Upgrading Global Education Across Subject Areas (GEASA)

Result 2:   Methodological Manual

Contents

Introduction

Welcome to this Manual on teaching Global Citizenship to students using debate!

This Manual consists of lesson plans with linked exercises. They aim to help you teach the concepts discussed in the project "updating Global Education through Subject Areas" (GEASA). They are linked to content guides, which help you get to grips with the concepts in Global Citizenship, and debate case studies, that help you explore how to build argumentation, teamwork, and research skills.

There are five content modules, and each content module consists of 10 lesson plans. Every lesson plan has an exercise connected to the lesson, to ensure teaching is done interactively. The topics they discuss are:

1. Globalization, wealth, and poverty
2. Sustainability and climate
3. Global health
4. Identity, culture, religion, and border crossings,
5. Media, noise and neutrality

The lesson plans are built to be modular, both within a lesson plan and between lesson plans. That means that you can choose elements of the lesson plans that fit you best, and be flexible in the order of the lesson plans you follow. The lesson plans do follow a certain logic, which means that pursuing the ten lesson plans in order will create the best outcomes. This is because the lesson plans have been designed to follow a natural progression of learning competences in line with Bloom's Taxonomy.

Each lesson plan **has two interlinked goals**: to teach students something about the presented topic, and to teach a skill needed for having effective debates, dialogues, and/or structured discussions.

Before diving into the lesson plans itself, we'll briefly explain the structure and logic of the lesson plans.

Using a Lesson Plan with PITT

Our lessons have been developed using the idea of the PITT Model. PITT can be a great support when designing or executing a lesson plan.

P - Problem
Learning objective: The participants are aware of the importance of the topic and are motivated to learn and improve.
Your task as a teacher: Motivate!
• How do your participants understand that this is an important topic?
• What problem exists, which your training will solve?
• What is it that participants could improve on? How can they become aware of this?

I - Input
Learning objective: The participants know/understand...
Your task as a teacher: Teach!
• What do my participants need to know about this topic?
• What don't my participants need to know? What would only confuse them?
• How can I make sure everybody understands and remembers key information?

T - Training
Learning objective: The participants are able to/can...
Your task as a teacher: Train!
• What skills exactly do I want to enhance?

• Which exercises will help my participants to gain these skills?
• How can I make sure everybody understands the exercise?
• How can I support my participants while doing the exercise?

T - Transfer
Learning objective: The participants become aware of their progress and know how to use the skills in future situations
Your task as a teacher: Make aware and prepare!
• How do I check what my participants have learned/where they made progress?
• How can I raise awareness for the participants' training progress?
• How can I support my participants to use the gained skills in future situations?

Please note
1. It's useful in most cases to start with the problem and end with the transfer.
2. In the middle of your lesson, you can combine your input and training, for example give a short input, then do a short exercise, and then start again with another input.
3. The guiding questions are there to support you in developing your lesson plan.

Globalization, Wealth, and Poverty

Lesson Plan 1: The connection between globalization, poverty and hunger through argumentation

Time needed	90 minutes
Target group	*Students aged 13-18, debate students*
Session Goals	- Understanding globalization - Understanding of poverty and hunger - Students are able to make a connection between globalization and poverty - Learning on how to build an argument on a certain topic

Time	Topic, Goal, Instruction, Method	Comments, Materials
15 min	**Problem**	
15 min	Teacher makes an introduction to the basic terms: globalization, poverty, hunger.	
30 min	**Training**	
15 min	Teacher explains the orthodox (neoliberal view) on poverty, hunger and solution to the problem, and also the critics on the neoliberal view.	
15 min	Teacher shows the students some relevant parts of a movie called Capitalism, a love story.	
30 min	**Input**	
15 min	A moderated discussion: Teacher leads a moderate discussion with questions on how students understood the movie, how they make the connection between free market, globalization and poverty.	
15 min	Divide students in four groups. Give them a relevant debate motion (for example: THBT free market reduces poverty). Two groups	

	should make one argument for proposition and the other two should make one argument for opposition.	
15 min	**Transfer**	
15 min	The presentation of the arguments: students present their arguments, teacher is commenting the arguments (what was good, where the arguments were weak, how to improve their arguments).	

Lesson Plan 2: The connection between globalization, poverty and hunger through refutation of an argument

Time needed	45 minutes
Target group	*Students aged 13-18, debate students*
Session Goals	- Understanding globalization - Understanding of poverty and hunger - Learning how to refute an argument

Time	Topic, Goal, Instruction, Method	Comments, Materials
5 min	**Problem**	
5 min	Teacher makes a short recap of the basic terms that were discussed in the previous lesson (globalization, poverty, hunger and different approaches to the topic), then divides students in the same four groups that were already made in the previous lesson.	
15 min	**Training**	
15 min	Students in groups should refute their own arguments that they made in the previous lesson.	
25 min	**Input/ Transfer**	
25 min	Groups first present their original argument and then the refutation to that argument. Teacher is commenting the refutation, what was good, how could the refutation be improved…ect	

Lesson Plan 3: Stakeholders of globalization

Time needed	90 minutes	
Target group	*Students aged 13-18, debate students*	
Session Goals	- Understanding who the different entities affected by globalization are. - Learning to identify specific interests and motivations of those actors.	

Time	Topic, Goal, Instruction, Method	Comments, Materials
10 min	**Problem**	
10 min	Teacher delivers a brief introduction into what globalization is. This step can also be supplemented by students preparing for the class in advance	
15 min	**Training**	
15 min	Teacher leads a class discussion on who are the stakeholders or social groups affected by globalization	The 'ideas' should come from the student, it is the role of the teacher to facilitate the discussion and help them group ideas together (an expected outcome could be: workers in 'developed countries', consumers, multinational corporations, small businesses).
30 min	**Training**	
30 min	Students form small groups with each group being assigned one stakeholder. Students are given the instruction to form arguments the actor they represent might have in support or in opposition to globalization.	If necessary, the teacher approaches groups and helps to direct them in their discussion
35 min	**Transfer**	
35 min	Each group presents their arguments to the class. After all the groups have presented, the teacher encourages students to argue why the interests of their groups are the most	

	important one. Teacher should strive to ensure that as many students have the opportunity to speak as possible, if necessary, they should limit the speaking time and/or ask additional questions that encourage students to engage with each other's ideas.	

Lesson Plan 4: Medical brain drain and its victims

Time needed	45 minutes	
Target group	*Students aged 13-18, debate students*	
Session Goals	- Understanding brain drain and the actress affected by it - Understanding to identify problems linked by Medical Brain drain and learning to present their findings.	

Time	**Topic, Goal, Instruction, Method**	**Comments, Materials**
X min	**Problem**	
5 minutes	Teacher delivers an introduction on Medical Brain Drain and the role of developed countries' health systems (like NHS and others) in it. The introduction includes key definitions and suggests sources where reliable data can be found	
X min	**Input**	
10 minutes	Teacher leads class discussion on who are the people affected by this phenomena and in which way they are affected.	The emphasis should be on students' contribution to the discussion.
X min	**Training**	
15 minutes	Class is divided into groups of 4-6 people. Groups should come up with clear explanations, why/in which sense MBD is a problem for different groups of people (stakeholders). Students should be advised to search for practical as well as principal arguments.	
X min	**Transfer**	
15 minutes	Students should have enough time to present their views and to discuss them. The discussion should be focused around the question "why this is wrong" on different levels.	

Lesson Plan 5: Linking problems to solutions

Time needed	45 minutes	
Target group	*Students aged 13-18, debate students*	
Session Goals	- Understanding how to form models (or solutions) to identified problems - Learning to present the solution and defend it against scrutiny	

Time	Topic, Goal, Instruction, Method	Comments, Materials
15 min	**Problem**	
15 min	Students are provided with brief instructions on what a plan for solving the outlined problems has to present (the who, how, how much etc). Students are advised to develop a plan to tackle the problems discussed previously (poverty, brain drain, colonisation).	Teachers can consult LINK TO PLATFORM (R3).
30 min	**Training/ Transfer**	
30 min	Each group of the students that has been working on the problem together has a set amount of time (depending on the number of groups: 4, 5, 6 minutes) in order to present their plan to solve a problem that they detected. After each presentation, general outlines of the presented plan are discussed: is it financially feasible? Is it legal? Who will oppose it? Is that important? Etc.	

Lesson Plan 6: Colonialism through critical analysis of media

Time needed	90 minutes
Target group	*Students aged 13-18, debate students*
Session Goals	- Understanding what colonialism is and what are different consequences of it. - Learning how to critically evaluate different views on colonialism.

Time	Topic, Goal, Instruction, Method	Comments, Materials
X min	**Problem**	
5 minutes	The teacher presents the most formal definition of colonialism possible, clearly outlining traditional forms of colonial exploitation. The presentation should be historically supported, emphasizing the official end of colonialism in the 50's.	
X min	**Input**	
45 minutes	A movie or parts of a movie (We come as Friends, 2014; Makala, 2018; Darwin's Nightmare, 2005) is shown to the students. Students should be instructed to look out for different ways of colonialism or/and of exploitation of the poor by the rich.	
X min	**Training**	
20 minutes	Students should be divided into groups of 5-6 people. Groups should discuss new forms of colonialism that they detected and try to outline them as precisely as possible: who is doing what? Why do you think this is wrong? Are problematic only the consequences?, is there something principally wrong with those praxis? In what ways are communities harmed by the acts of colonialistic exploitation?	
X min	**Transfer**	
20 minutes	Groups should present their findings. Teacher should lead a discussion aiming at answering which (new) form of exploitation is the most effective one, how it distinguishes itself from traditional forms of colonialistic exploitation, and whether (and why) do students find it easier or harder to combat it	

	in comparison with classic colonialistic exploitations.	

Lesson Plan 7: Prioritisation of solutions addressing Poverty, part one

Time needed	45 minutes
Target group	*Students aged 13-18, debate students*
Session Goals	- Understanding the complexity of the problem of poverty and different ways in which poverty affects society. - Learning to critically evaluate solutions offered.

Time	Topic, Goal, Instruction, Method	Comments, Materials
X min	**Problem**	
10 minutes	Teacher writes down 6-8 possible "solutions" to poverty and ensures that everyone in the class understands what each of those solutions mean.	Possible resource: https://www.worldvision.ca/stories/advocacy/solutions-to-poverty
X min	**Input/Transfer**	
10 minutes	Students are divided into groups of groups of 2 or 3 (depending on the number) and each group is 'given' one solution. Each group should write the possible benefits of their solution as well as difficulties of the implementation on a large piece of paper.	
X min	**Transfer**	
25 minutes	Initial groups are broken up and students are required to approach different 'solutions' and add their views to work of the previous group on the same piece of paper that was used by the group that came before. This process is repeated at least once (depending on the time available and much students struggle with their task)	Students should move to a new 'solution' individually, so completely new groups are created. Possible homework: students are asked to research real life examples of the measures discussed.

Lesson Plan 8: Prioritisation of solutions addressing Poverty, part two

Time needed	45 minutes	
Target group	*Students aged 13-18, debate students*	
Session Goals	- Learning to recognise benefits and drawbacks of specific solutions to poverty. - Learning to make compromises and reinforce students' ability to present their own views.	

Time	Topic, Goal, Instruction, Method	Comments, Materials
X min	**Problem**	
20 minutes	Newly formed groups (6-8) are required to get acquainted with the pieces of paper with possible 'solutions' to poverty, positive elements of those solutions and their drawbacks. Each group makes a brief presentation (2 minutes).	
X min	**Input/ Training**	
20 minutes	Teacher leads a discussion with the goal of trying to rank those solutions from the "best" to the worst. The goal is to decide by consensus, but if this is not possible, students can vote between different solutions and can be prompted by the teacher to justify their choice.	Use of a whiteboard is encouraged, as are questions that help students 'sort' those solutions (which solution is the easiest to do, which costs most, how many people are affected by the solution, how sustainable are they).
	Transfer	
5 minutes	Teacher summarises the reasoning for the ranking, highlighting the complexity of the issue and different cons and pros of the offered solutions.	

Lesson Plan 9: Rebutting the ban of CO2 emission targets

Time needed	45 minutes
Target group	*Students aged 13-18, debate students*
Session Goals	- Understanding CO2 emissions targets and their impact on society. - Learning to map ideas and arguments. - Understanding rebuttal an enhancing critical listening skills.

Time	Topic, Goal, Instruction, Method	Comments, Materials
5 minutes	**Problem**	
5 minutes	Students are presented with an argument in abolishing CO2 emission targets for developing countries. Students are required to listen and take notes.	The argument can be find here: LINK TO PLATFORM
10 minutes	**Input**	
1o minutes	Teacher, with the help of students, maps out the argument on the whiteboard. They try to reconstruct it together, marking clearly what part is the statement, what are the logical links, the examples used…	
15 minutes	**Training**	
5 minutes	Students are asked to individually brainstorm possible responses to the argument.	The 'mapping' of the argument should help them with this, both in terms of remembering what the argument was as well as in targeting their rebuttals to specific segments of the argument,
10 minutes	Teacher, in a random order, calls upon students asking them to present one piece of rebuttal each. Teacher maps out the rebuttals on the whiteboard.	Discipline should be strict here; the rule that each student presents only one piece of rebuttal should be followed.
15 minutes	**Transfer**	
15 minutes	Students, divided into groups (4) are required to group the collected responses together, decide for the strongest responses	

	and each group is requested to deliver a brief presentation, sharing their results.	

Lesson Plan 10: Globalisations and case-building

Time needed	20 minutes	
Target group	*Students aged 13-18, debate students*	
Session Goals	● Understanding benefits and drawbacks of globalization. ● Learning how to brainstorm ideas for an argument.	

Time	Topic, Goal, Instruction, Method	Comments, Materials
2 minutes	**Problem**	
2 minutes	Students are given a debate motion: Globalisation has done more harm than good and decided into two groups. Two are in favour of the motion, two are against. Students sit in their usual seat and do not move when groups are formed.	Students should have the basic knowledge of what globalisation is. Optionally, they can be asked to read LINK TO PLATFORM (R1) in preparation for the lesson. Students do not choose sides on their own. Number of the groups can be greater if the class is large. Groups should not be composed of more than 6 students. .
18 minutes	**Training/ Input**	
4 minutes	Everyone is asked to brainstorm ideas in support of their side of their motion and write them on a piece of paper.	This is done so that 'group-think' is avoided later in the lesson.
14 minutes	Students now join their groups, are asked to present their ideas in groups and then collectively the group has to decide what the strongest ideas are and group them together in rudimentary arguments. Minimum of three arguments should be prepared by each of the group.	
25 minutes	**Transfer**	

25 minutes	Students make presentations of the arguments they have prepared. Everyone is encouraged to provide feedback on the arguments presented. As it is likely that groups on the same side of the motion will present similar arguments, the class should discuss which of the variations is stronger or more convincing.	One or more members of the group can present.

Sustainability and Climate

Lesson Plan 1: The plastic dilemma

Time needed	60 mins	
Target group	*Students aged 13-18, debate students*	
Session Goals	- Understand the environmental impact of plastic usage. - Develop critical thinking and debate skills. - Learn to construct and present arguments effectively.	
Time	**Topic, Goal, Instruction, Method**	**Comments, Materials**
15 min	**Problem**	
	Topic: Introduction to Plastic Pollution **Goal**: Make students aware of the importance and urgency of the issue. **Instruction Method**: Interactive presentation with facts about plastic pollution. Use the content explanation given to you in this project to help you prepare. Or consider [this TED-talk by Boyan Slat.](#) **Comments**: Engage students with startling statistics and real-world examples. Don't forget to present the reasons why single-use plastics are used as well. Focus on the controversies surrounding plastic straws and disability rights, for instance.	
15 min	**Input**	
	Topic: Building Arguments for the Motion **Goal**: Provide students with knowledge to support or oppose the motion: THW ban single-use plastics. **Instruction Method**: Group discussion to explore different viewpoints, where the goal is to get out a few Statements that can be developed into Arguments. Presentation of the SAIL model of argumentation: State – Analyse – Impact – Link. **Comments**: Encourage students to think about economic, environmental, and social aspects.	[Video on using the argument model](#)
15 min	**Training**	
	Topic: Creating and Presenting Arguments **Goal**: Develop students' abilities to construct coherent arguments. **Instruction Method**: Groups of students (2-4) create and rehearse their arguments using SAIL. The class is divided into groups that are for and groups that are against.	
15 min	**Transfer**	

	Topic: Class Discussion and Reflection **Goal**: Reflect on learning and application in real-life scenarios. **Instruction Method**: Open discussion and feedback session. Focus on evaluating argument quality. Close off by reflecting on whether students find the proposition or opposition argument set more persuasive. **Comments**: Highlight the importance of sustainable practices in daily life.	

