conservation.

This lesson develops student understanding of good governance and skills in democratic participation.

### Standards:

- Where appropriate, use this lesson to reinforce national grade-level curriculum and standards.
- Ministry of Education’s mission statement calls on Bhutan’s schools to *“create the necessary learning space and opportunities to engage the genius and potentials of all the children and youth of the country in keeping with provisions of the Constitution of the Kingdom of Bhutan...”*, which this lesson does by introducing democratic skills.

### Strategy:

1. Teacher will introduce the introductions of ideas and feelings through public discourse. The teacher should use examples in the classroom (e.g. the teacher might ask the class “can you remember a time when you argued with another student?” or “can you remember a time at which you found it difficult to get your point across to another person?”)
  - a. Other examples may include the discourse that occurs when deciding laws, when doing business...ect...ect.
2. Teacher should then introduce the game “switch swatch”, in which a problem that the students will relate is posed to the group, and students take one of two sides. After having a few minutes to form their arguments on why their idea is most important, students then engage in a discussion in which they are essentially talking over one another, trying to get their point across. After roughly 90 seconds of argument, the teacher stops the group, and then has them reflect on what occurred. Recommended

<sup>1</sup> SMART is an acronym that reminds us our lesson can be more effective if the objective is Specific, Measurable, Achievable, Realistic and Time-bound.



- questions might include “What happened during the discussion with your partner?” “Could you understand how they felt?” “Could you understand what they were saying?” “Could anything have been accomplished in this type of argument?”
3. The teacher keeps the partners together, and keeps the same topic, however, this time, the students are given a symbolic method for allowing one side to speak at a time (a sheet of paper, a pencil, ect... ect..) and in this case, each side can only talk when they have the item in their hand. After a minute or two of talking, the teacher then re-groups the class, and then has them reflect on the conversation. Ask the students what was different about this particular discussion, paying close attention to what happened when only one person could talk at a time.
  4. Next, the teacher gives the students a new topic to discuss. Students are put into groups and each student takes one side of the topic to talk. The students are then given a few minutes to form their points. Once students have finished, the teacher introduces the idea that instead of stating their points, only ONE student may do so, and the other must repeat what their partner said before being allowed to respond.
    - a. The teacher should use one group to model this before having all students do this.
  5. After the group has completed their discussions, the teacher then guides the students through another reflection of the debate. The teacher will ask what has changed? Did each side feel that that they were listened to better than in any other discussion? Did they come to a conclusion?
  6. Students can then create a graphic organizer or other method for charting out the good and the bad parts of each type of debate.
  7. Students should then work with the teacher to form rules for forming a formal debate on another topic (a social, educational, local issues...)
  8. Suggested rules for formal debate:
    - a. Limit the amount of rounds of debate (3-4)
    - b. Limit the length of each speech from each debater.
    - c. Limit the type of speech that each debater may give (introduce a point, or respond to the opponent’s point only)
    - d. Score each round of debate, and then tally up the scores at the end of the debate to determine a winner

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9. Debrief the group afterwards on how well the debate went.
  - a. Ask students..
    - i. Did the debaters listen to one another?
    - ii. Recall the points of each debater

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