ESU TEACHING RESOURCE

The ESU is giving away more than 100 Discover Debating programs to primary schools. For more information visit www.esu.org/our-work/discover-debating

# Researching Debates

**Week 29**

## Learning objective:

To research information that supports an argument.

## Introduction: (10 minutes)

Set the motion for the class: '*We should adapt to climate change instead of trying to stop it.*'

Have an initial class discussion about the motion, drawing out the need for background research to take place.

Divide the class in to 4 groups, assigning two Proposition teams and two Opposition teams.

Have reference books and, if possible, internet research available for the groups to use. A list of climate change websites can be found in the resources.

## Main activity: Research (30-40 minutes)

Explain to the class that in this lesson they must carry out research to find information that supports their argument, and prepare their speech for a debate that will be held in the next session.

In the debate itself, there will be 3 speakers and 2 other team members will either become questioners or be in charge of responding to Points of Information. The remaining members of the group will be biased reporters, who will summarise the debate as a whole, showing bias for their team. These roles should be assigned in this preparation lesson.

*CFU* Encourage pupils to include their learning from the previous lessons; including appropriate synonyms & adjectives, and discussing the values built in to the issue.

## Plenary: (10 minutes)

Show a checklist on the board of all the elements groups need for the debate.

- Introduction
- 2/3 P+E+E+L arguments
- Conclusion
- 3 speakers
- 2 questioners/POI responders
- Summary reporters
- Supporting research

**ESU RESOURCES:**

None

**Other resources:**
Reference books, internet access

**Time:** 50-60 minutes

**Group size:** up to 30; 4 groups

**KEY VOCABULARY:**

Motion
Proposition
Opposition
Argument – P+E+E+L
Bias
Values
Synonyms
Adjectives

**DIFFERENTIATION:**

The roles of the biased reporters would be best suited to higher ability pupils, allowing less able pupils to take on speaking roles.

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## Expected Attainment:

| |
|---|
| **MUST: AD4, AS4** |
| **SHOULD: AD5, AS5** |
| **COULD: AD6, AS6** |

## Expected Attainment:

| |
|---|
| **MUST:** Use the Point, Explanation & Example structure in most arguments, whilst being able to sometimes add a Link. Develop ideas about the topic that are somewhat relevant. |
| **SHOULD:** Use the Point, Explanation and Example in all arguments, and develop arguments about important relevant issues. |
| **COULD**: Give the Link in all arguments, and understand which arguments are the most relevant. |