Lesson Plan 2: Eco-tourism

Time needed	60 mins	
Target group	*Students aged 13-18, debate students*	
Session Goals	- Understand the environmental and economic impacts of eco-tourism. - Develop skills in constructing and presenting balanced arguments. - Foster critical thinking and the ability to see multiple sides of an issue.	
Time	**Topic, Goal, Instruction, Method**	**Comments, Materials**
10 min	**Problem**	
10 min	Start with a quick icebreaker where students share their favorite vacation spot and why. Present positive and negative impacts of tourism on popular destinations (e.g., pollution, habitat destruction, economic benefits, and cultural preservation). You can use this video from Mongabay, a website on conservationism in the Global South, as an intro. Pose questions like, "What happens when tourism harms the environment it celebrates?" and "Can tourists contribute to conservation?"	Video link
5 min	**Input**	
5 min	Review the structure of an argument (see lesson 1 in this package, or build out the lesson if you haven't given argument development yet)	
40 min	**Training**	
40 min	For the first 30 minutes: Class-wide exercise, where students sequentially develop ides on pro-economic, con-economic, pro-environment, and con-environment aspects of eco-tourism. The teacher guides the class discussion. Then for the next 10 minutes debates in pairs. One student is in favour, one student is against. They structure the debate like a conversation. Instruct students to make one point each time, and then give the turn to their fellow students.	
5 min	**Transfer**	

| 5 min | Close off by group discussion focusing on the strongest arguments.
Encourage students to consider the effectiveness of different arguments, and interact based on how different debates went. | |

Lesson Plan 3: Nuclear Power Plants

Time needed	60 mins	
Target group	*Students aged 13-18, debate students*	
Session Goals	- Understand how to effectively structure a speech. - Learn about the pros and cons of building new nuclear power plants. - Develop public speaking and critical thinking skills	
Time	**Topic, Goal, Instruction, Method**	**Comments, Materials**
5 min	**Problem**	
5 min	The Challenge of Speech Making **Goal**: Introduce the challenge of constructing an effective speech. **Instruction Method**: Brief discussion on the importance of structure in persuasive speaking. Problematise by example – give a deliberate chaotic opening, ask the students if they get what the lesson is about, tell them that they were supposed not to get it and what challenges you face to be clear and understood. **Comments**: Emphasize clarity, organization, and the role of structure in conveying a compelling message when you get to the 'solution' part of the introduction.	
5 min	**Input**	
5 min	Basic Speech Structure **Goal**: Teach the fundamentals of speech construction (Introduction, Body, Conclusion). **Instruction Method**: Quick overview of speech parts, focusing on how each part functions in a persuasive speech. **Comments**: Use a simple, clear template for students to follow.	
30 min	**Training**	
30 min	Building a Speech on Nuclear Power Plants **Goal**: Develop a speech using the learned structure, incorporating information about nuclear power. If your students need info on nuclear power plants, use the handout below. **Instruction Method**: Students research and construct individual speeches either for or against building new nuclear power plants using Introduction – Body - Conclusion. **Comments**: Guide students to use reliable sources for their research. Encourage them to address key points such as environmental impact, safety, and energy needs.	
10 min	**Transfer**	
10 min	Speech Presentation and Peer Review	

	Goal: Practice public speaking and receive feedback. **Instruction Method**: Students present their speeches to the class. Peers provide feedback based on speech structure and content. **Comments**: Encourage constructive criticism focusing on both the structure and the substance of the arguments. Make them focus on argument quality and speech structure quality.	

Pros of Nuclear Energy

- Low Greenhouse Gas Emissions: Nuclear power generates electricity with minimal greenhouse gas emissions, making it a cleaner alternative to fossil fuels. This helps combat climate change by significantly reducing the amount of CO_2 and other harmful gases released into the atmosphere.
- High Energy Density: Nuclear energy has a very high energy density compared to other forms of energy. A small amount of nuclear fuel can produce a large amount of energy, which is much more efficient than fossil fuels or renewable sources like wind or solar, where energy output can vary significantly.
- Reliable Energy Supply: Nuclear power plants operate continuously and are not dependent on environmental conditions, unlike solar or wind energy. This makes nuclear energy a highly reliable source of power.

Cons of Nuclear Energy

- Radioactive Waste: Nuclear reactors produce radioactive waste, which poses significant challenges for disposal. This waste remains dangerous for thousands of years and requires secure, long-term storage solutions to prevent environmental contamination and protect public health.
- High Costs: Building a nuclear power plant requires substantial upfront investment. The construction is expensive and takes long due to safety standards. Additionally, bulldozering old plants and managing waste also involve significant costs.
- Nuclear Accidents: Although rare, nuclear accidents can have catastrophic consequences, as seen in Chernobyl and Fukushima. The risk of reactor meltdowns and other operational failures pose serious safety concerns, which would lead to widespread environmental damage and public health emergencies.

Speech Outline

Introduction
Opening Statement: Start with a compelling statement or a rhetorical question to grab the audience's attention.
Position Statement: Clearly state your position on the topic.
Overview of Arguments: Briefly outline the main points you will discuss in support of your position.

Argument 1 (start of body)
Statement of the Point: Clearly state your first argument.
Supporting Evidence: Provide facts, statistics, quotes, or examples that substantiate your point.
Explanation: Explain how this evidence supports your argument.
Relevance: Tie the argument back to the main issue, showing its impact on the debate topic.

Argument 2
Statement of the Point: State your second main argument.
Supporting Evidence: Provide supporting details as you did in the first argument.
Explanation: Detail how this evidence connects to your argument.
Relevance: Demonstrate the significance of this argument in the context of the debate.

Refutation of Opposing Arguments (end of body)
Identify Opposing Arguments: Briefly mention the key points of the opposition.
Counter-arguments: Provide counterpoints to refute the opposing arguments, supported by evidence.
Strength of Your Position: Reinforce why your arguments are stronger and more valid.

Conclusion
Summary of Main Points: Summarize the key arguments you've made, reinforcing how they support your position.
Restatement of Your Position: Clearly restate your stance on the issue.
Closing Statement: End with a strong closing line that reinforces your position and possibly calls to action or emphasizes the implications of the debate.

Lesson Plan 4: Water Resource Management (preparing for a debate)

Time needed	60 minutes	
Target group	*Students aged 13-18, debate students*	
Session Goals	- Understand the challenges and importance of sustainable water resource management. - Develop skills in constructing and presenting arguments on complex policy issues. - Foster critical thinking and awareness of global water scarcity issues.	
Time	**Topic, Goal, Instruction, Method**	**Comments, Materials**
10 min	**Problem**	
18 mins	Introduction to Water Scarcity **Goal**: Highlight the urgency and global relevance of water resource management. **Instruction Method**: Short presentation with global statistics and examples. Use [this publically available Netflix video](#) to help you prepare.	
10 min	**Input**	
	Understanding Policy Debate - Stock Issues **Goal**: Teach students the basic framework for policy debate, focusing on stock issues (Harm, Inherency, Topicality, Solvency). See the handout below Lesson 5 for an overview of this issues. **Instruction Method**: Interactive lecture explaining each stock issue in simple terms. **Comments**: Provide clear examples for each stock issue to aid understanding.	
30 min	**Training**	
30 mins	Case Building Exercise **Goal**: Develop students' ability to construct arguments within the policy debate framework. **Instruction Method**: Divide class into two groups to prepare cases for and against the motion using stock issues.	

	Comments: Guide students in applying the stock issues to build their case. Make them aware that if you plan to use Lesson 5 that they'll need to prepare at home for a debate.	
10 min	**Transfer**	
10 minutes	Debrief and Feedback Ask each group to present their main findings using the Stock Issues model. Give feedback on whether they found the correct issues.	

Lesson Plan 5: Water Resource Management (the debate)

Time needed	60 min	
Target group	*Students aged 13-18, debate students*	
Session Goals	- Understand the challenges and importance of sustainable water resource management. - Develop skills in constructing and presenting arguments on complex policy issues. - Foster critical thinking and awareness of global water scarcity issues.	
Time	**Topic, Goal, Instruction, Method**	**Comments, Materials**
10 min	**Input**	
	Introduction to WSDC Debate Format **Goal**: Give a reminder of the a basic understanding of WSDC debate structure and its importance. **Instruction Method**: Brief presentation covering the basics of WSDC format (e.g., speech order, speaker roles). **Comments**: You can give the students a handout of WSDC format before class as homework at the end of the previous lesson	
40 min	**Training**	
36 min (with 4 minute overflow time)	Practice Debate **Goal**: Allow students to practice debating in the WSDC format. **Instruction Method**: Divide students into teams for a mini-debate. Use the previous' rounds motion. To keep students to the time for a one-hour class, adapt the WSDC speaking times to 5-5-5-5-5-5-3-3 (36 minutes, excluding runover time and switching sides). **Comments**: When judging the students, stick to evaluating them on the basis of input you have given them in previous lessons.	
10 min	**Transfer**	
10 min	Reflection and Feedback **Goal**: Reflect on the debate practice and provide feedback. **Instruction Method**: Group discussion on what went well and areas for improvement. Provide feedback on adherence to WSDC format, argumentation quality, and speaking skills.	

Stock issues in debate are fundamental points that debaters can address to build a convincing case. They can be used as a checklist to ensure that the debaters cover the essential aspects of the topic. The main stock issues include:

1. **Harm**: This issue involves demonstrating that there is a significant problem or harm in the current system or situation. Debaters must establish that this harm is substantial and needs immediate attention. For example, the harm of water waste.
2. **Inherency**: Inherency refers to the aspects of the current system or policy that are causing the identified harm. It's about showing that the harm is not just an isolated incident but is inherently caused by existing policies, systems, or conditions. For example, that low prices contribute to water waste, or on opposition that there are other issues that contribute to water waste.
3. **Solvency**: This issue addresses the effectiveness of the proposed solution. Debaters must show that their policy or plan of action will effectively solve or significantly alleviate the identified harm. It's about proving that the solution is feasible and will have a meaningful impact.
4. **Advantages/Disadvantages**: While not always classified as a stock issue, assessing the advantages and disadvantages of a policy is crucial. Debaters should demonstrate the benefits of their proposal and may also need to address potential negative consequences.

A fifth issue exists, but is most often used in American debate formats. We mention it below, but suggest it is not included in any lecture.

Topicality: Topicality is about ensuring that the argument is directly related to the topic or resolution being debated. The proposed policy change or action must be directly relevant to the topic at hand.

Lesson Plan 6: Sustainable cities

Time needed	60 mins
Target group	*Students aged 13-18, debate students*
Session Goals	- Understand the debate around making city centers car-free. - Learn about different stakeholders' perspectives in urban development debates. - Develop skills in rhetoric, debate, and critical thinking.

Time	Topic, Goal, Instruction, Method	Comments, Materials
10 min	**Problem**	
10 min	**Topic**: The debate topic introduced is elements of successful rhetoric **Goal**: Introduce the concept of effective rhetorical techniques in debate. **Instruction Method**: Brief discussion on rhetorical strategies. **Comments**: Provide examples of successful strategies, such as: 1. **Anecdotes**: Personal stories to make arguments relatable. 2. **Statistics**: Using data to support claims. 3. **Emotive Language**: Words that evoke emotions, especially those that magnifies harms and solutions on your side, and minimise harms and solutions on their side 4. **Rhetorical Questions**: Questions that don't require an answer but make the audience think. **Repetition**: Reiterating key points for emphasis. Use the text in materials for possible ideas.	[Euronews article](#)
10 min	**Input**	
10 min	Give input on various stakeholders involved in the debate surrounding car-free city centers **Goal**: Understand various perspectives in the urban development debate. **Instruction Method**: Lecture explaining different stakeholders. Have students identify as many stakeholders as possible and argue whether stakeholders would be in favour or against making city centres car-free.	

	● **Comments**: Pick at least four stakeholders from this group (treat different resident groups as different stakeholders): 1. **Local Businesses**: Concerns about customer access and revenue. 2. **Environmental Groups**: Advocating for reduced pollution. 3. **City Planners**: Balancing development and sustainability. 4. **Residents**: Quality of life considerations. Consider adding residents from different urban areas, residents with mobility disabilities, residents living near major roads in the city, residents with respiratory diseases (such as asthma) 5. **Automobile Associations**: Representing car owners' interests.		
30 min	**Training**		
30 min	**Topic**: Stakeholder Debate **Goal**: Engage in a debate representing different stakeholder viewpoints. **Instruction Method**: Divide students into groups representing different stakeholders. Each group prepares and presents their arguments twice (15 minutes) in an argument phase (10 mins) and a reaction phase (10 mins). **Comments**: Encourage students to use the rhetorical techniques discussed. Ensure each stakeholder has equal speaking opportunities.		
5 min	**Transfer**		
5 min	Debrief and Reflect **Goal**: Reflect on the debate and rhetorical effectiveness. **Instruction Method**: Group discussion on what arguments were most compelling and why. Discuss the impact of rhetorical techniques. **Comments**: Encourage students to consider how different arguments and styles of rhetoric influenced their perception of the issue.		

Lesson Plan 7: The renewable energy transition

Time needed	120 mins
Target group	*Students aged 13-18, debate students*
Session Goals	- Explore the challenges and opportunities of transitioning to renewable energy. - Debate the proposition of implementing a CO2 tax. - Enhance debating skills including argument construction, rebuttal, and persuasive speaking.

Time	Topic, Goal, Instruction, Method	Comments, Materials
2 min	**Problem**	
	Write the motion on the whiteboard: That we would introduce a tax on all products based on the amount of CO2 emitted during its production	
40 min	**Input**	
40 min	**Activity**: Students prepare for the debate. Assign roles for each team (e.g., first speaker, second speaker, third speaker, whip). Provide guidelines on structuring their arguments. The motion for the round reads: That we would introduce a tax on all products based on the amount of CO2 emitted during its production **Focus**: Encourage students to research key points about renewable energy and CO2 tax. They should prepare opening statements, potential rebuttals, and closing remarks.	Access to research materials (optional; in competitive debate settings, such materials are not allowed), note-taking supplies.
60 min	**Training**	
60 min	**WSDC-debate**: Conduct a full debate in WSDC format with structured speeches and rebuttals. Cap speeches at 8 minutes for constructive, 4 minutes for reply speeches. If your students are less experienced, use 4 and 2 minutes for each speech, respectively. **Execution**: Ensure timekeeping and adherence to debate rules. Monitor the flow of the debate for fairness and coherence. Students who don't participate are invited to judge along.	
20 min	**Transfer**	
10 min	Group discussion: Discuss the content and quality of the arguments presented. Encourage students to analyze the effectiveness of each team's strategies and use of evidence. Do not yet offer your own feedback, but allow student judges to participate in the discussion.	

	Facilitate an open discussion, prompting students to reflect on what arguments were most compelling and why.	
10 min	Provide your own tailored feedback on debate components. **Tips on Giving Effective Debate Feedback/Guiding Questions**: **Argument Structure**: Comment on the clarity and logical flow of arguments. Were the claims well-supported by evidence? **Rebuttal Effectiveness**: Assess how well students engaged with the opposing arguments. Did they effectively counter them or missed key points? **Speaking and Delivery**: Provide feedback on public speaking aspects like clarity, pace, and engagement with the audience. **Use of Evidence**: Evaluate the relevance and strength of the evidence used. Did the students integrate it effectively into their arguments? **Strategic Thinking**: Reflect on the overall strategy. Did the students prioritize the right arguments? How well did they adapt to the flow of the debate? **Teamwork**: Comment on how well the team worked together. Were they cohesive in their approach? **Constructive Suggestions**: Offer specific advice for improvement, such as ways to structure arguments more effectively or techniques for more impactful rebuttals.	

Lesson Plan 8: Understanding COP and International Cooperation

Time needed	120 mins	
Target group	*Students aged 13-18, debate students*	
Session Goals	- Learn about the COP and its role in international climate policy. - Understand the diverse perspectives and interests of different global entities in climate negotiations. - Develop skills in diplomacy, negotiation, and public speaking.	
Time	**Topic, Goal, Instruction, Method**	**Comments, Materials**
15 min	**Problem**	
	Topic: Introduction to COP and Climate Challenges **Goal**: Highlight the importance and complexity of international cooperation on climate change. **Instruction Method**: Interactive presentation outlining the COP's history, purpose, and key challenges faced in international climate negotiations. Use the module presented in this project for information. **Comments**: The COP has a large body history. Focus your narrative on Kyoto, Paris, and the most recent COP. With the latest COP as of this document (UAE), focus on the challenge of fossil fuel divestment and providing funding for the Global South. See below for some more extensive notes.	
X min	**Input**	
	Topic: Understanding Different Perspectives **Goal**: Teach students about the varied interests and positions of different countries/groups in climate negotiations. **Instruction Method**: Brief lecture describing the general stance of the United States, China, Sub-Saharan Africa, and Small Island Nations on climate issues. **Comments**: The main idea to get accross is that the US (and the West) is in a position to decouple economic growth from CO_2 emission, China is two-faced in this aspect – both rapidly greening and being responsible for a lion's share of emission – sub-sahara Africa prioritises economic development over CO_2 reductions, and small island nations face an existential threat due to rising sea levels.	
80 min min	**Training**	
80 min	**Topic**: COP Simulation **Goal**: Simulate a mini-COP session where students represent different entities.	

	Instruction Method: **Preparation (30 min)**: Divide students into four groups (USA, China, Sub-Saharan Africa, Small Island Nations). Each group researches their entity's interests, concerns, and policy positions on climate change. The specific issue tabled is: should we speed up the phase-out of fossil fuels to 2040? The student need to formulate their country's position in one paragraph. **Simulation (40 min)**: Conduct a simulated COP session. Each group presents their entity's stance and negotiates with others to reach a consensus on a mock climate agreement. They start with a short speech that explains their paragraph position. Then the students go together in small groups that try to negotiate a joint paragraph. With 10 minutes left, the teacher announces that it is almost time to come to a conclusion. **Roles**: Assign specific roles within groups (e.g., head delegate, environmental expert, economic expert) to diversify the discussion in different breakout groups. **Scenario**: The scenario chosen is "we should speed up the phaseout of fossil fuels to 2040". You can choose other scenarios as well, such as "the Global North should increase their funding commitment to the Global South for adaptation and mitigation to 2% of their GDP." **Comments**: Encourage diplomacy and realistic representation of each entity's real-world positions. Instructors should facilitate and ensure productive discussions, for instance by playing as moderator.	
10 min	**Transfer**	
10 min	Debriefing and Reflection **Goal**: Reflect on the simulation experience and discuss real-world applications. **Instruction Method**: Group discussion analyzing the negotiation process, outcomes, and how it relates to actual COP negotiations. **Comments**: Encourage students to discuss what they learned about international cooperation and the challenges faced in reaching agreements.	

