



## Let's Agree to Disagree!

**Age:** Primary

**Level:** A2+

**Global Knowledge or Global Attitudes and Action:**

Global Attitudes and Action

**Standard for Learning Outcome:** Student is exposed to contrary perspectives and views with an opportunity to debate and accept differences. Student is not subsequently presented with the "right answer" or commonly-agreed consensus or conclusion.

**Learning Outcome:** P.D2.S4.LO1 Identify and contrast opposing opinions on an issue, including their own

**Standard for Global Skill:** P.D3.S2.LO1 Participate in oral and written communication activities

**Global Skill:** Student acquires the skills to be a communicative citizen.

**Sustainable Development Goal:** 4: Quality Education

### Part 1 (10 mins)

- A.** Read the questions 1–8 aloud as a class, and check that students understand *be allowed* by asking them to explain the meaning in their own words. Invite students to choose the answer that matches their opinion by choosing *Yes* or *No*. Allow enough time and encourage them to give their own honest opinions. Remind them that there are no right or wrong answers.
- B.** Divide students into groups of eight and assign one question in A to each member of the group. Explain to students that they will ask their question to everyone in their group. Show students how to use tally marks (|||| I) to count the number of *Yes* and *No* answers. Some students may feel shy to answer in front of others, so make sure students ask the questions to one person at a time. Explain that they will consider a range of questions, give their opinions, and compare them with the opinions of other students in the class. Students ask their questions. Invite individuals from groups to read out their questions and say how many people responded *Yes* and *No*. Guide students to notice that people can have different opinions.

### Part 2 (20 mins)

- A.** Tell students they are going to listen to two girls, Jackie and Kendra, talking about one of the questions from A.

Read the three questions aloud as a class. Elicit some ideas of what students might hear for each option, e.g. they might talk about musical instruments like *guitar*, *piano* for option number 1, mention school subjects for homework for option number 2, or talk about clothes for option number 3.

Play the recording and encourage students to write down any key words they hear before choosing their answer.

Jackie: My answer is yes. I like that everyone at school wears the same clothes. We all look the same. Some people's parents have a lot of money, so they can buy expensive clothes. Other people don't have a lot of money.

When I wear it, I feel proud of my school. Everyone knows which school I go to. Best of all, it saves time in the mornings. I don't have to think "What am I going to wear?" because I know!

Kendra: My answer is no. First, of all, my parents say that it is expensive. And we have to buy things for sports, too. I prefer wearing my own style of clothes. It's part of my identity. I also don't like wearing a skirt. I want to wear pants to school, but girls have to wear a skirt.

**Answer Key: 3. Should kids wear school uniforms?**

- B.** Play the recording again and ask students to decide if Jackie and Kendra have the same opinion. Ask whose answer to the question in A is *Yes* and whose answer is *No*.

**Answer Key:** No, they don't have the same opinion. Jackie's answer to the question is *Yes*, and Kendra's answer is *No*.

- C.** Explain that Jackie and Kendra both give reasons to support their opinion. Pair students to read the sentences and match them to Jackie or Kendra. Check that students understand the meaning of *proud* and ask them to give examples of things they are proud of.

**Answer Key: 1. Kendra 2. Jackie 3. Jackie 4. Kendra 5. Kendra 6. Jackie**



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- D.** Check that students understand that *agree* means you have the same opinion and *disagree* means you have a different opinion. Invite students to read the reasons in C again and decide if they agree or disagree with each one. Remind them again that there are no right or wrong answers, and they must answer for themselves.

When they have completed the activity, ask them to tally their responses and decide if they agree more with Jackie or Kendra about school uniforms, or if they can see both sides. Ask students why it is important to understand different opinions on issues.

**Part 3 (20 mins)**

- A.** Ask students if they have a cellphone and what they use it for. Brainstorm ideas and make a list. Give prompts to help students with language and ideas, e.g., *Do you take photos? Do you send text messages?*

Read the list of reasons and ask students to match the beginnings and endings to make sentences.

**Answer Key: 1. d 2. e 3. b 4. a 5. c**

- B.** Guide students to think about which of the activities in A are appropriate and not appropriate at school, and situations at school when it's OK, and not OK, to use a cellphone. Ask *When is it OK to use your cellphone at school to look for information?* (e.g., when you're doing a project) *When is it not OK to use your cellphone at school to send text messages?* (e.g., when you are in class).

Ask students to work in pairs or groups and think of as many different reasons as they can why kids should and shouldn't use their cellphones in school. Explain that they should write their ideas inside the two handprints. Write the reasons to use cellphones in the left hand. Write the reasons not to use cellphones in the right hand.

**Answer Key: Possible answers**

**Reasons to use cellphones:** students can contact their parents if they need to; it can make classes more interesting; students can find information

**Reasons not to use cellphones:** students don't pay attention in class; students may cheat on tests; students can send unkind photos or messages (bullying)

Invite groups to share their ideas with the rest of the class.

**Extension**

- A.** Put students in groups and allow a few minutes for them to read the questions, and choose one they are all interested in. Ask them to write the question above the hands. They should complete the first part of the sentence stem "On one hand ..." and "On the other hand ..."

Students then work together to think of reasons and write statements inside the hands. Monitor them as they do this, giving help with language or vocabulary where needed. Ask students to give at least two reasons for each side.

- B.** Remind students of the phrases *On one hand ...*, *On the other hand ...* to introduce different opinions. Give students a few minutes to practice presenting their information. Invite groups to read their questions and give their opinions. Ask the rest of the group to raise their hands for the opinion they agree most with or if they agree with both sides.