**Lesson Overview - Debates**

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| **AOLE: Language, Literacy and Communications** | |
| **4 Purpose:** ethical, informed citizens who: find, evaluate and use evidence in forming views | |
| **WM:** Expressing ourselves through languages is key to communication. | **DL:** I can respond to others’ points of view, seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen. |
| **LO:** Hold a respectful debate about social topics. | |
| **Success Criteria:**   * Students will express their thoughts and opinions respectfully during structured debates. * Students will listen attentively and respond thoughtfully to the views of their peers. * Students will develop critical thinking skills by analyzing different perspectives on social issues. * Students will show respect for different points of view during debates. * Students will broaden their understanding of social topics through open dialogue. | |
| **Prior Learning / Before the lesson:**   * Before starting the lesson, the teacher will assess the students' previous knowledge by conducting a group discussion about debates, including what debate is, why debates are important, and how to participate respectfully in debate. * An idea to create discussion rules as a class so that they can refer back to them during the lessons. [example](https://www.google.com/imgres?imgurl=https://voice21.org/wp-content/uploads/2020/12/Discussion-Guidelines-png.png&tbnid=i8B43PH1FsUVLM&vet=1&imgrefurl=https://voice21.org/how-to-develop-independent-student-discussion/&docid=ST3fRcVwzvWc_M&w=563&h=792&source=sh/x/im/m1/1&kgs=eecaeaf23ae9161d&shem=abme,trie) * This discussion will help to establish how familiar students are with the concept of debate and their understanding of respecting different points of view. | |
| **Intro:**   * The teacher will present the three debate topics: "Boxing: a safe sport?", "Why isn’t institutional racism widely discussed?", and "Women in boxing: are there enough opportunities?" and will give a brief overview of each topic. It will be necessary to submit separately and one at a time. Here are examples of websites and videos to enrich you: * <https://www.bbc.co.uk/sport/get-inspired/46196929> * <https://www.bbc.co.uk/newsround/56591022> * <https://ttin.uk/fight-like-a-girl> * The teacher will explain the rules of respectful debate, emphasizing active listening, using evidence to support opinions, and showing respect for different points of view. * Key vocabulary words such as 'debate', 'respect', 'institutional racism', 'opportunities', and 'boxing' will be introduced and defined to ensure understanding. | |
| **Main:**   * Divide the class into small groups, these will be their debate groups. * Students will research the topic assigned to them, gather evidence to support their arguments, and prepare their points for the debate. * Each group will have a specific period of time to present their arguments and participate in a structured discussion with other groups. * The teacher will facilitate the debates, ensuring that students adhere to the rules of respectful dialogue and encouraging active participation from all members of the group. * An idea for the groups to record their debates on Flip/SeeSaw so that they can go back to self-assess / assess other groups.   **Differentiating ideas:**  For less confident pupils, provide scaffolding support such as sentence starters, leading questions, or additional resources to help structure their arguments.  For more confident pupils, encourage them to take on leadership roles within their groups, such as moderating the debate or summarizing key points. You could also use DeBono's Hats, so that the pupils can see different points of view, think in a different way about the discussion topic. | |
| **Plenary:**   * To conclude the lesson, a whole class discussion is held to reflect on the debates. * The teacher will encourage students to share their views on the experience, including what they learned, any challenges they faced, and how they felt about discussing sensitive topics respectfully. | |
| **Useful links:**   * <https://www.bbc.co.uk/sport/get-inspired/46196929> * <https://www.bbc.co.uk/newsround/56591022> * <https://ttin.uk/fight-like-a-girl> | |