The Conference of the Parties (COP) is a central mechanism under the United Nations Framework Convention on Climate Change (UNFCCC), which has been meeting annually since 1995 to assess progress in dealing with climate change. Here is a brief overview focusing on significant meetings:

The First COP (COP1) - Berlin, 1995: The first COP established the Berlin Mandate, which acknowledged that the commitments outlined in the original UNFCCC agreement were inadequate for achieving the Convention's ultimate objectives. It called for a process to strengthen the commitments of developed countries through a new set of negotiations.

COP3 - Kyoto, Japan, 1997: COP3 resulted in the Kyoto Protocol, a landmark agreement where participating countries committed to legally binding reductions in greenhouse gas emissions. It introduced mechanisms such as emissions trading and the Clean Development Mechanism to help countries achieve their targets economically.

COP15 - Copenhagen, Denmark, 2009: COP15 aimed to create a successor to the Kyoto Protocol but fell short of producing a binding agreement due to political disagreements. However, it ended with

the Copenhagen Accord, which recognized the need to keep global temperature rises below 2 degrees Celsius but lacked the necessary formal commitment.

COP21 - Paris, France, 2015: COP21 was a pivotal moment in international climate negotiations, resulting in the Paris Agreement. This agreement aims to limit global warming to well below 2, preferably to 1.5 degrees Celsius, compared to pre-industrial levels. It introduced nationally determined contributions (NDCs), where each country sets its own emission reduction targets.

COP28 - UAE, 2023: the COP in the UAE was the first COP to provide a Loss and Damage Fund, where countries in the Global North promise to fund the costs for climate adaptation in the Global South, although debate about the extend of the funding and the distribution mechanism will be left open for future COPs. It was also the first COP to recognise that climate policy in line with the Paris Agreement requires the eventual phase-out of fossil fuels.

The negotiation positions of different actors at the Conference of the Parties (COP) are shaped by their unique economic, geopolitical, and environmental contexts. Here's a general overview of the positions typically held by the United States, China, Sub-Saharan Africa, and Small Island Developing States (SIDS):

United States:

The U.S. has historically had complex and evolving positions due to its significant economic interests and substantial greenhouse gas emissions. It has pushed for legally binding commitments from all major emitters, including developing nations like China and India.

The U.S. emphasizes the role of technological innovation and market-based solutions in addressing climate change and has been cautious of commitments that could impact its economic competitiveness.

Recent stances have also highlighted the importance of rejoining international efforts, such as re-entering the Paris Agreement under the Biden administration, signaling a strong commitment to climate action but still with an eye on economic implications.

China:

As the world's largest emitter of greenhouse gases, China's position has evolved from defending its status as a developing country with no binding emissions reductions to taking more proactive measures in international climate policy.

China emphasizes the principle of "common but differentiated responsibilities," arguing that developed nations should take the lead in reducing emissions and providing financial and technological support to developing countries.

China commits to ambitious national targets for reducing carbon intensity and increasing renewable energy capacity, reflecting its dual role as a developing economy and a global emissions leader.

Sub-Saharan Africa:

Countries in Sub-Saharan Africa generally have low emissions but are highly vulnerable to the impacts of climate change, such as droughts, floods, and desertification.

The region's position often focuses on the need for substantial financial and technical support from developed countries to help adapt to climate impacts and pursue sustainable development pathways.

African nations also advocate for justice and equity in climate negotiations, emphasizing the historical responsibility of developed nations for the bulk of greenhouse gas accumulations.

Small Island Developing States (SIDS):

SIDS are among the most vulnerable to the effects of climate change, particularly sea-level rise, extreme weather events, and the impact on marine ecosystems.

Their negotiation stance is strongly focused on survival, advocating for the most ambitious targets for global temperature rise (preferably 1.5 degrees Celsius above pre-industrial levels).

SIDS call for binding commitments on climate finance, loss and damage mechanisms, and technology transfer to help them adapt to climate impacts and transition to renewable energy sources.

Lesson Plan 9: The development dilemma in the Global South

Time needed	60 minutes	
Target group	*Students aged 13-18, debate students*	
Session Goals	- Understand and practice the art of refuting arguments in debates. - Explore complex global issues involving the Global South and North. - Develop critical thinking and persuasive communication skills.	
Time	**Topic, Goal, Instruction, Method**	**Comments, Materials**
5 min	**Problem**	
5 min	**Activity**: Discussion on the role of refutation in debates. **Focus**: Emphasize why refuting arguments is crucial for a successful debate. **Method**: Use examples to show how effective refutation can strengthen a team's position and weaken the opponent's arguments. Ideally use refutations from previous lessons.	
10 min	**Input**	
10 min	Teach key refutation strategies (e.g., identifying logical fallacies, undermining evidence, presenting counterarguments). Think here of a "refutation ladder". Refutations can attack each component of "S-A-I-L", or each level of analysis (Claim – Analysis – Relevance - Example) This training assumes a focus on refutation, and suggests students will come up with arguments (relatively) on the spot. Give handouts as reading beforehand, or swap input to content if you're worried students will be unable to carry out the exercise.	
40 min	**Training**	
	Debate practice with a focus on refuting arguments. Pick one of the following motions and use them for both exercises below. **Debate Motions** (Choose one): "Countries in the Global South should be allowed to build new fossil fuel power plants." "Countries in the Global South should be allowed to sue countries in the Global North for pollution caused by multi-national companies headquartered in the Global North." "Countries in the Global South should pay couples to have fewer children."	

15 mins	**Objective**: To practice quick-thinking refutation skills in a high-energy, team-based format. **How It Works**: 1. **Setup**: Divide the class into small teams. Each team lines up at one end of the classroom. 2. **Execution**: The teacher presents a statement (argument) about one of the topics mentioned above to the first student in each line. This student must quickly provide a refutation and then move to the back of the line. 3. **Continuation**: The next statement is given to the second student in line, who then refutes it, and so on. **Variation**: The complexity of statements can increase as the exercise progresses, or time limits can be imposed for responses.	
25 mins	**Objective**: To build deeper understanding and practice refuting more complex arguments in a collaborative setting. **How It Works**: 1. **Setup**: Arrange seats in two concentric circles (an inner and an outer circle). 2. **Execution**: Students are given one of the topics above and 5 minutes to brainstorm. The inner circle is in favour, the outher circle is against. The outer circle needs to refute the argument. The inner circle responds to the refutation. Every 3 minute, a bell rings and students in the outer circle move to their right. Students in the inner circle attempt a new argument.	
10 min	**Transfer**	

	Transfer is done ideally after each exercise (!)
	    ● **Activity**: Post-exercise discussion and feedback session.
	    ● **Focus**: Analyze the effectiveness of the refutations used in the exercises.
	    ● **Method**: Facilitate a group discussion on what refutation strategies were most effective and why.
	Teacher's Role: Provide specific feedback on how students executed their refutations, highlighting areas of strength, and explain why the refutations hit their mark.	

Lesson Plan 10 – Case Study: how to handle an energy crisis?

Time needed	120 mins	
Target group	*Students aged 13-18, debate students*	
Session Goals	- Understand the complexities of energy policy decision-making during a crisis. - Develop skills in persuasive speaking and argumentation. - Practice critical thinking and negotiation in a political context.	
Time	**Topic, Goal, Instruction, Method**	**Comments, Materials**
15 min	**Problem**	
15 min	In this lesson you'll follow a scenario laid out below. As a teacher, set out by explaining the set-up of this scenario, prepare handouts, and divide the class in the identified groups.	
45 min	**Input**	
45 min	Flipped classroom: the students will prepare their input for the simulation.	
45 min	**Training**	
45 min	The interest groups will offer their first speeches arguing why the option they oppose should **not** be chosen. (2 minutes per speech) Each politician will then get a chance to ask two questions to a group of their choice, with a chance for the group to respond. They will follow up with a second round where they will argue why they think another option, or another option(s) **should** be chosen instead. (2 minutes per speech)	
15 min	**Transfer**	
15 min	The politicians will vote and give their rationale at the end of the scenario	

Scenario:

It is a cold winter in 2022 with the first period of sustained sub-zero temperatures in nearly a decade, and the country of The Netherlands is facing a gas shortage. The war in Ukraine has led to a shut-down of all gas exports from Russia. Experts from the government predict that with current

usage gas will run out in February. This will lead to something called a 'brown-out', where people can no longer use gas.

The government has come up with a set of different solutions, of which it will need to pick one. The solutions are contentious, and for each solution an interest group opposing the rules has quickly organized itself. The government has given the final say to Parliament.

The classroom will consist of representatives of the interest groups and parties in parliament who will roleplay a public hearing.

The class gets first assigned to the different roles. They then get 20 minutes to prepare. The interest groups will prepare two draft speeches. The political parties will discuss what their initial interest is.

The interest groups will then offer their first speeches arguing why the option they oppose should **not** be chosen. (2 minutes per speech)

The politicians will then get a chance to ask two questions to a group of their choice.

They will follow up with a second round where they will argue why they think another option, or another option(s) **should** be chosen instead. (2 minutes per speech)

The politicians will then vote for which option they would prefer. In case of a tie, the interest groups who are tied will be given the chance for a final elevator pitch (30 seconds). After this the politicians have five minutes to talk between each other before they vote again. If there is still a tie, the consequence is that there will be a brown-outp

THE GOVERNMENT SOLUTIONS AND INTEREST GROUPS

Solution 1: let the market solve the problem

The government will allow energy providers to increase gas prices to encourage a reduction in gas consumption in society. Because the price needs to be high, the government will stop all efforts to compensate people for the gas price. The government also considers that this will lead to a reduction in CO_2 emissions. This is important to the government, as the government is required by a court ruling (the "Urgenda case") to reduce CO_2 emissions, a target that it is currently failing to meet.

Interest Group: the society of concerned citizens for economic justice

A group of concerned citizens has formed in opposition to this idea. They point out that for many people it is not possible to reduce their consumption, and they will be forced to pay higher prices or freeze. They may not be able to reduce their consumption because they live in poorly isolated social housing, or they are not reached by government information. The group maintains that most citizens who will be hurt by this proposal have low incomes and little savings.

Solution 2: close down the Chemelot industry terrain

The Netherlands is home to a large chemical industry sector. This sector makes chemical materials for several purposes, such as pharmaceuticals, coatings, and base substances for other industries. They are also one of the largest users of natural gas in the country. Closing down the industry terrain Chemelot, situated in the southeast of the country, would bring consumption down enough to make it through the winter. The government also considers that this will lead to a reduction in CO_2 emissions. This is important to the government, as the government is required by a court ruling (the "Urgenda case") to reduce CO_2 emissions, a target that it is currently failing to meet.

Interest Group: the national lobby for business interests (VNO-NCW)

The lobby for business interests is shocked to hear of this proposal. The lobby points out that the chemical industry is an important provider for jobs in the region. The Chemelot campus was built to create jobs in a region hit by the closure of mines in the 1980s. The lobby also points out that these companies form a vital component of the Dutch industry and export.

Solution 3: resume extracting gas from the gas fields in Groningen

The Netherlands is home to the largest gas field in Western Europe. The extraction of this gas field has brought in a large amount of revenue for the Netherlands. However, it also has made the region of Groningen vulnerable to a large amount of small earthquakes (2 to 4 on the scale of Richter). These earthquakes are creating fault lines in homes which may collapse. Government experts think that this risk is small, however. The government has in the past lied about the cause of these earthquakes, which has led to a large outcry in Groningen. After a decade of fierce political debate and protests, the government had decided to stop extracting gas in 2020. Faced with a gas shortage, the government now considers extracting gas again.

Interest group: the society for a safe and sustainable Groningen

The society is appalled to hear that again the government is going to break its promise to the concerned citizens of Groningen. Resuming the extraction of gas will increase the risk that future earthquakes will occur. Citizens are having sleepless nights in Groningen. The province is also rural and poorer than the average in The Netherlands. It feels like it is being exploited by the rich west part of the country.

Solution 4: buy liquid national gas from a company currently delivering LNG to Pakistan

The government has found a shipment of LNG that is currently headed for Pakistan. The company who is supplying LNG can be convinced to break the contract with Pakistan and pay the fine. That is if the government of The Netherlands is willing to pay double the highest market price for their supply. The Netherlands is willing to do so, and able to borrow the money on financial markets at a cheap rate.

Interest Group: the Embassy of Pakistan and the organisation for Pakistani-Dutch citizens

The Embassy is concerned that Pakistan is going to once again lose out to the West in the fight to guarantee its energy security. Pakistan has been facing an economic crisis as the gas prices have increased worldwide. It has also seen multiple deliveries of LNG that have been rerouted to Europe, which has led to energy shortages and brown-outs in the country. Pakistan maintains that they are no party to the conflict in Ukraine and are not responsible for the actions of Russia.

The political parties

For this simulation, pick a number of political parties that is even and make sure that they have an even number of representatives. If there are an uneven number of students in the group, give one extra member to VVD. Pick either 4 or 6 political parties, depending on how much time you have for the simulation and how many participants are in your class. Pick an even number of parties that are on the right and on the left (see the box on the next page).

VVD ("Volkspartij voor Vrijheid en Democratie") – centre-right conservative-liberal party

The VVD is a liberal party that believes in a small and business-friendly government. It believes that individuals should have the freedom to find their own happiness and that the government should not prescribe what individual citizens should do. The party is sceptical of the threats of mass migration.

CDA (Christendemocratisch Appèl) – Christian Democrats

CDA is a party that believes in politics inspired by Christian religion. They believe in a small state, as individuals and communities are best placed to take control over their life and community. The party has a strong support base in rural areas.

GroenLinks – left-wing Greens

GroenLinks is a party that believes in climate justice. We need to reduce CO2 emissions as soon as possible. But this climate transition cannot be done at the cost of the most vulnerable. GroenLinks wants an egalitarian society.

BIJ1 – radical emancipatory politics

BIJ1 is an anti-capitalist party that was founded by anti-racist activists. It strives for radical solidarity, including empowerment for vulnerable communities across all dividing lines and borders.

Forum for Democracy

Forum for Democracy is a far-right political party. The party is climate change skeptical, worried about immigrants and a loss of traditional values, and skeptical of the Covid pandemic.

The party is very controversial and other parties have a strong preference not to work with them or give them a political victory.

D66

D66 is a progressive centrist party. They believe in international cooperation and support free markets joined with a strong welfare state. Their central aim is to empower individuals to make the best choices for their lives. D66 believes themselves to be pragmatists who try to find out the 'best' solution in each scenario.

Problem

The Netherlands is faced with a gas crisis and needs to choose one of four challenging options. Each option is opposed by an interest group. Political parties have to come to a decision about which path to choose.

The possible solutions	
Increase the gas prices Interest group: concerned citizens	Close down the chemical industry Interest group: business lobby
Resume extracting gas from the Groningen gas field Interest group: Groningen community	Bring in gas supply currently en route for Pakistan Interest group: the Pakistani government

The political parties	
VVD (conservative-liberal centre-right)	GroenLinks (eco-socialists)
CDA (Christian Democrats)	BIJ1 (anti-capitalist and radical solidarity)
Forum for Democracy (far-right)	D66 (centrist progressives)

Step 1: preparation	20 minutes. The interest groups prepare their speeches.
	Political parties discuss their initial preference, and also discuss the strongest argument against their initial preference.

Step 2: public debate	Phase 1: the interest groups present their case for being exluded (2 minutes each)
	Max of 2 questions and responses from the political parties to the interest groups)=
	Phase 2: the interest groups present their case for why another option or options should be considered instead (2 minutes each)

Step 3: voting and negotiation	The political parties vote for a proposal. If one proposal reaches majority, the simulation ends.
	In case there is a tie, the interest groups who tied get the chance to make a final elevator pitch (30 seconds).
	In case there is no majority for a single proposal, this happens to the two interest groups who received the most votes.
	The political parties then vote again for the proposal.
	If time permits, the political parties can be allowed to discuss amongst themselves for 5 minutes.

Global Health

Lesson Plan 1: Globalisation and global health

Time needed	45 min	
Target group	*Students aged 13-18, debate students*	
Session Goals	● Students learn how globalisation has shaped global health and global health politics ● Students think about challenges to ensuring global health for all	
Time	**Topic, Goal, Instruction, Method**	**Comments, Materials**
5 min	**Problem**	
	Ask the question: ""How might a health policy in one country affect health outcomes in another?" Show the first year of the John Hopkins Covid-19 spread map. Ask students: what do you remember of the pandemic?	Link to map
15 min	**Input**	
	Present the content of the section of the module "What is Global Health" through an interactive presentation. Focus on the concepts: public health, globalisation, disease outbreaks, infectious and non-communicable diseases, and global regulation of health. To make sure that the next step in the training goes well, make sure to ask for and/or provide examples of non-communicable diseases and infectious diseases. {table below} Brainstorm with the class: what are possible difficulties in ensuring global health for all? Make a mindmap on a whiteboard with the class. This can inform questions asked in this and future lessons.	
X min	**Training**	
	● Divide students into two groups and each group one of two fact sheets by the WHO Malaria Diabetes Give them 10 minutes to prepare. Their goal is to argue that their assigned disease is the greater risk to global health.	

Infectious diseases	Non-communicable diseases
Covid-19	Heart attacks
HIV/AIDS	Cancer
Malaria	Diabetes

5 min	**Transfer**	
	Discuss with the students what the best arguments were that they heard for the other position, and collect them on the board to form an "argument map".	

Summary for this content block

Global health, transcending national boundaries and governments, requires a collective global response. This field has evolved from being Euro- and West-centric to one that necessitates transnational cooperation, especially evident during health crises like COVID-19.

Impact of Globalization:

Globalization has significantly impacted global health. It has increased the spread and reach of diseases, leading to new infectious diseases and drug-resistant strains. Global operations of the pharmaceutical industry and international scientific collaboration have been facilitated, highlighting the need for collective action beyond state cooperation.

Global Health Development and Access to Medicines:

There are disparities in access to medicines, influenced by economic and political factors. Globalization has contributed to higher medicine prices and patent protection issues, creating significant inequalities in global health, particularly between the Global North and South.

