

## Lesson Plan – Debate

### Topic – Mobile phones

**Debate question: *Should all new mobile phones be taxed so they are at least twice their recommended price?***

A structured practice debate on a controversial topic. The different 'rounds' of the debate help students think through the issues and reconsider their opinions. The structure also shows them how to build a discussion and back up their opinions with facts.

### **Learning Objectives**

To practise discussing and debating issues and expressing an opinion	To understand more of the technical, social and environmental factors around mobile phone production, use and disposal
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### **Other Learning Outcomes**

Students will be able to:		
Consider social, ethical and factual issues in an integrated way	Think about different points of view	Learn to back up their opinions with facts

### **Resources**

Slide deck

Four characters, two for and two against.

Characters for	Characters against
<b>Mollie Atkinson</b>	<b>Jess Park</b>
<b>Jack Wilson</b>	<b>David Baxter</b>

### **Activity**

#### *Facilitation tips*

Ensure pupils know there is no right or wrong answer. Be observant of ones who want to speak and are not getting a chance. Encourage students to give a reason for their opinions. For groups who may need extra support you can put the following prompt sentences up on the board:

"I think mobile phones should/shouldn't be taxed because....."

"I think ..... is the most important point to think about."

#### *Starter – 10 minutes*

(The PowerPoint slides could be used here)

- Opening slide 'Headline News' gauge immediate reactions
- How many pupils have a mobile phone? How many have they had? How many is that from one class? What have they done with their old ones?

*Round 1* Show the debate question: **Should all new mobile phones be taxed so they are at least twice their recommended price?**

Do the students already have an opinion?

**Round 1** For/Against/Don't know. Note the number of responses on the board (tell them there will be three rounds)

*Main activity – 40 minutes*

- 1) Split students into character groups
- 2) Give them the **character cards** – one per group, and give them a few minutes to read them over.

(They can stay in their roles for the whole debate or just the first round. If it is all the way through – give them a chance to express their views in the plenary session at the end. For groups who are not confident at class discussion it might help them to discuss their character's position then compare in their groups. Then they will have had a chance to rehearse some of what they want to say before saying it in front of the whole class)

- 3) Get one student in each group to read out the **first section only** to the rest of the class. What are their initial thoughts? Are there any positions they identify with or reject?
- 4) Take it in turns to read out their **fact**. Does it change the way they think?
- Round 2** For/Against/Don't know. Note the number of responses on the board
- 5) Read the **issue**. Any different feelings.
- 6) Each team asks their **question** to the character of their choice.

*Plenary - 15 minutes*

Vote for the position they agree with most

Note the number of responses on the board **Round 3** For/Against/Don't know.

Look at how the views have changed during the debate.

Why have their opinions changed? Which arguments were the most persuasive?

(If time show the **You Tube** <https://www.youtube.com/watch?v=PphCPvu9HcU> of recycling mobile phones. If you had shown this first – what difference would it have made to their views?)

Complete the section in the S4S week booklet and answer the two questions 'What did I learn in this lesson?' and 'How does Ethical Science or Technology Justice apply to this lesson?'