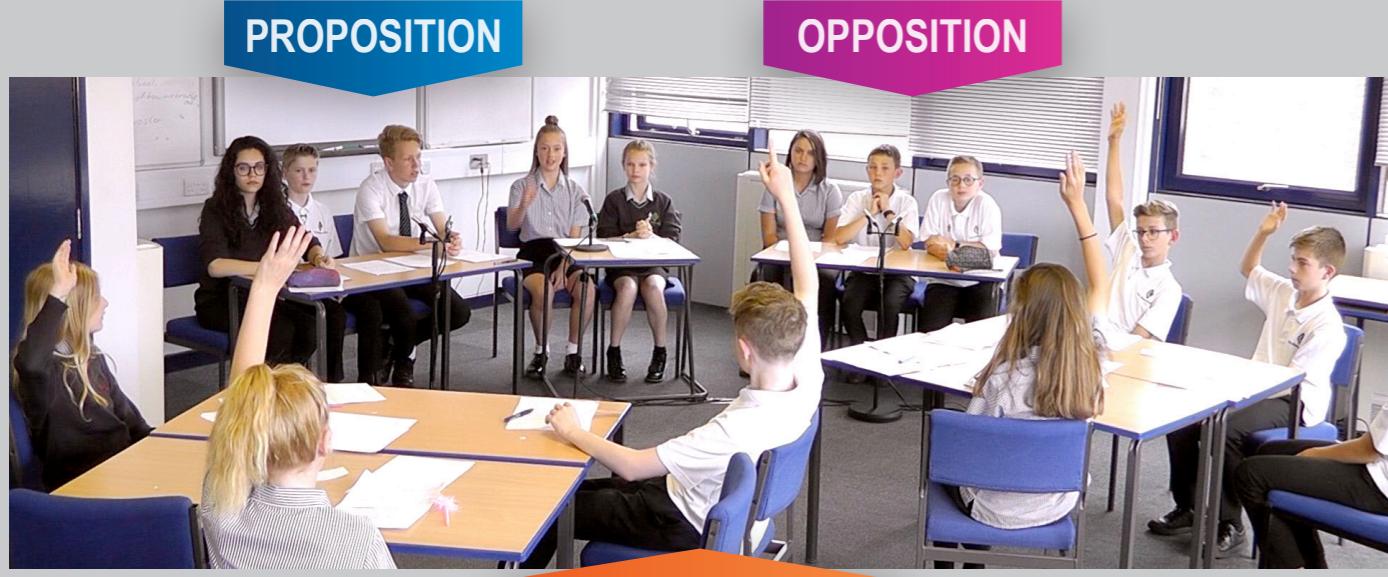


# WHAT IS DEBATE?



PROPOSITION

OPPOSITION

ACTIVE LISTENERS

## A SIMPLE CONCEPT

- ▶ Two sides – the **Proposition** and **Opposition** – take it in turn to give speeches for and against a **motion**.
- ▶ To ensure that each side and each speaker has an equal opportunity to have their say, **all speeches are of an equal set length**.
- ▶ Speakers prepare in advance, but they can't just read out a written speech; all **speakers have to respond to the other team** through **Points of Information** and, from the First Opposition onwards, through sections of **rebuttal** in their speech.
- ▶ It's a **team activity**; individual speakers must always tie what they say into their side's **case**.
- ▶ The final speaker on each side must be particularly responsive, as they must **summarise the debate as it actually happened** by telling us why their side won the key 'points of clash'.
- ▶ A good debater will convince the audience by using good **Content** with a compelling **Structure** and defending it against the other side's **Responses**. They will engage the audience with powerful **Language** and appropriate **Delivery**. But, in the final event, the key question which links all these aspects together is "**Has the speaker been persuasive?**" Even if their opponents and the audience disagree with them, did they at least move them think critically about their opinions on the topic which is up for debate?

## ROLES FOR EVERY PUPIL

The emphasis on the audience in the final point above is crucial. **Active listening** is just as important a skill as speaking, and our debating model is designed to develop it systematically. For those in the debate itself, active listening is the essential prerequisite for the entire **Responses** category in our assessment criteria.