Global Health Governance and Politics:

The governance of global health involves various state and non-state actors, including international organizations, civil society, and private corporations. The most well-known is the World Health Organization (WHO). Globalization has shifted policy-making responsibilities from national governments to these diverse actors, raising concerns about democratic accountability and market-oriented health approaches.

Diseases predominant in the Global South:

Diseases like AIDS and Ebola disproportionately affect the Global South and illustrate the complex interplay of health, economics, and politics. Research and dissemination of medicine, for instance, is lacking due to the lower wealth and poor health infrastructure on the ground. The role of international organizations like the WHO in setting health standards and policies is crucial, despite challenges in global health governance.

Global Health and Development Assistance:

Health issues in low- and middle-income countries are often dependent on international aid, creating a donor-recipient dynamic that may not align with the needs of recipient countries.

Lesson Plan 2: Global patterns of health and disease

Time needed	45 mins	
Target group	*Students aged 13-18, debate students*	
Session Goals	● Students learn about globalised patterns of health and disease ● Students learn to perform research and present research finding with visual aids	
Time	**Topic, Goal, Instruction, Method**	**Comments, Materials**
2 min	**Problem**	
	Explain the statement: "globalisation has made the spread of diseases easier than ever".	
5 min	**Input**	
	Offer a brief interactive input session on the globalisation of disease and Use the provided materials in this project to help you prepare. You can touch on: - Methods of disease spread (airborne, waterborne, bloodborne, by direct contact, through vector (creatures that carry germs, such as insects or bats); - Causes and effects of globalisation and how they relate to globalisation of disease (economics, e.g. travel and commerce ; culture, e.g. cultural conceptions of mental health spread, such as depression in Asian countries)	Reader
20 min	**Training**	
	Give a blank world map to groups of 2-3 students. Ask them to present the spread of a disease, and write down at least 2 causes that enabled the spread of that disease and, if relevant, at least 1 factor that inhibited further spread. Choose from: - The Black Plague; - Ebola; - HIV/AIDS; - Covid-19; - Malaria; - Smallpox	Maps of the world. [Wikipedia](#) has a blank map available.

15 min	**Transfer**	
	The students prepare a presentation of their results in 5 minutes. Instruct the students to start with an engaging question, to provide a conclusion, and to cite their sources. Evaluate on these three components.	

Lesson Plan 3: Climate Change and Global Health

Time needed	45 mins	
Target group	*Students aged 13-18, debate students*	
Session Goals	● Students will understand how global environmental challenges influence international and domestic health politics	
Time	**Topic, Goal, Instruction, Method**	**Comments, Materials**
15 min	**Problem + Input**	
15 min	Watch this video from Duke University together, and check receipt of knowledge with the students. You can use these questions: ● How does migration play a role in both global health and climate change? ● What does "one health" mean? ● What is the story of how mining impacts health?	Need to be able to broadcast video
25 min	**Training**	
25 min	The students will create a debate case today, using the following steps. - Stakeholder mapping. Ask the students who is affected by the health effects from mining. And who would be affected if the mine would close. - Divide the students into two groups, one in favour of the solution "we should close polluting mines", and one against. Ask the students to answer the following questions: What is the problem? What is the cause of the problem? How will my solution solve the problem/how will the solution create the problem? Is there an alternative to solve the problem? Why do the benefits of my side weigh out the harms to the other side? Have the students present their ideas (2 minutes per group).	
5 min	**Transfer**	

5 min	Have all students vote on their preferred solution: close the mine, open the mine, or any alternative proposed. Ask the students why they voted for the solutions they considered.	

If you can't play the video, here are two possible impacts from mining that can be presented in class.

- Miners are at high risk for respiratory diseases due to the inhalation of dust, particularly silica and coal dust. This exposure can lead to conditions such as pneumoconiosis (including black lung disease in coal miners), silicosis, and asbestosis. Chronic obstructive pulmonary disease (COPD) and lung cancer are also more prevalent among miners.
- Mining can also have broader health impacts on nearby communities through environmental contamination. Water sources can be polluted with heavy metals and toxic chemicals from mining processes, affecting drinking water, agriculture, and fishery resources. Air quality can suffer due to the release of particulate matter and other pollutants.
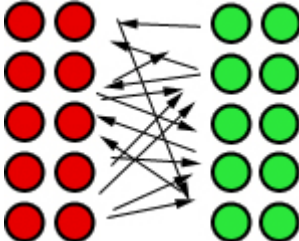
Lesson Plan 4: Vaccine Nationalism

Time needed	45 min	
Target group	*Students aged 13-18, debate students*	
Session Goals	● Students are able to understand the drivers behind vaccine nationalism ● Students are able to argue from the perspective of different stakeholders, and understand how to analyse concerns of stakeholders	
Time	**Topic, Goal, Instruction, Method**	**Comments, Materials**
5 min	**Problem**	
5 min	Explain the concept of vaccine nationalism (see the reader on COVAX and vaccine nationalism)	
15 min	**Input**	
	Divide the class in three groups: ● The Global North; ● The Global South; ● The World Health Organisation Describe the following scenario: - A novel virus is fast spreading around the world. A new vaccine has been developed. The Global North is currently stockpiling this new vaccine, which means there is not enough supply for the Global South. - Ask the students who are in the groups representing the Global North/South to prepare a 3-minute statement to defend their policy position; - Ask the WHO group to come up with a solution for vaccine hoarding. If they struggle, offer them COVAX as a solution.	
15 min	**Training**	
	- Each group presents their case, with the WHO going last; - The Global North and Global South get 3 minutes to internally discuss whether they agree to the proposal, and present whether they view the proposal as adequate in 1 minute	
5 min	**Transfer**	
5 min	Debrief on the level of using stakeholder analysis rather than on the content of the arguments. What were the questions the students asked about their stakeholder? Would those also be	

	useful question if they got assigned a different stakeholder? Collect useful questions and approaches on the board.	

Lesson Plan 5: The Free Market of Medication

Time needed	45 mins
Target group	*Students aged 13-18, debate students*
Session Goals	- Students are able to describe the role of private foundations and pharmaceutical companies in global health - Students are able to develop arguments using stakeholder analysis

Time	Topic, Goal, Instruction, Method	Comments, Materials
2 min	**Problem**	
	Give students the following motion: "That we should nationalise the production of medicine" The goal of today's class is to have a debate about this motion.	
5 min	**Input**	
	Recap the stakeholder analysis questions discovered during Lesson 4. Alternatively, use the following set: Identification and characterisation of stakeholders - Which groups are affected by the motion? - What subgroups can we identify within them? - How are the groups affected by the motion? Arguments about impact - Which affected group is the biggest in members? - Which group is affected most intensely? - What responsibilities and duties do we hold to different stakeholders? - Which stakeholders are the most important? Arguments about likelihood - What are the stakeholder's interests? - What are the stakeholder's incentives? - What are the short-term gains and losses for the stakeholder?	
30 min	**Training**	

20 min	Divide students in proposition and opposition on the motion. Explain to them that they will debate in the House of Commons format (see below) and they get 15 minutes to prepare. Encourage them to prepare arguments by using the stakeholder analysis questions. If they have trouble identifying stakeholders, suggest stakeholders for them at the start to smoothen the rest of the process.	
10 min	Use a "House of Commons" debate. In this debate format, there are no assigned speaking orders. Teams are positioned opposite each other. The moment someone wants to speak they stand up. They are encourage to only bring one constructive point and/or one point of refutation. The teacher works as the moderator and ensures i) that both teams speak in turns and get roughly equal speaking time, ii) that speeches are short and to the point. The debate lasts 10 minutes.	
5 min	**Transfer**	
	Debrief on the level of arguments. Ask students what they thought the strongest arguments for the other side and their side were, and what made them strong arguments.	

Lesson Plan 6: Patents and global health access

Time needed	45 mins
Target group	*Students aged 13-18, debate students*
Session Goals	- Students are able to explain how intellectual property rights affect global health - Students learn to develop arguments through case building methods.

Time	Topic, Goal, Instruction, Method	Comments, Materials
5 min	**Problem**	
	Pose the following dilemma to students: "Patents are seen as necessary to allow for the development of vaccines."	
5 min	**Input**	
	Explain (or recap if you taught Lesson 3 in this Module) the questions that can lead to a case: What is the problem? What is the cause of the problem? How will my solution solve the problem/how will the solution create the problem? Is there an alternative to solve the problem (no for proposition, yes for opposition)? Why do the benefits of my side weigh out the harms to the other side?	
25 min	**Training**	
	Divide the class into two groups, and give them the motion: "That we should abolish patents on vaccines for diseases during a pandemic". Each group needs to prepare a case. They are not allowed to use any pre-existing research during this session.	
10 min	**Transfer**	
	Have the students present their cases (3 minutes each). Offer feedback on the content. There is a content briefer below that you can use to provide extra arguments and context. If you taught lesson 3, reflect on the difference between the two exercises. Did students manage without knowledge? What different strategies did they employ?	

Students can explain the impact of intellectual property rights (IPR) on global health by understanding the following key points:

- IPR, particularly patents, protect the investments of pharmaceutical companies in research and development by granting them exclusive rights to sell a new drug for a period of time. This leads to higher prices for medicines, which can restrict access to essential drugs in low-income countries where the disease burden is higher.
- The enforcement of IPR has created a significant divide between the Global North and South. Wealthier countries can afford expensive medicines, while poorer nations struggle with access due to high costs. Intellectual property rules, especially those related to health sector investments, are mainly advocated by countries from the Global North, which significantly affects the availability and affordability of medicines in the Global South.
- In situations like disease pandemics, the rigid application of IPR can hinder the timely distribution of essential medicines, affecting global public health outcomes. There's a normative debate against such stringent IPR applications during health crises.
- While generic medicines offer a cheaper alternative, the capacity to produce these generics is often limited in low-income countries due to IPR restrictions. This limitation affects their ability to address public health needs independently.
- IPR has also contributed to a focus on diseases that are more prevalent in the Global North, potentially neglecting diseases that are endemic in the Global South. This focus shifts research and development away from diseases that might not be profitable due to the lower financial capacity of affected populations.

There are arguments in favour of upholding IPR, though.

- IPR, particularly patents, could be crucial for encouraging innovation in pharmaceuticals and medical technology. The promise of patent protection and the potential profits it can bring are significant incentives for companies to invest heavily in research and development (R&D). Without this protection, companies might not undertake the costly and risky process of developing new drugs.
- Developing new drugs is an expensive and lengthy process, often costing billions of dollars and taking many years to bring a drug from conception to market. Patents allow companies to recoup their investments by granting them a temporary monopoly on the sale of their products. This period of market exclusivity could be seen as a necessary return on investment.
- Proponents argue that IPR helps ensure that medicinal products are safe, effective, and of high quality. When companies hold patents, they are responsible for maintaining stringent standards of production and accountability, as their reputation and profitability are directly tied to the quality of their products.

An alternative to releasing IPR is to create programs for voluntary vaccine donation, paid by the Global North, in times of urgent need. The most well-known attempt was COVAX, which aimed to vaccinate 20% of the population in the Global South. This attempt was only partial successful, as vaccine nationalism limited resources and supply of the vaccines.

Lesson Plan 7: the Right to Healthcare

Time needed	45 mins
Target group	*Students aged 13-18, debate students*
Session Goals	● Students are able to distinguish between negative and positive rights ● Students are able to argue whether a right to health may or may not ensure health for all

Time	Topic, Goal, Instruction, Method	Comments, Materials
5 min	**Problem**	
	Explain the concept of human right, and point out that half of the human population lacks access to adequate healthcare. Challenge the class to describe what forms these obstacles could take, and make a list.	[Video on health as human right](#)
15 min	**Input**	
	Explain the concept of "negative" and "positive rights ● Positive (Welfare) right: a right that requires o thers to act on your behalf; ● Negative (Liberty) right: A right to act without interference by others Ask students to group the described obstacles as transgressions of either "positive" or "negative" rights. (Example: inability to pay for healthcare is a transgression of a positive right ; banning of abortion or other reproductive healthcare is a transgression of a negative right). Ask the students to consider why the Positive right to healthcare is not fulfilled in many countries. If you want to provide more input, feel free to use the Grooteboom v. South Africa court case (described in the linked video) as an analogy. Essentially, even though the Supreme Court of South Africa found that housing is a human right that the government needs to provide when they struggle to come up with adequate resources, the government still does struggle with adequate resources and therefore struggles to provide adequate housing in South Africa.	[Grooteboom v. South Africa](#)

15 min	**Training**	
	Conduct an impromptu debate, using the House of Commons debate format (see in the previous training session), on the topic: "That a positive right to health means that people in formerly colonised countries should demand that people in formerly colonising countries should pay for their health". Modify the debate so students argue from their own perspective. Ask students to stand on the side of the class that they most agree with, and tell them that if they change their opinion they can move to other parts of the class.	
5 min	**Transfer**	
	Debrief on the level of rights argumentation. What are the best arguments made as to whether people in former colonies have a right (or not) to demand pay? The main conclusion you'll want to draw is the idea that rights have an "obligation" component, and to think of sources of such an obligation.	

Lesson Plan 8: Challenges of Global Health Implementation

Time needed	45 mins	
Target group	*Students aged 13-18, debate students*	
Session Goals	- Students are able to understand the opportunities and shortcomings of global health - Students are able to analyses causes and consequences	
Time	**Topic, Goal, Instruction, Method**	**Comments, Materials**
10 min	**Problem**	
	Problematise two international responses to outbreaks of non-communicable diseases in the West: Ebola and covid-19 (see below)	
20 min	**Input / Training**	
	Flip the classroom for this input session. Ask students to identify at least three reasons for the underreaction in the case of Covid-19 and the overreaction in the case of Ebola. Have them work in two groups. Let them present these ideas to the rest of the class.	
15 min	**Transfer**	
	Based on the identified causes from each side, ask students to come up with possible ideas on how to better handle these outbreaks. Ask them who should implement these: countries or the WHO? Ask them about possible obstacles to implementation: media narratives, finances, domestic political incentives? The goal of this group brainstorm transfer session is to understand the complexities that make ensuring global health for all hard.	

A) Western Response to Ebola: Overplaying the Risks

The Western response to the Ebola outbreak, primarily concentrated in West Africa during 2014-2016, was marked by a significant overestimation of the risks it posed to Western countries. This response included several elements:

1. Western media outlets often sensationalized the threat of Ebola to the general public, leading to a disproportionate fear among the population. This fear was fueled by graphic images and a focus on isolated cases in Western countries, overshadowing the more severe situation in Africa.
2. Due to the heightened fear, there was a misallocation of resources, including excessive spending on domestic preparedness in the form of emergency drills, specialized equipment, and isolation units, many of which remained unused or were unnecessary.

3. The fear and misinformation led to stigmatization of individuals from affected regions or those thought to be at risk. This sometimes resulted in unnecessary quarantine measures and discrimination, further complicating public health efforts.
4. Overemphasizing the threat to Western nations drew attention and resources away from the regions most in need. Western public health strategies often did not adequately address or adapt to the cultural, economic, and political contexts of the affected African countries.

B) Western Response to COVID-19: Underplaying the Risks

Conversely, the initial Western response to COVID-19 in early 2020 was characterized by an underestimation of the risks associated with the virus, leading to several key failures:

1. Many Western countries were slow to recognize the severity of the outbreak, despite warnings from epidemiologists and the precedent set by countries in East Asia. This delay included hesitancy to implement travel restrictions, testing, contact tracing, and public health advisories.
2. There was a general lack of preparedness in terms of personal protective equipment (PPE), hospital readiness, and testing capacity. This unpreparedness was partly due to underestimation of the virus's transmissibility and potential impact on public health systems.
3. Early communications from political leaders and health officials in several Western countries minimized the threat, leading to public confusion and complacency. This included conflicting messages about the necessity of masks and social distancing measures.
4. The failure to appreciate the full risk of the virus resulted in late interventions, which disproportionately affected vulnerable populations, including the elderly and those with pre-existing health conditions, particularly in care homes and densely populated urban areas.

Lesson Plan 9: Policy Responses to the Pandemic

Time needed	45 mins	
Target group	*Students aged 13-18, debate students*	
Session Goals	- Students are able to argue about the dilemmas faced by governments during a pandemic - Students learn to prepare a Worlds Schools Debate	
Time	**Topic, Goal, Instruction, Method**	**Comments, Materials**
15 min	**Problem and Input**	
	Note: Lesson 9 and Lesson 10 work best in tandem. Describe the New Zealand approach to the Covid-19 pandemic and contrast it with the Sweden approach to the Covid-19 pandemic. Then give them the motion: TH, if given a choice between the two, would have preferred the World to have adopted the New Zealand approach to the Sweden approach to Covid-19	
25 min	**Training**	
	Have students prepare for a full Worlds Schools Style Debate. In case you don't have time for Lesson 10, the focus shifts from preparation of the debate to creating a case. Require students to set out a problem analysis, build a policy model, and create 3 arguments.	
5 min	**Transfer**	
5 or 10 mins	In case you will carry out Lesson 10: Ask students at the end of the class where they are struggling with their case, and provide tailored feedback to their struggles. In case you will not carry out Lesson 10: Ask students to present their case. Give feedback on the level of argumentation.	

During the COVID-19 pandemic, Sweden and New Zealand adopted markedly different approaches to managing the crisis, which resulted in divergent outcomes and worldwide attention. Here's an overview of each country's strategy and an analysis of their differences:

Swedish Response to COVID-19:

Sweden's response to the pandemic was characterized by a notably relaxed approach, in contrast to the strict lockdowns implemented by most other countries. Key elements of the Swedish strategy included:

1. Unlike many countries, Sweden did not enforce a mandatory lockdown. Restaurants, schools for younger children, and most businesses remained open.
2. The government relied heavily on voluntary guidelines rather than strict mandates. Citizens were advised to practice social distancing, work from home if possible, and avoid non-essential travel, but these were recommendations rather than enforced rules.
3. Sweden aimed to protect the most vulnerable populations, particularly the elderly, though there were significant criticisms later about the effectiveness of these protections.
4. Although not officially stated as the goal, Sweden's approach suggested that reaching herd immunity, where enough of the population becomes immune through infection thus slowing the spread, could be a natural byproduct of their strategy.

