



## IS PLASTIC SURGERY USEFUL? DISCUSSING A CONTEMPORARY CONTROVERSIAL TOPIC WITH DEBATE TECHNIQUE

### Lesson plan for teachers

Created by:

RÓZSA MÓNIKA

#### 1. Lesson content – Introduction of the topic; Topic and method relation:

Students often get into such situations in their everyday life when they have to communicate effectively. **Debate technique** does not only improve skills and competences in the first language but it can also be a useful technique in the second language education. The aims and objectives of this debate lesson are to develop **communication and cooperative skills**, to **think** logically and **critically**, to **gain, select and arrange information** properly, to **practice vocabulary** in connection with medical issues and plastic surgery. The importance of looks, health and their connection to our lifestyle and personality is a very actual topic especially in the life of the target group, the teenagers.

#### 2. Competences to improve:

Personal competences	Social competences	Cognitive competences
accepting ideas, being open minded and sensible, problem solving attitude, building self-confidence and reliability	communicating, cooperating, being flexible	applying, giving reason, constructing arguments, making decisions, describing, presenting, being creative

#### 3. Target group:

14-18-year-old second language (L2) learners, intermediate and upper-intermediate level

#### 4. Preliminaries:

Vocabulary of the topic of plastic surgery, medical and healthcare issues in connection with physical and mental health and ethical questions; expressing ideas and giving opinion, asking questions, ability of forming sentences, preparation to well-built speeches; making decisions and reacting quickly, knowing the roles and tasks of the debaters and judges

#### 5. Teaching materials and equipment:

Papers or notebooks, whiteboard markers, record sheets for judges, a clock to check time limits





## 6. Comments and remarks:

Having a debate lesson requires a lot of **preparation** (reading, selecting information, constructing arguments) and time both from the teacher and the students. The photos show **one part** of a debate process, **the speeches and the decision of the judges**, but it is the result, the presentation of the ideas and arguments collected on the previous lessons.

**Participants:** three students supporting the thesis statement and three students opposing it, three judges, a person to check the time, a moderator, audience.

**Arrangement of the class:** desks and chairs in **semi-circle**, the six debaters should sit on the two sides of the classroom opposite each other in order to see and hear one another well, judges should sit at the back of the class, the audience should sit behind the judges, the person responsible for checking the time should sit in the front so that everybody can see and hear him or her, the moderator walks around to monitor the students. On the board everybody can see the arguments already collected.

## 7. Lesson plan:

**Before the lesson:** Make a list of possible debate topics. Consider the students' age, interests and gender. Transfer the ideas into **thesis statements**. These statements should be brief and they should have two sides so that students have the chance to support or to oppose it. Collect some possible aspects of the topics to make them interesting for the students and to motivate them. On the debate session students talk about one chosen issue. Students are divided into three groups: supporters, opponents of the thesis statement and judges. Each group consists of three members.

## E (evocation)



### Task 1

The supporter and the opponent group members are collecting their ideas about the chosen topics along the subtopics listed in the middle of the board. When they are ready they put the most important points shortly under the PRO and CON headings. Supporters use the left and the opponents use the right side of the board. Judges browse the record sheet and get ready for listening to the speeches.

## R (realization of meaning)



### Task 2

Ask the **first debater of the supporters' group** to tell his/her speech in about five minutes. He/she has to start with starting the thesis sentence and giving reasons why he/she supports it. In this first speech the debater has to include all the important arguments the group is going to talk about, because the other speakers will not have the chance to come up with any new ideas. At the end of the speech the speaker can ask questions from the other group.





### Task 3

Tell the members of the opponent group that they can **discuss** how to react to the speech of the first supporter in maximum two minutes. It has to be a speech all the members' following speeches will be based on, so ask them to choose and arrange the arguments very carefully.



### Task 4

Invite the **first opponent** to tell his/her **speech** in about five minutes, which will include all the points the opponents want to elaborate on in the following speeches. He/she has to start with negating the thesis sentence. The first opponent needs to mention all the arguments, because the other speakers will not have the chance to come up with new ideas.



### Task 5

Tell supporters that they also have the possibility to chat about the next speech for two minutes. The speech has to react to the first opponent's speech and has to be related to the first speech of the supporters' group.



### Task 6

Ask the **second speaker of the supporters' group** to stand up and tell his/her speech in about four minutes. In this speech the speaker needs to include and explicate the strongest arguments of the first speaker. He/she should use a lot of examples to make his/her thesis more expressive and more persuading.



### Task 7

Tell opponents that they have got two minutes to collect the most important counterarguments responding to the second supporter's points. Suggest them to highlight the most persuading points.



### Task 8

Invite the **second opponent debater** to choose from the basic ideas of the first speech of his/her group and has to emphasize them. He/she can talk for about 4 minutes. No new ideas or points can be mentioned.



### Task 9

Tell the supporters that **before the third debater's speech** the supporter group can **summarize** all the arguments the group has already used and they also need to come up with the counterarguments reacting the opponents. This will be the time when they have to answer the first debater's questions, so ask them to prepare for this too.





#### Task 10

Ask the **last debater** on the supporters' side to summarize their points, to compare and to contrast their ideas with the opponents' views and finally to persuade the judges that in this topic their arguments were stronger, so they were more skilled in this debate session. They also have to answer the questions of the first opponent, they have to reply in a way that supports the group's ideas and proves that your group cannot be distracted by cross questions.



#### Task 11

Tell the opponent group that before the third debater's speech they have also got the chance to summarize all the arguments drawn up by themselves and the other group. Ask them to elaborate on the questions posed by the other group.



#### Task 12

Notify the last speaker on the opponents' side to summarize their points, compare and contrast their ideas with the supporters' views and finally to try to persuade the judges that in this topic their arguments were stronger, so they were better in this debate session. They also have to answer the questions of the first supporter and try to reply in a way that supports their idea and prove that they cannot be distracted by cross questions.

### R (reflection)



#### Task 13

Ask the judges to sum up their points on their record sheets and discuss which group was better at debating, which side was more convincing. They also have to choose the best debater who is not necessarily a member of the winner group. Judges have to give reason why they chose the winner group and the best debater. After the results are announced, the members of the debate and the audience can add personal opinion about the topic. Students can reflect to the debate by writing a short essay about plastic surgery.

### 8. Visuals:



### 9. Evaluation and assessment:

The judges assessed and reflected the lesson, the speeches, but the teacher can also do it at the end of the debate as a moderator. The most important interdisciplinary aim of debating is to show the students that all the things they experience in their lives have got a lot of aspects. If they want to be able to argue for or against something, it requires a deeper understanding, a critical attitude and careful preparation. The debate technique helps improving communicative competence, creates an atmosphere where students can tell their thoughts in a proper way.







PÉCSI TUDOMÁNYEGYETEM  
UNIVERSITY OF PÉCS

H-7633 Pécs, Szántó Kovács János u. 1/b.  
Tel.: +36 72 501-500

K KAPOSVÁRI  
E G Y E T E M

H-7400 Kaposvár,  
Dr. Guba Sándor u. 40.  
Tel.: +36 82 505-800

TÁMOP-4.1.2-08/1/B-2009-0003

## 10. Bibliography:

1. Hunya Mária: A disputa program, Soros Oktatási Füzetek, Budapest, 1998.



**Nemzeti Fejlesztési Ügynökség**

ÚMFT infovonal: 06 40 638 638  
nfu@meh.hu • www.nfu.hu

*Befektetés a jövőbe*

  
**Új Magyarország**  
FEJLESZTÉSI TERV