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| **Speaking Lesson Plan** |
| **Euthanasia**  **‘***Should our democracy permit physicians to assist in a patient’s suicide?’* |

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| Instructor:  **Hayley Noh**  **&**  **Heidi Lee** | Level:  **Advance** | Students:  **12** | Length:  **40 Minutes** |

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| ***Materials:***   * 13 copies of Reading articles * 13 copies of worksheets (Discussion and Feedback Form) * Role Cards |

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| ***Objectives:***   * Demonstrate an ability to formulate arguments for and against * Connect the concept of euthanasia to democratic principles * Analyze the reasons for supporting and opposing euthanasia * Identify areas of agreement and disagreement with other students * Decide, individually and as a group, whether physician-assisted suicide should be legal; support decisions based on evidence and sound reasoning |

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| ***Language Skills:***   * Listening: Background information of euthanasia; Group members should share important facts and interesting ideas with each other to develop a common understanding of the article * Reading: Role cards, Have students read the article carefully and underline facts and ideas they think are important and/or interesting * Speaking: Students will present the most compelling reasons to support or oppose the question * Writing: Filling in the form during group discussion |

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| ***Language Systems:***   * Function: analyze the reasons for supporting and opposing euthanasia * Lexis: question with arguments * Discourse: demonstrating each side understands the opposing arguments |

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| ***Assumptions:***   * Some SS may already have experience the classroom debate * SS may understand each side of ideas   Anticipated Errors and Solutions:   * SS may have misunderstanding of reading article or SS may not sure some words of meaning   → Explain to SS what reading article would actually mean.   * Some SS may not be active in the discussion   → Encourage S by asking for his/her opinion of what others are saying   * SS stake longer to complete their task that expected   → Give them extra times as 1~3mins |

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| **Introduction and Reading** | | |
| **Materials: Print-out** | | |
| **Time** | **Set Up** | **Procedure** |
| 5 min | Whole Class | Introduce the lesson and the Student Objectives on the Lesson Plan. Distribute a copy of the Reading to each student. Have students read the article carefully and underline facts and ideas they think are important and/or interesting. Tell students what is the Question *‘Should our democracy permit physicians to assist in a patient’s suicide?’* |

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| **Role Cards** | | |
| **Materials: Worksheet, Board** | | |
| **Time** | **Set Up** | **Procedure** |
| 10min | Pairs as a group | Students working with their pairs and there are two sides in a debate, known as A (Agree) and B (Disagree). Each pair examines different points of view or perspectives related to an issue; Right to die, patient suffering at end-of-life, slippery slope to legalized murder, Hippocratic oath & prohibition of killing, government involvement in end-of-life decisions, palliative (end-of-life) care, healthcare spending implications, and social groups at risk of abuse. Also, each pair should share important fact and interesting ideas with partner to develop a common understanding of the article. |

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| **Discussion** | | |
| **Materials: Worksheet, Board** | | |
| **Time** | **Set Up** | **Procedure** |
| 10min | Whole Class | Divide into two teams, Team A and Team B. In an each team, students will share their different points of view or perspectives. Explain that each team has a responsible to present the most persuasive reasons to support or oppose the Question.   * Team A will explain their reasons for **supporting** the Question. If Team B does not understand something, they should ask questions but NOT argue. * Team B will explain their reasons for **opposing** the Question. If Team A does not understand something, they should ask questions, but NOT argue.   **Note**: The teams may not believe in or agree with their reasons but should be as convincing as possible when presenting them to others. |

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| **Reversing Positions** | | |
| **Materials: Worksheet, Board** | | |
| **Time** | **Set Up** | **Procedure** |
| 5min | Whole Class | Explain that, to demonstrate that each side understands the opposing arguments, each team will select the other team’s most persuasive reasons.   * Team B will explain to Team A what Team A’s **most persuasive** reasons were for **supporting** the Question. * Team A will explain to Team B what Team B’s **most persuasive** reasons were for **opposing** the Question. |
| **Feedback** | | |
| **Materials: Worksheet, Board** | | |
| **Time** | **Set Up** | **Procedure** |
| 10min | Whole Class | Reconvene the entire class. Distribute **Feedback Form – What We Learned and What I Learned** as a guide. Ask students to fill in the following questions:   * What was your topic you have discussed with your partner? * What were the areas of agreement? * What were the most persuasive reasons for each side? |