New Zealand Response to COVID-19:

In stark contrast, New Zealand implemented one of the most stringent and proactive responses:

Early and Strict Lockdowns: New Zealand imposed an early and strict nationwide lockdown when the number of cases was still very low. This included closing borders, shutting down non-essential businesses, and mandating stay-at-home orders.

1. The goal was to completely eliminate the virus from the country, a strategy supported by aggressive testing, contact tracing, and quarantine measures.
2. The government, led by Prime Minister Jacinda Ardern, provided clear, consistent, and empathetic communication, which was crucial in securing public compliance and trust in the health directives.
3. New Zealand maintained strict controls on its borders, with mandatory quarantine for all arrivals, significantly reducing the risk of importing new cases.

Differences:

The most obvious difference was in the use of lockdowns. Sweden's strategy allowed for more personal freedom and less economic disruption in the short term but was criticized for a higher rate of infection and death. New Zealand's approach curtailed freedoms and was economically costly but resulted in very low numbers of cases and deaths, which allowed for quicker economic recovery post-lockdowns.

1. Sweden and New Zealand had fundamentally different public health objectives. Sweden appeared to accept that COVID-19 would spread through the population to a degree but aimed to manage this spread to prevent healthcare overload. New Zealand aimed for the total elimination of the virus.
2. Sweden's healthcare system was put under significant strain during the peaks of the pandemic waves, whereas New Zealand's early action prevented any overwhelming surge in cases, keeping their healthcare system relatively stable.
3. New Zealand's government enjoyed high levels of public trust and compliance, which were bolstered by transparent communication and visible leadership. In contrast, Sweden faced domestic and international criticism and scrutiny over its less restrictive approach.
4. As the pandemic evolved, the initial advantages of Sweden's approach (less economic hit, social freedom) were questioned in light of subsequent waves of infections and the arrival of vaccines, which provided a new method of achieving herd immunity without widespread infection. At the same time, the sustainability of New Zealand's approach was questioned as, with countries opening up in the latter phase of the pandemic, New Zealand was prevented from participating in this opening up due to its strict policies.

In summary, Sweden's approach was built on epidemiological, economic, and social considerations that assumed high public responsibility and risk tolerance, whereas New Zealand prioritized health security and elimination, reflecting a more cautious and conservative public health philosophy. Both approaches provide

valuable lessons for managing future pandemics, especially in balancing health outcomes with economic and social impacts.

Lesson Plan 10: Debating Global Health Policies

Time needed	Varies; 45 mins to 60 mins
Target group	*Students aged 13-18, debate students*
Session Goals	• Students are able to form and present their opinion about global health • • •

Time	Topic, Goal, Instruction, Method	Comments, Materials
1 min	**Problem**	
	This lesson changes on whether Lesson 9 was carried out. If it wasn't, you will want to assign preparing for a debate as homework before this class. You can provide the content briefer provided in Lesson 9 as assisted reading before the class. Regardless, write the motion on the board, which is the problem to be solved for the day.	
5 min	**Input**	
	Review the basics of the WSDC format if your students have no prior experience	
30 min – 60 min	**Training**	
	Conduct a WSDC debate. Based on timing and/or experience, the following time limits for speeches can be chosen. {table}	
10 min	**Transfer**	
	Provide feedback to the students on argumentation, style, and strategy. With larger groups consider having some students judge and have them focus on one of the three components.	

30 mins (novices)	Constructive speeches: 4 minutes, reply speeches: 2 mins
45 mins (intermediate)	Constructive speeches: 6 mins, reply speeches: 3 mins
60 mins (advanced)	Constructive speeches: 8 minutes, reply speeches: 4 mins

Identity, Culture, Religion and Border Crossings

Lesson Plan 1: Understanding the basics of religion

Time needed	90 minutes
Target group	*High school students*
Session Goals	- Understanding the basics of religion - Understanding about religious fundamentalism and religious revival - Understanding religion as a potential concept for division between cultures - Prioritizing the importance and relevance of arguments made on the topic of religion

TOPIC	Religion as a potential concept for the division between cultures	Comments, Materials
	PROBLEM	
15 min	Introduction to the topic: Teacher is making a short introduction on what will be discussed in the next 90 minutes and is making some definitions for the key concepts: religion, fundamentalism, religious fundamentalism, secularism….	
	TRAIN	
30 min	Teacher is giving a lecture on religion as a potential concept for clash of civilizations including following concepts: - Religious revival - Origins of religious fundamentalism - The rise of religious fundamentalism Students are making notes and asking questions	
	INPUT	
15 min	Moderate discussion: Teacher is discussing with students how they understand the topic, what are the possible misunderstandings on the topic, what is still unclear or wasn't explained thoroughly	
15 min	Exercise 1: Divide the students into six groups. Each group should answer the following question according to the previous discussion: Is there a possibility of a clash of civilizations? Each group should make as many as possible ideas for arguments (not whole arguments) for both sides (for proposition and opposition). Students can also use the research package (the text) The clash of civilizations, in the part regarding religion.	
10 min	Exercise 2: Each group should now look at their arguments and prioritize them from the most to the least important, and in the	

	end they should decide for the two most relevant arguments on both sides in their opinion.	
	INPUT	
20 minutes	Groups are presenting all their ideas for potential arguments and explaining why they feel that some of their ideas for an argument are more relevant, more important than others.	

Lesson Plan 2: Religious fundamentalism

Time needed	45'
Target group	*High school students*
Session Goals	- How to use research - Using the text - Students learn the basic concepts of religious revival - Students learn about religious fundamentalism

TOPIC	Religious revival and fundamentalism	Comments, Materials
	PROBLEM	
10 min	Introduction to the topic: Teacher is making a short introduction on what will be discussed in the next lesson by defining key concepts such as fundamentalism, the revival of religion and the importance of the topic being discussed.	
	INPUT	
20 min	Task 1: Students should read the text on religious revival and fundamentalism and a case study on Iranian revolution (research package) and answer the following questions: 1. How do you understand the separation of state from religion? 2. How would you define secularism? 3. Where separation of state and religion didn't happen very clearly (Name a few examples or areas)? 4. Think about the use of religion for a variety of political purposes (Case study on Iranian revolution); why could this be problematic for both, for religion and society as such?	
	TRAIN/TRANSFER	
15 min	Moderate discussion: Teacher is leading a discussion by going through the questions. Students are giving their answers and views on the topic, the teacher is correcting them, gives them additional information, tries to detect what students didn't understand in the text or which part of the text seemed to be the most difficult.	

Lesson Plan 3: Should we subsidize religious organization?

Time needed	90 min
Target group	*Students aged 13-18, debate students*
Session Goals	- Students consider discussions around the state and religion - Students are able to argue in favour or against proposals - Students are able to evaluate the relative strength and merit of arguments

Time	Topic, Goal, Instruction, Method	Comments, Materials
15 min	PROBLEM+INPUT	
5 min	Explain the roleplay scenario to the class.	
10 min	Brainstorm stakeholders impacted by this change with the class.	
Y min	*Alternative / Additional exercise*	
60 min	TRAINING	
5 min	Split the class into groups. All but one groups are assigned a stakeholder whose point of view they will argue from. The last group will be 'local politicians' and act as the 'judges' of the other groups' speeches.	
20 min	Each group goes through the brainstorming question list (included below) and prepares a speech arguing either for or against the proposal. There is a separate question list for the 'local politicians' group.	
25 min	Each group presents their case. Each groups' speaker is then questioned by the 'local politicians' group. After all groups have presented their speech, the 'local politicians' vote either yes or no as to whether the proposal should be enacted.	
15 min	TRANSFER	
15 min	At the end of the lesson, allow for a group discussion. Sample discussion questions are included below.	

Group question list

1. What is likely the opinion of the group going to be about the subsidies?
a.   How have similar subsidies (if any) in the past affected your stakeholder group, and what were the outcomes?
a.   Are there any potential unintended consequences of implementing these subsidies for your stakeholder group?
2. Why the subsidies should / should not be passed? Argue from the point of view of the group.
a.   What are the key concerns or reservations your stakeholder group may have about accepting government subsidies?
a.   What potential benefits do the subsidies offer to your stakeholder group and the community it serves?
a.   How do other members of the community, who may not belong to your stakeholder group, perceive the idea of religiously motivated subsidies? How might this perception influence your group's stance?
a.   Does your stakeholder group have any specific initiatives or projects that could be furthered or expanded with the help of government subsidies?
2. Why is our group important, and should be considered by the politicians? Consider the following criteria:
a.   Scale – how many people comprise our stakeholder group?
a.   Intensity – how will our stakeholder group be affected? Is this a live-or-death issue for our stakeholder group?

Local politicians question list

1. What are they key incentives of local politicians?
2. Which groups will local politicians most likely care about? Is the size of a group all that matters, or are there other factors involved?
3. How can we assess the potential long-term economic impact of subsidizing religious organizations on the local community and the overall economy?
4. What are the political implications of supporting or rejecting the proposal to subsidize religious organizations, and how might it affect our relationships with various interest groups and constituents?
5. What evidence or data do we need to gather to make an informed decision about the potential effectiveness and impact of subsidizing religious organizations?
6. How might the views of our constituents on religious subsidies vary across different demographics and regions, and how can we take these differences into account in our decision-making?
7. How will subsidizing religious organizations align with our country's existing laws and constitution, particularly concerning the separation of church and state or the principle of secularism?
8. What potential benefits and drawbacks could arise from subsidizing religious organizations in terms of fostering community engagement and cohesion?
9. Should the government prioritize subsidizing religious organizations that contribute to specific social causes or services, such as education, healthcare, or poverty alleviation? If so, how should these priorities be determined?
10. How might the public perception of the government be affected if it chooses to provide subsidies to religious organizations? What considerations should be taken regarding public opinion on this matter?
11. In the context of limited government resources, how will subsidizing religious organizations impact the allocation of funds for other social programs and public services?
12. What potential risks or benefits could arise from providing financial support to religious organizations in terms of their autonomy and independence from government influence?

Discussion questions

1. Should religious institutions be treated differently from other non-profit organizations when it comes to subsidies? Why or why not?
2. How do subsidies for churches align with the principle of religious freedom? Does it ensure equal treatment of all religions?

3. Are there alternative ways to support religious institutions without direct financial subsidies from the government?
4. How does subsidizing churches impact the finances of the government and its ability to allocate resources for other public services?
5. How does the economic status of a religious organization affect the debate on subsidizing them? Should financial need be a factor in determining eligibility for subsidies?
6. How might the demographics of the country influence the debate on subsidizing churches?
7. How do the laws and constitution in [your country] address the issue of subsidizing religious institutions?
8. How might religiously motivated subsidies impact the separation of church and state in [your country] or the principle of secularism?

Lesson Plan 4: Intercultural Interactions

Time needed	90
Target group	*High school students*
Session Goals	- Understanding the consequences of inter- cultural interactions such as ethnocide, genocide, multiculturalism and inter-culturalism - Understanding the moral grounds (values) or the reasoning behind the terms - Ability to question the legitimacy for all intercultural interactions and their consequences - Prioritizing the values

TOPIC	INTERCULTURAL INTERACTIONS – PRIORITIZING THE VALUES	Comments, Materials
	PROBLEM	
10 min	Short introduction: Teacher defines the key concepts (multiculturalism, ethnocide, inter-culturalism) and importance of understanding the terms	
30 min	Students see a part or some parts of the movie Hotel Rwanda.	
	TRAIN	
15 min	Discussion about the movie: Teacher is discussing with students about the movie, what happened, why the topic is important…ect.	
	INPUT	
15 min	Students are divided into groups. Each group should find the values (or moral principles) that stand behind the key concepts such as multiculturalism, ethnocide (assimilation) or inter-culturalism. Then they should think about why these values represent something good and also why in certain cases can be problematic.	
	TRANSFER	
20 min	Students are presenting their answers and views. Everybody is discussing them, and the teacher is giving the feedbacks.	

Lesson Plan 5: Migration and Arguments in Favour

Time needed	45
Target group	*High school students*
Session Goals	- Students learn about the problem of migration - Students are able to detect principles behind the arguments for open borders - Students learn how to participate in class brainstorming

TOPIC	Migration – proposition argument	Comments, Materials
	PROBLEM	
10 min	The teacher gives a short introduction to the topic: short historical background of migration, what potential reasons for migration are	
	INPUT	
5 min	Students are given five minutes to make an individual brainstorming on every possible idea, why borders should be open for everybody.	
20 min	A group brainstorming: Teacher is collecting all the ideas from the students on the board and is making sure that everybody in the classroom is able to present their idea (without unnecessary repetitions of ideas, just the new ones).	
	TRAIN/TRANSFER	
10 min	After all the ideas are collected on the board, students are voting for the two most relevant ideas for open borders and then they are discussing with the teacher on how the two arguments made from those ideas could look.	

Lesson Plan 6: Migration and Arguments against

Time needed	45 min
Target group	*High school students*
Session Goals	● Students learn about the problem of migration ● Students are able to detect principals behind the arguments against the open borders ● Students learn how to participate in class brainstorming

TOPIC	MIGRATION – OPPOSITION ARGUMENT	Comments, Materials
	PROBLEM	
10 min	The teacher gives a short introduction on the topic: short historical background of migration, what are potential reasons for migration,	
	INPUT	
5 min	Students are given five minutes to make an individual brainstorming on every possible idea, why borders should not be open for everybody.	
20 min	A group brainstorming: Teacher is collecting all the ideas from the students on the board and is making sure that everybody in the classroom is able to present their idea (without unnecessary repetitions of ideas, just the new ones).	
	TRAIN/TRANSFER	
10 min	After all the ideas are collected on the board, students are voting for the two most relevant ideas for not opening borders and then they are discussing with the teacher on how the two arguments made from those ideas could look.	

Lesson Plan 7: Migration and the debate about open borders

Time needed	90
Target group	*High school students*
Session Goals	- Students learn about the problem of migration - Students are able to detect principals behind the arguments for and against the open borders - Students learn how to participate in class brainstorming - Students learn how to detect the main stakeholders in the motion

TOPIC	Migration – Should borders be open for everybody?	Comments, Materials
	PROBLEM	
10 min	The teacher gives a short introduction to the topic: short historical background of migration, what are potential reasons for migration.	
	INPUT	
10 min	Individual brainstorming: Students are given the task to list the main stakeholders that are involved when opening borders is being discussed.	
20 min	Group brainstorming – building ideas for arguments: Teacher is collecting all the stakeholders on the blackboard.	
20 min	Group work: Students are divided into groups. Each group must first mark all the stakeholders from the most important to the least important according to the motion. After that each group needs to build one argument from the most important stakeholder (according to the group opinion) - it can be a proposition or opposition argument).	
	TRAIN	
20 min	Groups are presenting their arguments, explaining why they decided for a certain order of stakeholders. Teacher is giving comments and everybody in the classroom also participates in the debate.	
	TRANSFER	
10 min	Teacher is making a conclusion of the class by asking questions about what students have learnt, what they think about the problem of migration, whether they feel that they improved on their argumentation skills…etc.	

Lesson Plan 8: Identity Politics

Time needed	90 minutes
Target group	*High school students*
Session Goals	- Students learn what identity politics is - Students understand the values behind identity politics - They learn the reasons why identity politics occur, especially in the 20th century - They learn how to make relevant research - They learn to present their research

TOPIC	The rise of identity politics in the 20th century	Comments, Materials
	PROBLEM	
15 min	Teacher is giving a short introduction on the rise of identity politics, focusing on the definition, that is, what we understand under certain identity politics. At the same time the teacher also names the most important examples of identity politics (such as identity based on gender, race, ethnicity, nationality…)	
	INPUT	
30 min	Group work – research. Students are divided into groups. Each group is given one category of identity politics (for example one group gets identity politics based on gender, one on nationality, one on race…ect) and they have to make a research (by using their mobile phones or even better computers in the classroom if possible) on why that identity politics emerged in the 20th century.	
	TRAIN	
30 min	Groups are presenting their research, everybody else is making notes. Teacher makes sure that all the data presented is correct, teacher is also correcting some potential misinformation.	
	TRANSFER	
15	Discussion: Teacher starts a discussion with students on what they have learnt, how they improved their knowledge, what the difficulties of that kind of class work are …ect.	

Lesson Plan 9: Gemeinnschaft and Gesellschaft

Time needed	45
Target group	High school students
Session Goals	- Students learn about Ferdinand Tonnies theory on 'Gemeinschaft' and Gesellschaft' - Students are able to detect the values behind both concepts - Students learn how to argue and defend their values as more important

TOPIC	Topic, Goal, Instruction, Method	Comments, Materials
	PROBLEM	
10 min	Teacher is giving a short introduction on Tonnies's theory about the difference between the two societies.	
	INPUT	
20 min	Students are divided into four groups. Each group is provided with the text on Modernization, Globalization and Identity politics for further readings. Two groups should find the values that stand behind Gemeinschaft and two groups should detect the values behind Gesellschaft. Then each group needs to write down two arguments why their values are more important, better for society….	
	TRAIN/TRANSFER	
15 min	Groups are presenting their arguments, the teacher is making comments, remarks, asking the students relevant questions to see if they understand the difference between the two terms…	

Lesson Plan 10: Forced Integration vs Multiculturalism

Time needed	90 min
Target group	*Students aged 13-18, debate students*
Session Goals	● Students consider discussions around the state and religion ● Students are able to argue in favour or against proposals ● Students are able to evaluate the relative strength and merit of arguments

Time	Topic, Goal, Instruction, Method	Comments, Materials
10 min	PROBLEM+INPUT	
10 min	Briefly introduce the concepts of forced integration and multiculturalism. A sample introduction is available below.	
65 min	TRAINING	
5 min	Split the students into three groups: a. Group A will roleplay as immigrants deciding between two countries with similar levels of development. a. Group B will be roleplaying citizens from the first country, which promotes a policy of forced integration. a. Group C will be roleplaying citizens from the first country, which promotes a policy of multiculturalism.	
30 min	Each group will have 30 minutes to prepare. Useful brainstorming questions for each group are included below. a. Group A prepares criteria for deciding between the two alternatives. a. Group B and C prepare a short speech arguing why their country's approach to immigrants is better and why immigrants should choose their country.	
30 min	Group B and C present their case. Group A has some time to deliberate and then announce and justify their decision	
15 min	TRANSFER	
15 min	At end of the lesson, allow for a class discussion. Sample discussion questions can be found at the end of the lesson plan.	