For the audience of active listeners, there is a range of tasks to engage them fully throughout the lesson:

- ▶ The **floor debate** (where the audience ask questions of the speakers) is a crucial part of the proceedings, which necessitates active listening to the speeches which precede it. Teachers can differentiate and individualise effectively by assigning students specific types of question to ask, or specific errors to spot.
- ▶ **Peer assessors** can evidence their active listening by oral feedback to the debaters, or by writing up their adjudication after the debate, perhaps as homework.
- ▶ Just as reports in newspapers or online are essential to recording our parliamentary democracy, write-ups by **debate journalists** can be added to a class log book of debates throughout the year.
- ▶ **Two full debates can be held in one lesson** and, when both debates are on the same motion, both speakers and audience members can be tasked with **analysing the differences** between the two sets of cases and then discussing which is more effective.

# WHY DEBATE?



Not just speaking: reading is key both to acquiring ideas and knowledge in the first place, and to reproducing them later in a debate.

Writing also occurs in many contexts: here, two active listeners write notes to aid them when giving oral responses.

## ORACY MATTERS

The All-Party Parliamentary Group 'Speak for Change' report from April 2021 emphasises that oracy:

- ▶ Improves academic outcomes
- ▶ Underpins literacy and vocabulary acquisition
- ▶ Supports wellbeing and confidence
- ▶ Enables young people to have access to employment and thrive in life beyond school
- ▶ Gives young people a voice, developing both citizenship and agency.

## CRITICAL ORACY: A POWERFUL PEDAGOGY

At the Noisy Classroom, we champion pedagogies which encompass not only the social and performative aspects of oracy, but also the analytical and evaluative suite of skills often called 'Critical Thinking'.

Once your students have grasped the basics of debate, it immediately becomes an immensely powerful pedagogical tool. Rather than the teacher having to prompt students to examine alternative perspectives, they are empowered with a structure within which it becomes second nature to challenge each other's ideas and opinions in a rigorous yet constructive manner.

Through our assessment criteria of Content, Structure, Responses, Language and Delivery we believe debate is the jewel in the crown of Critical Oracy.

## LITERACY + ORACY

Debating is not just about speaking and listening. Many of the cognitive and critical skills it develops are just as applicable to planning and executing written responses to exam questions as they are to preparing or delivering a speech in a debate. Critiquing knowledge and ideas, or identifying biases or flawed logic, are core reading skills just as much as they are core listening skills. In addition, debating involves all four skills directly:

### Speaking

- ▶ Conveying knowledge
- ▶ Expressing opinions
- ▶ Asking questions
- ▶ Answering questions or providing clarification
- ▶ Engaging an audience

### Listening

- ▶ Listening to understand ideas
- ▶ Listening to gain knowledge
- ▶ Listening to critique
- ▶ Listening to report
- ▶ Listening to self-assess or peer assess

### Reading

- ▶ Reading to acquire knowledge and ideas
- ▶ Reading from notes
- ▶ Reading assessments of your performance

### Writing

- ▶ Writing notes about knowledge from sources
- ▶ Writing notes of ideas you have
- ▶ Writing notes for your speech
- ▶ Writing reports on a debate
- ▶ Writing peer or self-assessments

# STRUCTURING LESSONS FOR OUR 2021-22 TOPICS

The scheme of work is designed for classes working in eight groups of 3-4, forming Proposition and Opposition in four debates. We suggest you only look at two motions with any one class: everyone will hear each motion debated twice, and it's always interesting to compare how each debate develops. Page 15 gives overviews for schemes lasting 12, 8 or 16 lessons.

	Motion 1	Motion 2
Debate 1	BLUE PURPLE	v MAGENTA ORANGE
Debate 3	GREEN GREY	v YELLOW RED

This scheme of work was originally designed for Year 9s, but its flexible content means that you can also adapt it for younger KS3 pupils. We suggest the following two motions as particularly appropriate for Years 7-9:

- "This House would tax junk food"
  - "This House would ban violent video games"
- Older, more able or more advanced debaters might prefer these motions:
- "This House would allow performance-enhancing drugs in professional sports"
  - "This House would imprison only violent criminals".

COURSE COMPONENTS		essential?	min time required (hours:mins)
(A)	What Do You Think?	page 20	optional
(B)	Intro to debate format	page 21	✓
(C)	Content	pages 22-23	✓
(D)	Responses	pages 24-25	✓
(E)	Using Notes	page 26	✓
(F)	Definitions	page 27	✓
(G)	Structure	pages 28-29	✓
(H)	Language	pages 30-31	✓
(I)	Delivery	pages 32-33	✓
(J)	Summaries	page 34	✓
(K)	Holding the debates	page 35	✓
(L)	Peer judging	page 36	optional
(M)	Impromptu debates	page 37	optional
(N)	Topic Plenary	pages 38-39	✓
		Total guided learning hours (minimum)	06:00
		Minimum lessons (based on lesson length of 50 minutes)	8 lessons

## RESOURCES

► Everything you need to plan your scheme of work or coaching programme is here in this book, broken up into components from A-M as in the list below left.

