Project
Website

https://pros4democracy.internprize.eu/

Activity
Video
Summary

https://www.youtube.com/watch?v=11V6yj1frN4

Lesson Category

Media and News Literacy

Title

TV show political analysis (debate)

Area(s)

Political debate in the media, evaluation of sources and information.

Objectives

Students aim to:

1. **Monitor, analyze and weigh the different uses of emotion, tone, arguments in a political debate.**
2. **See and discover the impact of the political debate on public opinion and critical voting.**
3. **Discuss the various techniques that create a successful discussion.**
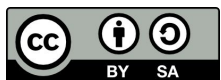
Time needed

8 teaching hours

Materials needed

Computer and a sheet of paper

Age level(s)

14-18

Number of participants per group

The whole class in groups of 4

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<u>Step-by-step description of activity</u>

1. The teacher starts the lesson by showing the following video to the students, https://www.youtube.com/watch?v=wW1lY5jFNcQ

2. The video refers to the debate between Trump and Biden.

3. After watching the video, the teacher and the students discuss what they watched. The teacher should guide the discussion in order for the students to conclude that the television discussions play an important role in the elections. Students should also distinguish between persuasive ways in dialogues.

4. After the discussion, the teacher explains to them that in this lesson he will analyze the effectiveness of the debates.

5. Next, the teacher asks a series of related questions.
   a. What techniques do the two politicians use to persuade?
   b. Which arguments did you find most convincing? For what reason;
   c. How do debates affect voters?

6. The teacher then divides the students into groups of 4 and asks them to write down what are the positive characteristics that a politician should have in a debate to convince his / her voters and what are the negative characteristics that negatively affect the citizens.

6. The two groups will write about the positives and the other two about the negatives and must analyze them.

6. After each group completes their working paper, they should transfer their answers to a powerpoint and share it with their classmates. All four groups must proceed with this process.

7. In order for the teacher to ensure that the students understand the lesson and that the objectives have been achieved, he asks one last question to create a final dialogue. The questions could be the following:
   a. Why are political debates on television or on the Internet so powerful and controlled?
   b. How should critical voters watch political debates on television or on the Internet?

Strategies of teaching and learning

Learning based on problem solving, analysis of critical events.

Evaluation

Students must watch two other discussions (online or on TV) and complete the same task.

Notes to the educator

The teacher helps the students when necessary and provides them with information only to help them achieve the above goals and conclusions.

- The activity can be applied to Language Education and Citizenship courses.

Notes to the students

- Students can use computers throughout the lesson if additional clarifications are needed.

Suggestions for follow-up activities:

Students can play a role play and represent politicians from different factions, who will participate in a debate in order to convince their voters with arguments. A student will have the role of presenter-moderator of the discussion.

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Worksheet 1

1. Watch the video on the televised debate between Biden and Trump.

1. What are your remarks?

1. How important are such discussions during the election campaign? Do they influence the final decision of the voters or not? If so, how do debates affect voters?

1. What methods of persuasion did politicians use?

1. Which arguments did you find most convincing? For what reason?

1. Asks them to write down what are the positive characteristics that a politician should have in a debate to convince his voters and what are the negative characteristics that negatively affect citizens.

Worksheet 2

1. After you are divided into groups, two of you are asked to write on a piece of paper the positive characteristics that a politician must have in a debate in order to convince his voters. The other two are the negative characteristics that politicians have during a pre-election televised contest and negatively affect the citizens.

1. Next, prepare a powerpoint with the results of your work.

Worksheet 3

Answer the following questions in the plenary of the class:

1. Why are political debates on television or on the Internet so powerful and controlled?
2. How should critical voters watch political debates on television or on the Internet?