Introduction to the topic

Forced integration is a societal approach aimed at assimilating immigrants into the host culture by encouraging them to adopt the customs, language, and values of the dominant community. This policy hinges on the belief that a unified national identity is essential for social cohesion, stability, and a sense of belonging. Proponents argue that through this process, immigrants can fully participate in the economic, political, and social fabric of their new country. However, critics express concerns over potential cultural erasure, loss of individual freedoms, and the risk of perpetuating discrimination against marginalized groups.

Multiculturalism, in contrast, is a philosophy that celebrates and embraces cultural diversity within a society. It promotes the coexistence of various cultural, ethnic, and religious groups, recognizing each community's right to preserve its unique identity and traditions. Multicultural societies encourage dialogue, mutual respect, and the appreciation of different perspectives, fostering an inclusive environment where individuals are free to express their heritage. Advocates of multiculturalism highlight the enrichment it brings to arts, cuisine, and collective experiences, but some critics argue that it may lead to segregated communities and hamper a unified national identity.

Brainstorming questions

Group A – Immigrants

1. What are the key factors you consider when choosing a country to move to?
2. How important is maintaining your cultural identity while living in a foreign country?
3. What are some potential challenges you anticipate in integrating into a new culture?
4. How do you think forced integration policies could affect your personal freedoms and choices?
5. From your perspective, what are the potential benefits of embracing multiculturalism in a new country?
6. How do you envision the support networks available to immigrants under forced integration and multiculturalism approaches?
7. What role does language play in your decision-making process, and how does it relate to successful integration?
8. What economic opportunities do you think might be available in countries with forced integration policies versus multiculturalism policies?
9. How do you view the issues of discrimination and xenophobia in both forced integration and multiculturalism scenarios?
10. How do you think the education system in each country would support you in terms of cultural preservation and integration?

Group B – Forced integration

1. What are the benefits of immigrants adopting the host culture in terms of social cohesion and unity?
2. How can a sense of national identity be fostered through forced integration policies?
3. Why is a sense of national identity and unity important?
4. What are the potential downsides of maintaining separate cultural enclaves in a society?
5. How does forced integration contribute to the country's economic growth and stability?
6. How can the legal system be used to support and enforce forced integration policies?
7. What role do language and communication play in successful integration?
8. How can the adoption of the host culture's language and customs facilitate smoother communication and understanding among diverse communities?
9. Are there any historical examples that demonstrate the success of forced integration policies in specific countries?
10. How do forced integration policies benefit the overall societal harmony and national identity?

Group C – Multiculturalism

1. What advantages does multiculturalism bring to a country's cultural landscape and creativity?
2. How can multiculturalism foster a more inclusive and tolerant society?
3. What are the potential economic benefits of embracing diverse cultures in the workforce?
4. How can the country's arts, cuisine, and traditions benefit from multiculturalism?

5. How does multiculturalism contribute to international relations and diplomacy?
6. What policies can be implemented to support and celebrate diverse cultural festivals and events?
7. Are there any historical examples of successful multicultural societies that have thrived in harmony?
8. How can multiculturalism be leveraged to address demographic challenges, such as an aging population?
9. How does multiculturalism contribute to the enrichment of education and learning experiences?
10. How can public spaces and facilities be designed to reflect and embrace the diversity of cultures in the country?

Discussion questions

1. Do you think there could be a middle-ground approach that combines elements of forced integration and multiculturalism? If so, what might that look like?
2. How might a country strike a balance between promoting national unity and preserving cultural diversity among its population?
3. Considering real-world examples, can you think of countries that have successfully implemented forced integration or multiculturalism policies? What lessons can be drawn from these cases?
4. What role do you think education and awareness play in promoting understanding and acceptance between different cultural groups?
5. How can individuals, communities, and governments work together to foster a sense of belonging and inclusivity, regardless of the chosen approach?
6. Considering the perspectives presented, which approach do you believe is more conducive to creating a harmonious and thriving society, and why?
7. Consider the long-term effects of both forced integration and multiculturalism on future generations. How might these policies shape the identity and cultural landscape of a nation over time?
8. How do economic factors, such as labor needs and workforce diversity, play a role in shaping a country's approach to immigration and integration policies?
9. What role can community engagement and grassroots initiatives play in fostering understanding and cohesion between different cultural groups?
10. In the context of the current geopolitical climate, how might forced integration and multiculturalism influence a country's response to refugee crises and mass migrations?
11. What are the ethical considerations involved in promoting forced integration or multiculturalism? How do these considerations impact the human rights and dignity of immigrants?
12. In what ways do media representations and public discourse influence public attitudes toward forced integration and multiculturalism?

Noise, News and Neutrality

Lesson Plan 1: Getting aware of the effect of media on human communication

Time needed	1h 30m
Target group	1h 30m
Session Goals	- Understanding how communication has changed in the digital age - Remembering the novelty of media in the past when they were introduced - Understanding how humans had to adapt to the new media (journals in the XVIII° century, radio and television in the XX°…) Getting more aware of the difference between *Generation Z* and the previous ones in perceiving and using ICT, the web and social media

Time	Topic, Goal, Instruction, Method	Comments, Materials
5 min	PROBLEM	
5 min	Setting the scene: write the sentences in the Materials on the board, let the students think, do not speak nor let them speak.	
20 min	INPUT	
	- Students have studied about the improvements in communication technologies throughout history, and will be encouraged to say what they remember as the presentation goes on. Underline the effect of technologies on individuals and societies by asking questions. - The Wikipedia page illustrates how complex the theme of communication is and how many disciplines study it: feel free to choose two-three of them and ask students what link they would click on. Intercultural communication would be a good connection with Module 2 – Globalisation, wealth and poverty; Module 5 – Identity, culture, religion and border crossing.	Materials: Slides CFH Wiki

40 min	***TRAINING***	
20 min	TASK 1 - Group work Divide the students into small groups and ask them to brainstorm what they have heard their grandparents/parents, adults/elderly people say about the information and interaction technologies they were used to. You will have created a shared document where students can insert their contribution. Collect the results, project the document and briefly discuss it with the class.	
20 min	TASK 2 - Individual work Students answer an <u>anonymous questionnaire online</u> you will have created about their habits on the web. [1. what are your sources of information? 2. how much time do you spend online a day? 3. do you use the web to study? 4. do you switch off your smartphone during mealtime/in a company/at night… 5. do you know anyone who is deeply influenced by social media? 5.1. If yes, would you suggest them to delete their account/leave the group they follow/ask for help/… 6. Do your peers prefer being with their friends/doing sports/cultivating an interest or being connected to the web? 7. How many phone numbers can you remember?] <u>https://forms.gle/9jjrufxrTcr4hSQr5</u>	
25 min	TRANSFER	
25 min	TASK 3 – Group work Students work in small groups, visit the suggested websites to consult the proposed materials, can find other material, always taking note of the source: where/what site/the author/year. A shared presentation has been created for them and each group has been assigned 2-3 slides where they note down their findings about the Problem identified at the start of the lesson. The groups share their findings in a 2 min speech each.	

Materials:
- **"Something entirely new is happening in the world. Just in the last five or ten years, nearly everyone started to carry a little device called a smartphone on their person all the time that's suitable for algorithmic behavior modification. A lot of us are also using related devices called smart speakers on our kitchen counters or in our car dashboards. <u>We're being tracked and measured constantly, and receiving engineered feedback all the time.</u> We're being hypnotized little by little by technicians we can't see, for purposes we don't know. We're all lab animals

now. Algorithms gorge on data about you, every second. What kinds of links do you click on? What videos do you watch all the way through? How quickly are you moving from one thing to the next? Where are you when you do these things? Who are you connecting with in person and online? What facial expressions do you make? How does your skin tone change in different situations? What were you doing just before you decided to buy something or not? Whether to vote or not?"   **Lanier, Jaron. Ten Arguments For Deleting Your Social Media Accounts Right Now (pp.5-6). Random House. Kindle edition.**

- https://en.wikipedia.org/wiki/Media_(communication)#Types_of_media_effects_on_individuals the chapter "Social impact";
- https://www.thesocialdilemma.com/ take a tour;
- https://www.thesocialdilemma.com/the-film/ watch the trailer.

Guiding questions:
- What are the differences you noticed between the "traditional" media and the social media?
- You have read and listened from technology professionals about the effects of social media on society, and especially on adolescents:
    - Are you surprised? Doubtful? Did you already know?
    - Do you think social media are more trouble than worth? Why?

Reference to Bloom's revised taxonomy:
At the end of this lesson students should start to reflect upon their use of the web and social media, and compare their behaviour online with others, their peers and, possibly, previous generations' ones [cognitive level 1-beginning of 2]. Doing the activity together with their group of peers should encourage them to verbalise their attitudes toward the topic, so start to react [affective level 1-2]. Producing texts in TASKS 1 and 3, answering the questionnaire in TASK 2 makes them activate a response to the input, thus reinforcing the learning process [psychomotor level 1- beginning of 2].

level								
	COGNITIVE			AFFECTIVE			PSYCHOMOTOR	
1	knowledge	remembering	x	receiving	x	perception		x
2	comprehension	understanding	(x)	responding	x	imitation		(x)
3	application	applying		valuing		guided response		
4	analysis	analysing		organizing		precision		
5	evaluation	evaluating		characterizing/internalising		complex overt response		
6	synthesis	creating				adaptation		

Competences:
Can orient her/himself in nowadays' information overload: Media and social media.
Debate related: is aware of the complexity of communication on the web.
Digital literacy: DIGCOMP 2.2 framework for citizens:
    1. Information and data literacy – Dimensions 1.1; 1.3: proficiency level 2.
    2. Communication and collaboration – Dimensions 2.1; 2.2; 2.4: Proficiency level 2.
    3. Digital content creation – Dimension 3.1: proficiency level 1.
Learning goal: Learning what communication is like in the digital era.
Connection to other Modules: M2 - M5

Lesson Plan 2: Understanding how misleading information on the web functions

Time needed	90 mins
Target group	*Students aged 13-18, debate students*
Session Goals	- Understanding the basics of communication - Understanding communication on the web - Understanding how to discern incorrect or erroneous information from manipulated information and from intentionally harmful information

Time	Topic, Goal, Instruction, Method	Comments, Materials
2 min	**Problem: setting the scene**	
2 min	What we see on the Internet has been called "information deluge": you may search for a term and get millions of results in almost no time, get the latest news from your friends and contacts in your social media. Which is an enormous advantage. The question is: "advantage for whom?" Setting the scene: write the sentences on the board, let the students reflect on the topic.	
15 min	**Input: interactive lesson**	
15 min	The basics of communication. - Define communication: from Latin *communicare*, which means to share, or to make common. - Show the presentation(s), clarifying the concepts when needed.	Presentations [Components of Communication](#) [Communication on the Web](#)
30 min	**Training: Group Work**	
15 min	TASK 1 - Group work Create a presentation template, title it "Advantages and disadvantages of different types of communication";	

	● Divide the students in 4 groups. Ask them to *search on the net* for advantages and disadvantages of: 1-Verbal communication, 2-Written communication, 3-Non-verbal communication and 4-Visual communication, and *share the results* in the presentation, giving 2-3 slides to each group.	
15 min	TASK 2 – Class discussion <mark>Which kind of communication is prevailing in the present digital age? What are we gaining? What are we losing?</mark> ● Show the class the article on Aljazeera: what is the communicative power of the images compared to the text?	[Al Jazeera Article](#)
20 min	**INPUT: Lecture**	
20 min	Lecture ● Illustrate a scientific approach to analysing what information disorder is.	Input for the lecture is shared underneath the lesson plan
30 min	TRAINING + TRANSFER: Group Work	
30 min	● Prearrange an online form containing: 1-groups, 2-link to the analysed material, 3-the questions to answer. Collect the answers, share the document with the class, give feedback when you see appropriate. ● <mark>Divide the class in groups of 3-4, ask them to search news about climate change (□ M3) and choose at least three articles/videos/posts on the same specific event (ex. Windfarms/wind power, extreme weather in your region, electric cars subsidies, meat consumption …).</mark> ● <mark>Do they report the same version in relating the facts? Are they accurate? Is their opinion on the facts distinguishable from the facts themselves? Is it clear who is the author? Does the author belong to any organizations? What is the intended audience? Is the article/video/post aimed at misleading? Is it aimed at supporting an individual/organization/social group? Are there any comments? Do the comments approve/disapprove of the given information?</mark>	

Materials: link to the online form https://forms.gle/mjNuSLSK5D8WVc1t8 , copy it and make your own form; download the spreadsheet with the results to share with the class.	

Lecture materials

Information disorder: mis-information, dis-information and mal-information
https://rm.coe.int/information-disorder-toward-an-interdisciplinary-framework-for-researc/168076277c C. Wardle, H. Derakhshan, Information Disorder, Council of Europe report DGI(2017)09

The authors, Claire Wardle and Hossein Derakhshan, argue that "contemporary social technology means we are witnessing … information pollution at a global scale." "Using the dimensions of
harm and **falseness**, we describe the differences between these three types of information:
▪ Mis-information is when false information is shared, but no harm is meant. [False connection-Misleading content]
▪ Dis-information is when false information is knowingly shared to cause harm. [False Context-Imposter Content-Manipulated Content-Fabricated Content]
▪ Mal-information is when genuine information is shared to cause harm, often by moving information designed to stay private into the public sphere. [Leaks-Harassment-Hate Speech]"
The three main components of the communication process (sender-message-receiver) are examined as 'elements' of information disorder (p.6):

AGENT
- **Actor Type**: Official/Unofficial
- **Level of Organization**: None/Loose/Tight/Networked
- **Type of Motivation**: Financial/Political/Social/Psychological
- **Level of Automation**: Human/Cyborg/Bot
- **Intended Audience**: Members/Social Groups/Entire Societies
- **Intent to Harm**: Yes/No
- **Intent to Mislead** Yes/No

MESSAGE
- **Duration**: Long Term/Short-term/Event-based
- **Accuracy**: Misleading/Manipulated/Fabricated
- **Legality**: Legal/Illegal
- **Imposter Type**: No/Brand/Individual
- **Message Target**: Individual/Organization/Social Group/Entire Society

INTERPRETER
- **Message reading**: Hegemonic/Oppositional/Negotiated
- **Action taken**: Ignored/Shared in support/ Shared in opposition

"**The most 'successful' of problematic content is that which plays on people's emotions, encouraging feelings of superiority, anger or fear.** That's because these factors drive resharing among people who want to connect with their online communities and 'tribes'.
When most social platforms are engineered for people to publicly 'perform' through likes, comments or shares, it's easy to understand why emotional content travels so quickly and widely, even as we see an explosion in fact-checking and debunking organizations." Ibidem, P. 7

Competences:

Can orient her/himself in nowadays' information overload: mis-information, dis-information and mal-information.

Debate related: is aware of the presence of unreliable information on the web.

Digital literacy: DIGCOMP 2.2 framework for citizens:

      1. Information and data literacy – Dimensions 1.1; 1.2: proficiency level 2.

Learning goal: Learning how communication functions on the web.

Connection to other Modules: M3 – M4

Reference to Bloom's revised taxonomy:

At the end of this lesson students know the basics of communication and start to ask themselves questions about what they find in the web and the social media they use, which is the first step of critical thinking. Activities 1 and 2 help them fix their knowledge of the functioning of communication on the web. TASKS 3 helps them apply their knowledge about communication on the web.