► **PowerPoints, Videos and PDF resources**  
All of the materials for each course component are at [upfordebate.co.uk](http://upfordebate.co.uk). You will be able to access all materials by logging using your PiXL credentials.

► **Topic stimulus sheets**  
Each motion is accompanied by a topic stimulus sheet to help your pupils start to develop their ideas. You will also find an overview of possible arguments for each motion (for teachers' use only) on pages 16-19.



► **Writing & note-taking frames**

These are essential to support note-taking of an appropriate level of detail. They're found in each section of the website, as well as in our booklet *Writing and Note-Taking Frames for Debaters*.

## 12 LESSONS

We recommend a dozen lessons for enough time to really dig into the Content, and to keep developing pupils' ability to give Responses to each others' points, as they become more familiar with the material.

A longer scheme of work also enables some or all pupils to take an additional role as peer assessors, and share feedback in the last lesson.

1	What Do You Think?	A
2	Format	B
3	Content 1 (Brainstorm)	C
4	Content 2 (Develop NEE) + Definitions	C F
5	Responses 1 + Using Notes	D E
6	Structure	G
7	Language	H
8	Responses 2 + Summaries	D J
9	Delivery + Debate 1	I K
10	Peer judging + Debate 2	L K
11	Debate 3	K
12	Debate 4	L N

## A NOTE ON OUR TIMINGS

The timings given in this booklet are all approximate, and are based on the lowest possible amount of time needed to undertake an activity with a relatively high-paced teaching style, and a medium-ability class.

If you are teaching lower-ability pupils who will need more time to grasp the concepts, or if you are teaching higher-ability pupils who will want to think about everything in more detail and are likely to engage in prolonged discussions, you will need more time than our suggestions.

## 8 LESSONS

After a lesson looking at the format using a display debate on the motion "This House Would Lower the Voting Age to 12", Lesson 2 needs to be a very tight session in which pupils really focus on their topic stimulus sheets and work hard in group discussions.

With this foundation, Lessons 3-5 improve and enhance this content, with four debates in Lessons 6-8.

1	Format	B
2	Content	C
3	Responses + Using Notes	D E
4	Structure + Definitions	G F
5	Language	H
6	Delivery + Debate 1	I K
7	Review of debate 1 + Debate 2	K
8	Debates 3 & 4	K N

1	What Do You Think?	A
2	Format	B
3	Content 1 (Brainstorm)	C
4	Content 2 (Develop NEE)	C
5	Definitions	F
6	Responses 1 + Using Notes	D E
7	Structure	G
8	Responses 2	D
9	Language	H
10	Delivery	I K
11	Summaries	J
12	Peer judging + Debate 1	L K
13	Judges feedback + Debate 2	K L
14	Debate 3	K
15	Debate 4	K
16	Judges feedback + impromptu debate 1	N M
	Impromptu debate 2 + Topic plenary	M N

## 16 LESSONS

With 16 lessons to prepare your motions, you can focus entire lessons on fascinating specific areas like defining the motion or developing students' abilities to speak from notes.

Peer judges will have the opportunity to see their feedback taken on board as some students debate a second time in one or more impromptu debates.

# G STRUCTURE

1  
2  
3

There are lots of different kinds of structures for speeches, just as there are lots of different structures for houses. But all houses have a front door, some windows and a roof. Similarly, all speeches need an introduction, some points and a conclusion. How many points you give isn't set in concrete, but three often seems to be a magic number.

## FOR STARTERS

Will someone please tell me why I'm here?

## SNEAK PREVIEW

Say what you'll tell them. Tell them. Say what you told them.

## THEMES

It can help for each speaker to focus on a theme.

## TIMING

Time is an asset. Spend it wisely.

## CLEAR POINTS

Make points well-defined, without excessive overlap.

## GRAND FINALE

Send us out through the gift shop, not the fire exit.

- Use the start of your speech to grab your audience's attention.
- Research shows that people make quick judgements so prepare a confident opening to make a strong first impression.
- Early on, you should clearly lay out your 2, 3 or 4 points.
- This might seem a bit boring, but it's important for the audience; they need to know your structure so they see your line of thought.

