

Class Debate – Graffiti : Art or Vandalism?

1st lesson (1-2 hours)

Level : B1+

Objectives

- Learn some details about the history of graffiti
- Learn about main characteristics of graffiti
- Learn vocabulary related to graffiti
- Ss familiarize with ideas related to controversy around graffiti

Steps

1. **Warmer** : Show them the 3 photos and ask them what kind of art they represent. What do they know about graffiti? Create a mind map on the board to keep notes of what the Ss say.
2. **True/False statements** : Hand them out to the Ss and let them work in pair and discuss which of these statements are true and which false. Give feedback to the whole class.
3. **History of Graffiti video** : Ss are asked if they know anything about the history of graffiti. If they do, write some information on the board. The Ss stay in their pairs. Give them the worksheet with the questions. Have them watch the video <https://www.youtube.com/watch?v=4UI4mhho03M> and answer the questions/complete the sentences. Give peer feedback and check answers.
4. **Quizlet** : Put them in different pairs and ask them to study some vocabulary on quizlet <https://quizlet.com/70611512/graffiti-vocabulary-flash-cards/> and compete with each other playing the 'match' activity.
5. **Ppt** : Put the Ss in groups of three now. Show them the ppt and pause at regular instances to ask them to discuss the questions/statements.

2nd lesson (1- 2 hours)

Objectives

- Understand the procedure of a debate
- Preparation for the debate
- To get students thinking and talking about opinions and points of views.
- To have students thought share in a group.
- To research information online
- To build supporting details for their arguments

Steps

- Explain to the Ss they are going to take part in a class debate.
- The proposed motion is **'Graffiti : Is it Art or Vandalism?'**
- The procedure is explained to the Ss :
 1. People needed are
 - A Chairman (possibly the T)
 - A Timekeeper
 - 2 students for the Proposition & 2 students for the Opposition
 - The rest of the Ss act as assistants to the speakers (divide them appropriately according to the total number of students in class)
 2. Timescale
 - The chairman opens the debate
 - The chairman introduces the first two speakers – not at the same time (1 minute)
 - Proposition speaker 1 (3 minutes)
 - Opposition speaker 1 (3 minutes)
 - Rebuttal time (5 minutes)
 - Closing statements
 - Chairman introduces the second two speakers (1 minute)
 - Proposition speaker 2 (3 minutes)
 - Opposition speaker 2 (3 minutes)
 - Rebuttal time (5 minutes).
 - All team members can now vote which the best motion was (5 minutes)
 - Closing statements

Preparation:

During the next hour the Ss will prepare for the debate.

- Class is divided into 4 groups. Each team of students will support a speaker with their arguments.
- The two opposition groups and the two proposition ones should interact with one another. The key points each group chooses have to be different to ensure a polyphony and a variety of arguments.
- First, all the groups are given the **For and Against worksheet** and they have to sort out the arguments under the appropriate category. The Ss give peer feedback to see if they agree.
- Then, they are told that each group (proposition/opposition) can choose 2 of these arguments, relevant to their defending position, which they are going to have to research further to build their supporting details so that they build a strong position for each of them.
- Each group has also to find a new argument (3 in total for each group) for which they will also have to develop its supporting details. The T can suggest some articles online but the Ss could and should also research independently. There are several articles online to choose from. The following here are only suggestions
Some examples :
 1. <https://alj.orangenius.com/street-art-or-vandalism/>
 2. <https://www.bbc.com/news/uk-england-38316852>
 3. <https://www.independent.co.uk/arts-entertainment/art/features/graffiti-street-art-ndash-or-crime-868736.html>
- .All groups should look up for articles that discuss both sides of the debate so that they are prepared for any counter arguments. The assistants should research and prepare any questions they can later use in the debate.
- The T should also make it clear to the students they do not have to agree with the side they are assisting. In fact, it is better if they have to build arguments for the side they do not agree with because this is a far more constructive practice for them.

Language input

- Show them the ppt **How to build a strong debate argument** and explain to them how they have to structure these arguments.
- Allow them sufficient time to work on researching and building them
- Give them the cut-up **useful debate expressions** and ask them to list them accordingly on the separate sheet. During the debate they will have to use them.
- The T moves around and monitors all the time to ensure the Ss are working successfully. The T provides any assistance required and also helps with the editing of the arguments.

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3rd Lesson (1 hour)

The debate

In this last hour, the debate will take place just as it has been described in the 2nd lesson above.

Before the debate starts, the T distributes the **Debate Rubric** to all of the Ss taking part. During the whole process, the Ss can keep a record of the other teams' participation. After the end of the debate, the T asks them to grade every team accordingly and objectively about their contribution and presentation.

Also, the teacher can give some feedback to the speakers about the whole process but also about each speaker individually.

Finally, the Ss decide which is the winning team!

I hope you enjoy the debate!!

Vicky Papageorgiou Visual Arts Circle