[cognitive level 1-2, beginning of 3] [affective level 1-2, beginning of 3] [psychomotor level 2- beginning of 3].

level	COGNITIVE			AFFECTIVE		PSYCHOMOTOR	
1	knowledge	remembering	x	receiving	x	perception	
2	comprehension	understanding	x	responding	x	imitation	x
3	application	applying	(x)	valuing	(x)	guided response	(x)
4	analysis	analysing		organizing		precision	
5	evaluation	evaluating		Characterizing/internalising		Complex overt response	
6	synthesis	creating				adaptation	

Lesson Plan 3: Understanding privacy and data collection non the internet

Time needed	90 mins
Target group	*Students aged 13-18, debate students*
Session Goals	- Understanding how companies collect users' data - Understanding who could be interested in buying them and why - Evaluating the risks for individuals, groups, societies, democracy - Learning what governments can do to regulate the collecting and selling of users' data

Time	Topic, Goal, Instruction, Method	Comments, Materials
5 min	**Problem: Setting the Scene**	
5 min	**"A big compromise: in the give-and-take of the data market users must learn to protect themselves. However, laws must limit and regulate the right of companies to collect and sell users' data. For the sake of human rights."** Setting the scene: comment on the problem, in general, check what students know about it.	
20 min	**Input: interactive lecture**	
20 min	The data market. - Define "data" in the traditional acceptation and in the digital context. - Show the presentation "The data market", clarifying the concepts when needed	[Data Market Presentation](#)
20 min	**Input (alternative): Video**	
20 mins	Watch 2017 Tristan Harris's TED Talk video "How a handful of tech companies control billions of minds every day" - "A handful of people working at a handful of tech companies steer the thoughts of billions of people every day, says design thinker Tristan Harris. From Facebook notifications to Snapstreaks to YouTube autoplays,	

	they're all competing for one thing: your attention. Harris shares how these companies prey on our psychology for their own profit and calls for a design renaissance in which our tech instead encourages us to live out the timeline we want." According to Harris, that is done through collecting our data.	
15 min	**Training: discuss proposals**	
	● Comment on the following lines with the class. Ask whether these proposals would meet the aim of privacy protection. Look for clarification first. Technological solutions could be found by tech companies by applying ethical norms to their activities (algorithms can function both ways, after all), but a regulation of the market can only come by law. EU is active in this respect: "A European Strategy for data * February 2020 **The strategy for data focuses on putting people first in developing technology and defending and promoting European values and rights in the digital world.** Data is an essential resource for economic growth, competitiveness, innovation, job creation and societal progress in general. The European strategy for data aims at creating a single market for data that will ensure Europe's global competitiveness and data sovereignty." "Data Act ** 23 February 2022 …The proposal for the Data Act includes: **Measures to allow users of connected devices to gain access to data generated by them, which is often exclusively harvested by manufacturers**;… Together, these initiatives will unlock the economic and societal potential of data and technologies in line with EU rules and values. They will create a single market to allow data to flow freely within the EU and across sectors for the benefit of businesses, researchers, public administrations and society at large. While the Data Governance Act, presented in November 2020 and agreed by co-legislators in November 2021, creates the processes and structures to facilitate data sharing by companies, individuals and the public sector, **the Data Act clarifies who can create value from data and under which conditions.**	
30 min	**Transfer**	
	Debate activity ● Divide the class into 4 teams; ● 2 of them are in favour of the motion, 2 oppose it; ● 2 students from each team should give two assertions and support them with evidence. Each speaker should give a	

	2-3 min speech. If there is time, have other students speak. Motion: "TH would require tech companies to directly charge users of tech companies' products for the service, rather than let users pay through sharing their private details" (Tech companies: Google, Apple, Microsoft, Facebook-Meta…)	

Competences:
Can understand the data market and the risks for us all.
Debate related: can search for information to make an assertion and support it with example.
Digital literacy: DIGCOMP 2.2 framework for citizens:
    1. Information and data literacy – Dimensions 1.1; 1.2: proficiency level 2.
    4. Safety – Dimensions 4.2: Proficiency level 2.
Learning goals:
Learning to protect private data on the web and prevent manipulation.
Understanding what governments can do to regulate the data market.
Connection to other Modules: M2 - M5

Reference to Bloom's revised taxonomy:
At the end of this lesson students know the basics of how companies collect users' data and ask themselves questions about stakeholders. TASKS 1 and 2 help them evaluate the risks and problems connected with the present de-regulated data market. TASKS 3 helps them apply what they have learned to a debate activity.
[cognitive level 1-2, beginning of 3] [affective level 1-2, beginning of 3] [psychomotor level 2- beginning of 3].

level								
	COGNITIVE			AFFECTIVE			PSYCHOMOTOR	
1	knowledge	remembering	x	receiving			perception	
2	comprehension	understanding	x	responding		x	imitation	x
3	application	applying	x	valuing		x	guided response	x
4	analysis	analysing	x	organizing		x	precision	x
5	evaluation	evaluating		Characterizing/internalising			Complex overt response	
6	synthesis	creating					adaptation	

Lesson Plan 4: Motion analysis and digital literacy

Time needed	1h30	
Target group	*Students aged 13-18, debate students*	
Session Goals	● Analysing a motion to find the keywords and their connections, so to interpret it ● Searching the net to find out the best way to define the issue and its background	
Time	**Topic, Goal, Instruction, Method**	**Comments, Materials**
2 min	**Problem**	
2 min	**Motion analysis is essential to find the issue of the debate and the problem it poses. "We need to dissect the motion in parts to get a better understanding of what it demands of us", M.K. Desire, "Argumentation and Debate", 2018. The web offers a gold mine of sources, our goal is to <u>find what we need</u>, a digital literacy skill.** Setting the scene: write the sentences on the board, let the students reflect on the topic.	
20 min	**Input: interactive lesson**	
20 min	Interactive lesson ● Introduce the topic: A debate begins with a motion, which must have the characteristic of being debatable, controversial, and the first step is to find a definition of the words it is made up of. A dictionary is appropriate, and we can have several dictionaries online. However, words can have several meanings and be used in different context, forming a key term (cluster of words); words may take on different meanings when put together in our motion, the relation they have leads to the problem to be debated. ● Go through the presentation "Motion analysis" from beginning to slide 12. Examine some motions with the class, let the students decide what type of motions they are and find **key words and key terms**. Resources at the links in the materials.	[Motion Analysis Presentation](#)
15 min	**Training: Group Work**	

● Divide the class in groups of 3-4; one of the students in each group, the secretary, will have to record the steps the team goes through to tell the story of their search in the final TASK. Ask them to:
  ● find **definitions** for the single keywords,
  ● consider **clusters of words** and find the possible connections,
  ● write down **possible questions** aimed at exploring the motion; they will use them to expand their research … (see example in materials)
  ● Give them the motion: "THBT mobile phones should be banned in schools" (policy motion)
 	
NOTE: How search engines work (SEO Search Engine Optimization)
Search engines work by employing an algorithm that takes the content entered in the search bar and produces results based on the set of rules and algorithm operations.
1. How much the search engine thinks a page will be relevant to what you have been looking for.
    For example, this can be based on:
  ● the frequency with which the search term is found on the site;
  ● user's geolocation;
  ● previous search history;
  ● language used (English, Spanish, etc.);
  ● The type of device used in the search.
	Ex: "THBT mobile phones should be banned in schools" (policy motion)
	● Is there a problem?
	● What causes the problem?
	● How can banning be a solution? (-> model)
	● Who should take the decision?
	● Who uses mobiles? (stakeholders) Who is IN schools? Who could be interested?
	● When do people use mobiles? What for? (impact)
	● Do students/ children/ teachers/… use their mobiles for educational purposes?
	● Can lessons be more interesting if a mobile can be used?
	● Would it be legitimate to ban mobiles? (value)

15 min	**Training: refining your web search**	
15 min	● Keep the groups work on the assigned motion. They will need to search for short clusters of words after completing the previous task, so it is wise to use the suggestions browsers give to refine their search (here Google and Bing, 'refined web search'). Share the following material with the students. Materials: Common search techniques: ● Search social media	

	Put **@** in front of a word to search social media. For example: **@twitter**. ● Search for a price Put **$** in front of a number. For example: **camera $400**. ● Search hashtags Put **#** in front of a word. For example: **#throwbackthursday** ● Exclude words from your search Put **-** in front of a word you want to leave out. For example, **jaguar speed -car** ● Search for an exact match Put a word or phrase inside quotes. For example, **"tallest building"**. ● Search within a range of numbers Put **..** between two numbers. For example, **camera $50..$100**. ● Combine searches Put "**OR**" between each search query. For example, **marathon OR race**. ● Search for a specific site Put "**site:**" in front of a site or domain. For example, **site:youtube.com** or **site:.gov**. ● Search for related sites Put "**related:**" in front of a web address you already know. For example, **related:time.com**. https://support.google.com/websearch/answer/2466433?hl=en https://www.lifewire.com/bing-advanced-search-3482817	
	Input: Effective Information Comprehension	
	● Share the following passage: read and discuss it with the class. Navigating the web: *taking bearings* and *lateral reading*. The information deluge requires strategies and tactics. Stanford University researchers S. Wineburg and S. McGrew write: "The Internet has democratized access to information but in so doing has opened the floodgates to misinformation, fake news, and rank propaganda masquerading as dispassionate analysis. To investigate how people determine the credibility of digital information, we sampled 45 individuals: 10 Ph.D. historians, 10 professional fact checkers, and 25 Stanford University undergraduates. We observed them as they evaluated live websites and searched for information on social and political issues. Historians and students often fell victim to easily manipulated features of websites, such as official-looking logos and domain names. They **read vertically**, staying within a website to evaluate its reliability. In contrast, fact checkers **read laterally**, leaving a site after a quick scan and opening up new browser tabs in order to judge the credibility of the original site. Compared to the other groups, fact checkers arrived at more warranted conclusions in a fraction of the time." ● Watch the video of the first lesson https://cor.stanford.edu/curriculum/lessons/intro-to-lateral-reading/ or https://www.youtube.com/watch?v=SHNprb2hgzU ● *IMPORTANT: to read laterally, right click and "open a new tab" along a horizontal axis, so using "the resources of the Internet to learn more about a site and its claims".* https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3048994 Materials: "Lateral Reading: Reading Less and Learning More When Evaluating Digital Information", Stanford History Education Group Working Paper No. 2017-A1- https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3048994 "Teaching Lateral Reading: Evaluating where information comes from is a crucial part of deciding whether it is trustworthy.", https://cor.stanford.edu/curriculum/collections/teaching-lateral-reading/	

30 min	**TRANSFER: Final Web Search**	
30 min	TASK 3 - Group work – web search ● Each group answer 2-3 questions they had asked themselves in TASK 1. They try to find answers to their questions comparing three sites for each one and highlighting similarities and differences. ● The group secretary keeps track of what the group has done on a form/presentation, noting down if they consider the site affordable and, synthetically, the reason why they do/don't. ● In the last 10/15 minutes the groups present the result of their work.	

Competences:
Can recognise keywords and key terms in a text.
Debate related: can analyse a motion; can speak in public.
Digital literacy: DIGCOMP 2.2 framework for citizens 2022:
      1. Information and data literacy – Dimensions 1-2-3 Proficiency level 2
Learning goals: Learning how to carry out research on the web. Finding the key words and expressions in a MOTION and searching for explicit and underlying information.
Connection to other Modules: M2, M3, M4, M5

Reference to Bloom's revised taxonomy:
At the end of this lesson students can detect explicit and underlying information in a motion and know the basics of refined searching on the web. TASKS 1 and 3 guide them in analysing motions. In TASKS 3 they apply what they have learned and practice oral literacy.
[cognitive level 1-4] [affective level 1-2, beginning of 3] [psychomotor level 1-3].

level							
	COGNITIVE			AFFECTIVE		PSYCHOMOTOR	
1	knowledge	remembering	x	receiving	x	perception	x
2	comprehension	understanding	x	responding	x	imitation	x
3	application	applying	x	valuing	(x)	guided response	x
4	analysis	analysing	x	organizing		precision	
5	evaluation	evaluating		Characterizing/internalising		Complex overt response	
6	synthesis	creating				adaptation	

Lesson Plan 5: Using the net to learn

Time needed	90 mins	
Target group	*Students aged 13-18, debate students*	
Session Goals	- Evaluating the results of web searches - Keeping track of the search using the browser tools - Learning how to find reliable sources of information on the web, comparing what they publish, the data they provide, the sources, the facts and events, the comments - Applying the acquired knowledge to analysing a motion	
Time	**Topic, Goal, Instruction, Method**	**Comments Materials**
2 min	**Problem**	
2 min	**When a team prepares to debate a motion, their goal is to explore the subject area and know as much as possible about it, find the material and evaluate the sources, so that their team line can be based on reliable information on the topic.** Setting the scene: write the sentence on the board, let the students reflect on the topic.	
30 min	**Input: Lecture**	
	Lecture Open the document at the link in the materials and comment it with the class, distributing a copy to the groups (keep the groups formed in Lesson 4). The CRAAP test checklist When searching the web to find info and material for your team line it is essential to keep goal-oriented (the motion->the questions you asked in analysing it), and it is also useful to keep record of the sites you visit (refer to the work done in lesson 4). You have also to **evaluate the reliability of the sites** you open during your search, and the CRAAP test gives you precious guidelines. Materials: https://heatonlrc.weebly.com/uploads/1/2/3/1/12316775/heaton_lrc_craap_checklist.pdf	[Motion Analysis Presentation](#)
60 min	**Training: Group Work**	
30 min	TASK 1 - Group work - Keep the groups as in Lesson 4, continuing their work on the same motion [the secretary records the steps the team goes through]. - Ask them to:	

	Search for a key term of the topic, ex. "ban mobile phones", "ban mobile phones school"; choose 4 sites, two in favour of the motion, two against; evaluate the site according to the CRAAP checklist, note down the results (tip: be sure to search for articles ABOUT the site/company).	
	Materials: Ex: "THBT mobile phones should be banned in schools" (policy motion)	
	● Is there a problem?	
	● What causes the problem?	
	● How can banning be a solution? (-> model)	
	● Who should take the decision?	
	● Who uses mobiles? (stakeholders) Who is IN schools? Who could be interested?	
	● When do people use mobiles? What for? (impact)	
	● Do students/ children/ teachers/… use their mobiles for educational purposes?	
	● Can lessons be more interesting if a mobile can be used?	
	● Would it be legitimate to ban mobiles? (value)	
30 min	TASK 2 (also doubles as Transfer) - <u>Class discussion: sharing experience</u> Each group present the results of their evaluation to the class: Currency, Relevancy, Authority, Accuracy, Purpose.	

Competences:
Learning to evaluate information on web sites.
Debate related: can evaluate the reliability of a source of information; can analyse a motion; can speak in public.
Digital literacy: DIGCOMP 2.2 framework for citizens 2022:
      1. Information and data literacy – Dimensions 1-2-3 - Proficiency level 3
Learning goals:
Learning how to select reliable sources of information on the web.
Connection to other Modules: M2, M3, M4, M5

Reference to Bloom's revised taxonomy:
At the end of this lesson students understand the techniques to evaluate the reliability of websites. TASKS 1 guides them in evaluating the reliability of websites. TASKS 2 they apply what they have learned and practise oral skills.
[cognitive level 1-5] [affective level 1-3] [psychomotor level 1-3, beginning of 4].

level							
	COGNITIVE			AFFECTIVE		PSYCHOMOTOR	
1	knowledge	remembering	x	receiving	x	perception	x
2	comprehension	understanding	x	responding	x	imitation	x
3	application	applying	x	valuing	x	guided response	x
4	analysis	analysing	x	organizing		precision	(x)
5	evaluation	evaluating	x	Characterizing/internalising		Complex overt response	
6	synthesis	creating				adaptation	

Lesson Plan 6: Stakeholder Analysis

Time needed	90 mins
Target group	*Students aged 13-18, debate students*
Session Goals	- Learning to understand the setting and the parties involved in a controversy - Learning to detect the points of clash in a controversy - Learning to identify the impacts of decisions on stakeholders and their possible reactions - Learning to use digital tools to optimise cooperation online

Time	Topic, Goal, Instruction, Method	Comments, Materials
2 min	**Problem**	
2 min	**If there is a problem there is a controversy, so people are involved, and they may not agree about the solution, or even about the problem, preferring the "status quo". They are stakeholders, and the analysis of the motion must consider their interests and the reactions they could have to a policy.** Setting the scene: write the sentence on the board, let the students reflect on the topic.	
20 min	**Input: Lecture**	
	- So far, our attention was focused on how to search for reliable information on the web. Now we focus on preparing for a debate, on a given motion, defining the steps needed to build up a teamline. - See presentation "lesson_4-5-6_Motion analysis": some of its parts were already discussed in Lessons 4 and 5; - Types of motions were introduced in lesson 4: Fact, Value, Policy [note: some fact motions can also be value motions, it depends on your approach to them; the commonest type at WSDC are policy motions] - keywords and key terms (see lesson 4) - focus on stakeholders, impacts and reactions (slides 13-21) Finding motions	[Motion Analysis Presentation](#)

	https://idebate.net/resources/debatabase https://noisyclassroom.com/debate-topics/		
50 min	**Training**		

20-25 min	TASK 1 - Group work
	 ● Keep the groups as in Lesson 4, continuing their work on the same motion [the secretary records the steps the team goes through].
	 ● "THBT mobile phones should be banned in schools" (policy motion) everyone takes notes
	    ● individual brainstorming
	    ● Briefing and sharing, one shares the online document
	    ● Discussion and decision
	 Materials: Each group's document/presentation		

	TASK 2 – Class discussion ● Sharing the documents online with the class. ● Coach & class discussion on possible strongest arguments PRO & OPP. Materials: All groups' documents collected in a shared file.		
40 min	**Transfer: flipped classroom**		
	FLIPPED CLASSROOM ● Assign the presentation "Argumentation" to the students; tell them it could be good for them to meet online in groups, the same they have formed in class, and go through the slides together. In the next class the presentation will be revised and any questions answered.		

Competences:
Being able to analyse a motion and consider stakeholders' motivations in a controversy.
Debate related: can recognise stakeholders involved in a motion, the context, the impact a policy could have on them and the possible reactions.
Digital literacy: DIGCOMP 2.2 framework for citizens 2022:
    1. Information and data literacy – Dimensions 1-2-3 - Proficiency level 3
    2. Communication and collaboration – Dimensions 2.1- 2.2- 2.3- 2.4- Proficiency level 3.
Learning goals: Learning to improve one's skills in recognising and classifying all the involved parties in a controversy; improving one's cooperative skills.
Connection to other Modules: M2, M3, M4, M5

Reference to Bloom's revised taxonomy:
At the end of this lesson students can understand the setting and the parties involved in a controversy, identify the impacts of decisions on stakeholders and their possible reactions, detect the

points of clash, use digital tools to effectively cooperate online, structure the results of their search in maps and text.
[cognitive level 1-5] [affective level 1-4] [psychomotor level 1-4].

level							
	COGNITIVE			AFFECTIVE		PSYCHOMOTOR	
1	knowledge	remembering	x	receiving	x	perception	x
2	comprehension	understanding	x	responding	x	imitation	x
3	application	applying	x	valuing	x	guided response	x
4	analysis	analysing	x	organizing	x	precision	x
5	evaluation	evaluating	x	Characterizing/internalising		Complex overt response	
6	synthesis	creating				adaptation	

Lesson Plan 7: Online teamline and teamwork

Time needed	90 mins
Target group	*Students aged 13-18, debate students*
Session Goals	● Learning to use digital tools to effectively cooperate online ● Learning to structure arguments (AREL/ARES/SEXI…) in maps and text ● Contributing to structure the team's timeline

Time	Topic, Goal, Instruction, Method	Comments, Materials
2 min	**Problem**	
2 mins	**Note taking is personal, it relates to the individual learning style and approach to reality. However, often in life, always in formal Debate, teams win or lose, not individuals.** **Cooperating is an essential citizenship skill, and the Internet can enhance it: social media, platforms, apps… some can be faster, some more specific than others. The choice is immense.** Setting the scene: write the sentence on the board, let the students reflect on the topic.	
X min	**Input**	
	TASK 1 - Brainstorming ● Ask students to answer the following questions: How would you organise the material of your search on the motion in order to: ● Have the assertions of your arguments displayed, with the reasoning, the stakeholders, the evidence, the impacts related to them? ● Have the possible counterarguments in parallel position? ● Share the document with your teammates, so that everyone can contribute, without overlapping or deleting things? ● Work online at one's own rhythm? ● Keep record of changes? ● Synthesise and map the team line? ● Let students discuss and propose solutions: the school may have a dedicated platform offering email, chat, text documents, mapping tools, videoconferencing, and the class could be already trained in using the tools.	