Say we're proposing "This House would ban cars in city centres". You might find it useful for each speaker to focus on points in one area:

- 1<sup>st</sup> benefits to environment → 2<sup>nd</sup> benefits to individuals/business *or*
- 1<sup>st</sup> why cars are bad → 2<sup>nd</sup> why public transport is good *or*
- 1<sup>st</sup> short-term effects of policy → 2<sup>nd</sup> long-term effects of policy *or*
- 1<sup>st</sup> why it's a good thing in theory → 2<sup>nd</sup> why it'll work in practice

### Use all your time

If you've taken your time to prepare, and you've been listening carefully to the rest of the debate, you should have enough to say. Use plenty of details and examples.



**When you're organising your team's case, and your individual speeches, it helps to have a goal in mind: what do you most need to have proved by the end of the debate?**

Be careful how you choose your points. In addition, check once more when structuring that none of the Content of your team's points contradicts another point you're making.

Your Content and Language should combine with your Structure to leave us with a memorable thought or phrase, with all the physical and vocal forethought that goes into really great Delivery.

You might start your Structure lesson(s) with a few games of Rebuttal Tennis (D4); use the motions set for this scheme of work, or any of the hundreds of topics listed at noisyclassroom.com. If any of your teams didn't generate enough points during the Content work, rebuttal can help create more.

- Go through points from each part of A3 sheets: think of a rebuttal for each.
- Do any of these rebuttals create a good new point *for the other side*?
- Do any rebuttals show up weaknesses in points? Make them stronger!

If your debaters still don't know whether they're debating in Proposition or Opposition of their motion, now's the time to tell them!

## G0 REVISE YOUR POINTS

10:00+

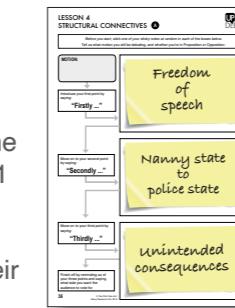
Teams revise the points for their side of the motion, taking into account the points from the A3 sheets, research from homework, and ideas generated by rebuttal. Teams should write down their six best points.

Video G1 revises speech structures from the voting age debate.

## G2 FIRSTLY, SECONDLY, THIRDLY ...

10:00+

Using their team's list, debaters should write out their six finalised points on to the six fresh Post-It Notes.



Each team member needs a different variant of the four Structural Connectives sheets (G2). Each pupil should stick three of their Post-It Notes at random on the sheet. Then, following the instructions on each sheet, pupils should give a 1 to 2 minute speech, using the listing connectives given, and making sure they tell us what their three points are at the start, and remind us of their three points at the end.

## G3 ORDER! ORDER! ORDER!

02:00 (video)  
08:00+ (groupwork)

- Watch the video (G3) about ordering points.
- As a group, teams should decide together whether there a better way of ordering the speeches than just a random one: Do some points need to be made first? Might some points be better in the second speech, as 'substantive rebuttal'? Do any themes linking 3 points together suggest themselves?
- Teams then agree the final order for their points, and which speakers will make them. Whether speaking first, second or in summary, the "Team Points" section of their notes sheet should be identical.

**Time to fill in notes sheets fully:** This will vary greatly, and may be done either in class, or as homework, or both.

**Plenary:** What similarities are there between 'beginning, middle and end' types of structure used elsewhere in English? What differences?

## OBJECTIVES

- Revise how to structure a speech with 3 points
- Decide on each speaker's 3 points, and how to order them

## KEY LANGUAGE

- case structure
- speech structure
- listing connectives
- strategy, organisation, ordering
- definition, mechanism
- summary, peroration

## DIFFERENTIATION

- Although this lesson seeks to get students to group all their six points in a strategic way between the first two speakers, many teams will not manage to do this.
- The simplest option for structuring is just to put the most important or strongest point as the first point for a team's first speaker.
- One of the hardest skills to master is giving the right amount of time to each point; practice is the key to this, and using a stopwatch.

## RESOURCES

- 6 more Post-It Notes per pupil (12.5 x 7.5cm standard notes are fine for this session)
- G1 Structures in the voting age debate.mp4
- G2 Structural connectives sheets.pdf
- G3 Ordering your points.mp4
- Plus plenty of clean copies of E2 Notes sheets.pdf