

Lesson 5: Cross curricular debate

AIM	To use explore issues of mental wellbeing and neuroethics as presented in <i>Mind the Gap</i>
OBJECTIVES	To discuss the issues raised in <i>Mind the Gap</i> . To think about other people’s arguments and explore what helps them for their own opinions.
NATIONAL CURRICULUM LINKS	<p>Cross curricular: Science, Citizenship, English and Drama</p> <p>Citizenship Developing Skills of Enquiry and Communication a: research a topical political, spiritual, moral, social or cultural issue b: express, justify and defend a personal opinion c: contribute to group and exploratory class discussions and take part in formal debate</p> <p>Drama AQA: 8.1: Group 2: unscripted work - Theatre In Education presentation; 10.3: Response to live productions seen during the course.</p> <p>English <i>GCSE Specifications (across all boards)</i> Speaking and Listening: - Explain, describe; - Explore, analyse, imagine; - Discuss, argue, persuade.</p> <p>How Science Works - 4b: consider how and why decisions about science and technology are made, including those that raise ethical issues, and about the social, economic and environmental effects of such decisions.</p> <p>AQA - 10.8: Societal aspects of scientific evidence The uses of science and technology developments can raise ethical, social, economic and environmental issues.</p> <p>Twenty First Century - Making decisions about science and technology (Idea about Science). Personal and social decisions require an understanding of the science involved but also knowledge and values beyond science. In this module, students consider particular ethical issues arising in modern medicine, for example the right of individual choice versus social policy, illustrated through vaccination policy.</p> <p>AO1 Knowledge and understanding - Draw on existing knowledge to show understanding of the benefits and drawbacks of applications of science.</p>
RESOURCES	A large space e.g. drama studio, a cleared classroom.

Process:

1. Ask your students to stand in the centre of the space.
2. Explain that there is an imaginary line running down the centre of the space, one end of the line represents 'Agree' and the opposite end of the line represents 'Disagree'. The middle of the line is 'Don't Know'.
3. Explain that you are going to read out a series of statements. If they agree with the statement they should go and stand at the end of the line that is 'Agree'. If they disagree they should go and stand at the end of the line that is 'Disagree'. If they are not sure or don't know what they think they should stay in the middle.
4. After they have taken up their positions, ask your students to explain why they have chosen their position. After hearing from several students give your group the opportunity of changing their position.
5. Repeat the process for each statement.

Statements:

- Brain scanners should be used in schools to monitor and predict student's behaviour.
- The use of drugs and addiction to drugs is as a result of weakness.
- It should be a crime to knowingly give birth to a child with a genetic brain disorder in the same way that the law protects against child abuse or neglect.
- Scientists should be allowed to breed a mouse with Alzheimer's disease in order to find treatments for patients.
- It's wrong to force people to take drugs to make them socially acceptable.
- It's a good thing that healthy children and adults are sometimes using Ritalin to improve their performance in exams.
- If it were possible to vaccinate against drug addiction, then people at risk of addiction who refused the vaccination should be refused rehabilitation and treatment.
- It is right to focus on changing the child to fit the society, rather than vice versa.

- War veterans should be allowed to take drugs to help them forget the traumatic events of war.
- Giving an individual drugs to help them cope better with a situation rather than letting them learn to get over it makes them a weaker person.