	● Propose them a scheme which they may use, transform, adapt to their needs: share with them the file: "lesson_7_Example schemes to structure a teamline", p 1 (see below). ● Let the groups discuss about the way they would prefer to organise their ideas. Then propose them to use *Kialo,* (in the same file, p. 2) and go to INPUT… (see materials)	
30 min	**Training**	

30 min	Interactive lesson: Using KIALO to share ideas and build up the team line
	  ● Visit the page at https://www.kialo-edu.com/
	Create the discussions **before the lesson**, so you can show the basic functions of the application. Invite the students by creating a link [Faster, but anyone with the link can access] or by inviting them by email, as a class or as teams [it takes longer, they will have to join Kialo, which is safe, but you will have them invited for all the other initiatives you may undertake https://support.kialo-edu.com/hc/en-us/articles/360035225932-Try-Out-a-Kialo-Classroom-Debate-for-High-School#h_b2e76e0f-69a9-4853-a74f-44bb6e1947fe]
	
	  ● The students work on the motion «This house would ban TikTok. »
	The groups, each student individually on a different device, if possible, use their discussion page on Kialo to note down the PROs arguments and CONs arguments they propose to use in their timeline, the reasoning and the evidence they found in comments. They can put likes in the posts, so it is evident which ones are more convincing for the team. The MAP updates automatically.	

Competences:
Cooperating online to structure arguments, using free apps, one specifically dedicated to Debate.
Debate related: can cooperate to structure arguments and the teamline.
Digital literacy: DIGCOMP 2.2 framework for citizens 2022:
        1. Information and data literacy – Dimensions 1.1-1.2-1.3 Proficiency level 3-4.
        2. Communication and collaboration – Dimensions 2.1- 2.2- 2.3- 2.4- Proficiency level 2-3.
Learning goals: Learning to use digital tools to effectively cooperate online; Learning to structure arguments (AREL/ARES/SEXI…) in maps and text; Contributing to structure the team's timeline.
Connection to other Modules: M2, M3, M4, M5

Reference to Bloom's revised taxonomy:
At the end of this lesson students can use digital tools to effectively cooperate online, understand how to structure arguments in maps and text.
[cognitive level 1-4] [affective level 1-3, beginning of 4] [psychomotor level 1-4].

level										
	COGNITIVE			AFFECTIVE			PSYCHOMOTOR			

1	knowledge	remembering	x	receiving	x	perception	x
2	comprehension	understanding	x	responding	x	imitation	x
3	application	applying	x	valuing	x	guided response	x
4	analysis	analysing	x	organizing	(x)	precision	x
5	evaluation	evaluating		Characterizing/internalising		Complex overt response	
6	synthesis	creating				adaptation	

Handout

Example 1

<u>REASONING – EVIDENCE – SIGNIFICANCE</u>:

argument 1, the strongest; the other arguments logically follow/derive/support/are
coherent with it: Reasoning: explains why your assertion is true or relevant
Evidence: examples, facts, statistics that prove your argument is valid
Significance: why is your argument important, for whom, what is the impact, who is in
favour, who is damaged?...

argument 2, … (same procedures as argument 1)

PROPOSITION	clash points	OPPOSITION

argument 3, … (same procedures as argument 1)

CLASHPOINTS

Example 2: vertical and horizontal argumentation

Motion:			
Argument (n)	Assertion		
Reasoning	reason1	reason2	reason3
Evidence	Reason 1-evidence1	Reason 2-evidence1	Reason 3-evidence1
	Reason 1-evidence2	Reason 2-evidence2	Reason 3-evidence2
	...	...	...

Example 3

A MAP (draw one or have one of the students draw one on the board).

Let the groups discuss about the way they would prefer to organise their ideas.

Then propose to them to use *Kialo.*

Using KIALO to share ideas and build up the teamline
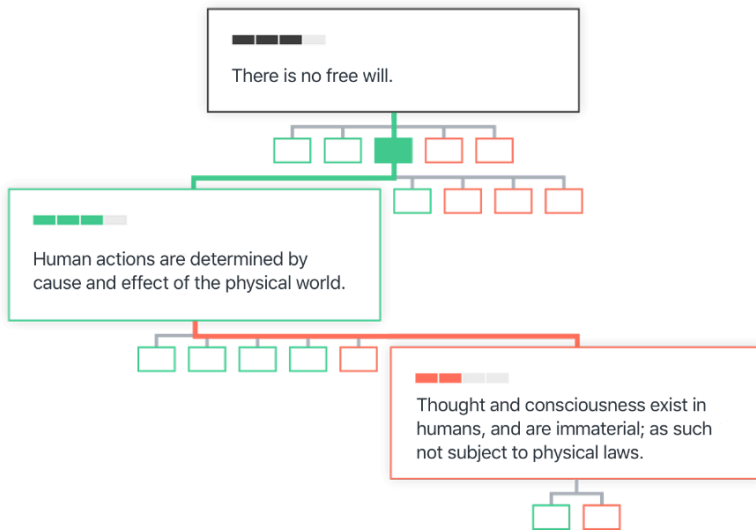
https://www.kialo-edu.com/

The educational version of Kialo is completely free and offers argument mapping designed for classroom use. As the tour page recites, "Its clear, visually compelling format makes it easy to follow the logical structure of a discussion and facilitates thoughtful collaboration. Kialo's mission is to promote well-reasoned discussion online".

At https://www.kialo-edu.com/tour you can find "Explore complex issues

With Kialo, discussions and debates are clearly visualized as an interactive tree of pro and con arguments. At the top of every discussion is the **thesis**, which is supported or challenged
by **pro** and **con** claims. Each one of these claims can in turn branch into subsequent claims that support or challenge them.

There is no free will.

Human actions are determined by cause and effect of the physical world.

Thought and consciousness exist in humans, and are immaterial; as such not subject to physical laws.

Creating discussions and inviting members is intuitive, and all the participants in the discussions can see the map and the text of the proposed arguments with the added comments. The structure is clear and can be modified. See also The Argument tree.

Lesson Plan 8: Digital argument creation

Time needed	90 mins	
Target group	*Students aged 13-18, debate students*	
Session Goals	● ● ● ●	
Time	**Topic, Goal, Instruction, Method**	**Comments, Materials**
2 min	**Problem**	
2 min	**A debate team needs to structure arguments which constitute a coherent and convincing teamline. They might want to start working on the teamline or the arguments, but in the end the team's strategy must be evident.** Setting the scene: write the sentence on the board, let the students reflect on the topic.	
10 min	**Input: flipped classroom**	
	Preparation to a Debate round – Autonomous teamwork at home ● Some days before this lesson, give the teams a motion to prepare, they can work online or in presence, and tell them lots will be drawn for or against the motion. Give them time to gather final thoughts and questions in the class. Reflect on how the preparation went before the class.	
70 min	**Training**	
10 min	● The students, organised in teams, have prepared to debate the motion the teacher/coach gave them some days before. ● Revise with the class the speakers' role in World Schools Debate Format, and tell them the time of the constructive speeches will be 4 minutes, as the	

	rebuttal will be next target of their preparation, and replies will last 2-3 minutes ● Tell the class that two teams will debate, the other students will take notes and after the conclusion of the debate give feedback on the strength of the arguments, the coherence of the teamline and the most convincing teamline. ● Draw the lots and have two teams debate on the prepared motion	
60 min	Hold a debate through the Worlds Schools Debate Championships format.	
20 min	**Transfer**	
10 min	The students who did not debate give feedback to the debating students	
10 min	The teacher gives feedback to both the debate and the feedback of the students	

Competences:
Being able to structure arguments about a topic and share a teamline with the team.
Debate related: can structure strong arguments and share a convincing teamline with the team; can use the web to cooperate and communicate with the team.
Digital literacy: DIGCOMP 2.2 framework for citizens 2022:
    1. Information and data literacy – Dimensions 1.1-1.2-1.3 Proficiency level 3-4.
    2. Communication and collaboration – Dimensions 2.1- 2.2- 2.3- 2.4- Proficiency level 3-4, beginning of 5.
Learning goals: Learning to improve one's skills in building up a well-structured teamline in accordance with the other members of the team; sharing ideas also using the web to enhance cooperation.
Connection to other Modules: M2, M3, M4, M5

Reference to Bloom's revised taxonomy:
● At the end of this lesson students can frame a topic, structure arguments forming a teamline.
[cognitive level 1-5, beginning of 6] [affective level 1-4] [psychomotor level 1-5].

level								
	COGNITIVE			AFFECTIVE		PSYCHOMOTOR		
1	knowledge	remembering	x	receiving	x	perception	x	
2	comprehension	understanding	x	responding	x	imitation	x	
3	application	applying	x	valuing	x	guided response	x	
4	analysis	analysing	x	organizing	x	precision	x	
5	evaluation	evaluating	x	Characterizing/internalising		Complex overt response	x	
6	synthesis	creating	(x)			adaptation		

Lesson Plan 9: Digital skills and active listening

Time needed	90 mins
Target group	*Students aged 13-18, debate students*
Session Goals	- Learning to take the gist of what we listen to and fix it in our mind. - Learning to take the gist of what we listen to and fix it in well organised notes. - Learning to spot the opportunities for rebuttal in a debate. - Learning to use digital tools to optimise cooperation online.

Time	Topic, Goal, Instruction, Method	Comments, Materials
2 min	**Problem**	
2 mins	**Having defined your teamline in the debate, you also have idea of the possible opposers' argumentation, so you may feel prepared; however, debate is a "hic et nunc" matter. No argumentation wins a debate, it is the confrontation of two teams, who can persuade the judges in a fixed time, and a key element is rebuttal.** **It implies attentive listening and focused note taking, along with teamwork.** Setting the scene: write the sentence on the board, let the students reflect on the topic.	
20 min	**Input**	
20 min	Class discussion Project this image. - How long can our concentration last? - Can motivation make us concentrate for longer? - How much can we retain of verbal communication? - How much can you refer of a video/lesson soon after? After a day? A month? - Do you usually take notes at classes? - Do you need to revise your notes before a test? - Underline the following points:	

	Listening is the ability to accurately receive and interpret messages in the communication process (here we focus on verbal communication, as our target is debating, even if body language has a role, too). We can observe five stages of the listening process:
	   1. <u>Receiving</u> [what the speaker of the opposing team says]
	   2. <u>Understanding</u> [the speech in its parts, argument, reasoning, evidence…]
	   3. <u>Remembering</u> [what is relevant to our position]
	   4. <u>Evaluating</u> [what can be rebutted to our advantage]
	<u>Responding</u> [in the form of rebuttal during our team's speeches and POIs (points of information) during the unprotected time of our opponent team's speeches].	

30 min	**Training: Active listening**	

15 min	• Watch the first speech of the debate on the motion "This House believes that computers are better than books". Students DO NOT TAKE NOTES. At the end of the speech ask the students to name:
	   • the assertion and the thesis
	   • the arguments the speaker has given
	   • the points of reasoning they can remember
	   • the evidence given
	• let the students help each other and cooperatively try to define the structure of the speech they have listened to (<u>they will probably propose to use the scheme for preparing a debate they had previously chosen</u>).
	Materials:	

15 min	Class work, each student on their own • Start again the video to watch the second speech (05:40); [tell them that the speaker will dedicate the initial part of her speech to rebuttal]; this time students **take notes** on arguments, reasoning and evidence. • When the speech finishes, students work in groups of 5, examine the notes they have taken, and discuss the logic in note taking they have adopted. • One student out of each group presents the result of their discussion to the class. Let the students help each other and cooperatively try to define the structure of the speech they have listened to (<u>they will probably propose to use the scheme for preparing a debate they had previously chosen</u>).	

	Materials: https://noisyclassroom.com/video/this-house-believes-that-computers-are-better-than-books/	
10 min	**Input – how to work online**	

10 min	● The team strategy is aimed at winning the debate, so appropriate tactics must be applied. Regarding rebuttal, the team have to find tactics that respect each member's personal way to take notes, but they should <u>agree upon a shared format</u> AND a <u>quick way to communicate their notes to the next speaker(s).</u>
	● In presence, many debaters use post-it cards, also of different colours responding to a shared logic (ex.: so that the receiver knows who it is from)
	● If the Debate takes place online, many debaters use messaging app: the choice is immense, the advice is:
	    ● use the one you are most used to, or
	    ● train in advance on another one
	    ● agree upon abbreviations like A1 for argument 1, "REB-A1-evidence-crowded tube: increase number metro-ride" (referring to TASK 2)
	    ● a text doc can be used, but it takes longer
	    ● when the message arrives, each debater takes note on paper
	    ● When a debater of your team is speaking do not disturb her/him/them.	

30 mins	**Training – Respond an cooperate online**	
10 min	TASK 3 – Online activity in teams ● In teams of 3-4, reference to the previous video; ONLINE activity, even if the class is in presence. Half the groups prepare rebuttal to PRO-1, the others to OPP-1 using the app of their choice. ● The game is **NO SPEAKING**, [as it would actually be at a debate, apart from the debater giving the speech, but <u>here</u> no debater speaks].	
20 min	Debate rebuttal simulation ● Rebuttal: One of the team member is allowed to speak and rebut PRO-1; One of the team member is allowed to speak and rebut OPP-1, giving a 1:00/1:30 minute speech (adapt based on experience level of the student). The other students listen, do not speak, take notes. ● When all the groups have given their speech, the class share the experience: ● Which app have they used?	

		● Was it efficient?	
		● Did they write down anything on personal pieces of paper?	
		● Which points do they have to practice on?	
		● How difficult was it not to speak?	

Competences:
Can listen actively, memorise and take notes on points of interest; can share notes with a group.
Debate related: can follow the opposing team's speeches and spot the points to rebut; can share notes on what found with the team.
Digital literacy: DIGCOMP 2.2 framework for citizens 2022:
       2. Communication and collaboration – Dimensions 2.1- 2.2- 2.4- Proficiency level 4.
Learning goals: Learning to improve one's listening and note-taking skills to prepare an effective reply disproving the opposers' arguments; sharing one's notes with others in a short time using the web.
Connection to other Modules: M2, M3, M4, M5

Reference to Bloom's revised taxonomy:
At the end of this lesson students can listen actively, memorise and take notes on points of interest; can share notes with a group.
[cognitive level 1-5] [affective level 1-4] [psychomotor level 1-5].

level								
	COGNITIVE			AFFECTIVE		PSYCHOMOTOR		
1	knowledge	remembering	x	receiving	x	perception	x	
2	comprehension	understanding	x	responding	x	imitation	x	
3	application	applying	x	valuing	x	guided response	x	
4	analysis	analysing	x	organizing	x	precision	x	
5	evaluation	evaluating	x	Characterizing/internalising		Complex overt response	x	
6	synthesis	creating				adaptation		

Lesson Plan 10: Using digital mediums to debate

Time needed	90 mins
Target group	*Students aged 13-18, debate students*
Session Goals	- Practicing Debate in class - Defending the team's argumentation in structured speeches, respecting the Debate format (here WSD, 6 minutes each constructive intervention, 3 minutes each reply) - Using digital/non digital tools to optimise cooperation

Time	Topic, Goal, Instruction, Method	Comments, Materials
0 min	**Problem**	
	Flipped classroom – Before the class: students meet in presence or online to prepare for debating the motion you gave them (take inspiration from motions presented in this training package, or look at https://idebate.net/resources/debatabase , https://noisyclassroom.com/debate-topics/ or from nowadays' hot issues, or the topics studied in classes). If you need more help in setting up a debate competition, check out this website and this project result: - https://noisyclassroom.com/blog/hosting-and-organising-your-own-debating-competition/ https://ec.europa.eu/programmes/erasmus-plus/project-result-content/e852829d-58c2-4182-a2fe-1a395714344d/03_how_to_organize_debate_comp_pub.pdf"	
5 min	**Input**	
5 min	Draw the lots to give the teams their position, PRO or OPP. Let the students take their place. If possible, have 3 adjudicators for the debate. Read the motion and give the floor to the speakers in turn, following the World Schools Debate format.	
60 min	**Training**	
60 min	Time-6 minutes each constructive speech x 6 (=36 min.), 3 minutes each reply speech x 2 (=6 min.); time for the adjudicators; feedback. Consider **1 hour**. At the end of the debate thank the debaters and invite everybody to applaud.	

30 min	**Transfer**	
	Adjudicating time; Feedback to the teams. The panel of adjudicators take some minutes to revise their notes on the debate, decide who won and briefly discuss the feedback to give. Give the teams feedback. Follow the "sandwich model", positive/to be improved/positive. ● Decide how many debates you want to have. Organising a mini-tournament would be a great idea, with certificates and prizes, and possibly an audience	