

Lesson 9: Debating One Medicine

We have looked at three of the key areas that we focus on at Humanimal Trust for intervention. Cancer, musculoskeletal issues, and infection and antibiotic resistance. We believe that cross disciplinary collaboration can bring about transformative advances in healthcare, for humans and animals alike. That is One Medicine.



Learning Objectives

Students will learn:

- How to express your point of view accurately
- How to listen to your opposition respectfully
- How to defeat the opposition and win the debate by being clear on your topic and creating a successful counter argument



Resources Required

Resource 1:

Powerpoint

Resource 2:

Teacher's notes/ website links



Key Words

fact, fallacy, alternative, hypothetical, support, objective, alternative, conclusion, evidence, persuade, suffering, opinion, necessary, unnecessary, inconclusive, firstly, in addition, furthermore, on the other hand, secondly, in conclusion, on reflection, to sum up



Learning Outcomes

By the end of the lesson, students will be able to:

- write and debate on a One Medicine topic
- participate in a debate and evaluate my own and others' performances

NC Links

Literacy:

AO1 – Talking to others

- Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content
- Make creative, precise selections from a wide repertoire of strategies and conventions to meet varied speaking and listening challenges adapt vocabulary, grammar, and non-verbal features to match context and purpose with distinct personal style

AO2 – Talking with others

- Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions
- Show perceptive understanding of varied, complex speech, sustaining concentrated listening and responding with flexibility to develop ideas
- Initiate and lead a variety of group roles, managing and sustaining discussion with sensitivity

Science

Development of scientific thinking:

- Appreciating the power and limitations of science and considering ethical issues which may arise
- Evaluate the role of the scientific community in validating new knowledge and ensuring integrity

Activity	Description	Timing
Introduction	<p>Explain to students that they are going to be writing and holding a debate today.</p> <p>There are two choices for topics to debate, you can decide which to cover:</p> <ol style="list-style-type: none"> 1. Medical testing on animals should come to an end 2. We need One Medicine, so humans and animals benefit equally 	15 min
I disagree game	<p>Using powerpoint slide two, play the I disagree game, to encourage the students to create opposing views to a simple statement. Played as a round. A choice of statements are available on worksheets 1 and 2.</p>	15 min
Debate!	<p>Depending on the level of experience of the class with debating, review the main requirements for a good debate. (see Teacher's notes for some useful resources)</p> <p>What is a debate? A debate is a contest, almost a game, where two or more speakers present their arguments with the intention of persuading one another.</p> <p>Students to work in pairs to create their debate arguments. It is up to you how you organise your students, create a for or against argument together, or chose on, for or against and then have them debate against other pairs.</p>	40 min
Plenary	<p>Plenary: Ask students to revisit the statement that was the basis of the debate – 'animal testing should be banned' or 'we need One Medicine, so everyone, humans and animals benefit equally'</p> <p>Ask them to write a comment in their book which adds to or changes their original opinion on this topic.</p> <p>A further plenary activity is available - see plenary box</p>	10 min

Key questions:

What is a debate?

Why is it important that we can discuss things we disagree on calmly and share our reasons?

Can you find 5 arguments for or against?

Can you give me a definition of One Medicine? (this could then be written on a board for students to refer back to.)



Assessing Progress

An additional plenary or can be used as an assessment activity:
Worksheet 3: Students can use this to complete as self assessment sheet

Extension activities



Choose the second statement and write the for and against arguments for that statement.

Put your arguments into a visual form, pair up with another student and share your ideas to create a poster for a display



Teacher's Notes / Observations

Teacher's Notes

Additional Information:

Here are some great resources on how to write a good debate and then how to carry out a debate.

<https://www.bbc.co.uk/bitesize/topics/z86qsbk/articles/z79mm39>

<https://www.tes.com/teaching-resource/ks3-an-introduction-to-debating-6333571>

The focus of this lesson is to encourage the students to debate important topics, as well as assess their understanding of both statements, which are relevant to their perspective careers.

I disagree!

Use these cards for students who struggle to decide on a topic for the game.

School uniforms should be abolished

Zoos are cruel places

Extend the school day to 6pm

Extend the weekend by one day

The UK drivers should drive on the
right like other countries

we should stop eating animals

Our senses can be trusted

Rewilding is a good idea

Saving endangered languages is
a good thing

We should buy electric cars

Plastic bags should be banned

It is important we explore outer
space

Genetically modified crops should
be banned

Jack, from Jack and the Beanstalk,
was right to steal from the giant

I disagree!

Stubbing your toe hurts more than
banging your elbow

Listening to a book is better than
reading them

Everyone should take a walk each
day

We should colonize other planets

Fracking should be banned

Governments should impose
sugar controls

Smart phones make us less smart

The internet is a good thing

Intellectual property should be
abolished for medicines

Should art and music be taught in
schools

Should a nutrition class be
compulsory for primary and
secondary students

climate policy be decided by a
panel of experts rather than by
politicians

16 year olds should be allowed to
vote in general elections

The British Museum should return
artefacts to their countries of origin

Pineapple belongs on pizza

Professional athletes are overpaid

Name:

Key: 1= poor, 5 = excellent

	1-5	What worked well	Would be even better if...
Content of argument			
Persuasive features			
Use of voice			
Body language and gestures			
Use of voice			