



Education Programme

Title

Effective debating strategies

Key stage

3

Topic

More bark than bite?
The aggressive dogs debate.

Subject

Citizenship

Functional skills

Literacy

Speaking and listening. Debating different viewpoints.

Numeracy

Dealing with money values.

ICT

Whiteboard can be used to create list of strategies.

N/C Links

Citizenship 1.2a, b.
2.1a, 2.2b, c, d

QCA Unit

Registered charity nos.
208217 & SC037585

Every child matters

Be healthy:

Responsibility around animals.

Stay safe:

Safety with dogs.

Enjoy and achieve:

All pupils participate in lesson and varied activities.

Achieve economic wellbeing:

Fines and consequences of breaking the law.

Make a positive contribution:

Understanding the law.

Learning objectives

1. To know how to work together as a team.
2. To be able to debate both sides of the aggressive dogs debate.

Learning outcomes

Level 5: Pupils understand how to work together as a team and know some debating skills.
Level 6: Pupils understand how to overcome issues in teamwork and how to present a persuasive debate.
Level 7: Pupils understand the need to know and be able to debate all sides of an issue and the complexities of working as a team.

Key words

Debate
Viewpoint
Dangerous Dogs Acts

Resources

Four corners worksheet
Analysing arguments homework sheet

Activity	Teacher	Pupil	Time
Starter	<p>Debating techniques game – four corners. Split pupils into groups of four – hand each pupil a card cut from the <i>four corners worksheet</i>. Ask pupils to take just 5 minutes to study their character and make some notes, then 10 minutes to debate the issue of where to spend £10,000 to address the issue of dangerous dogs. They must come to a conclusion about what area to spend the money on in the time available.</p> <p>Extension task: pupils can write a summary of how they got to their conclusion and reasons why they have chosen to spend the council's money in their area.</p>	<p>Each pupil has a card with a viewpoint on it and some notes. They can add notes if they wish. Then during the 10 minute discussion, they must put their character's opinion across and as a group come to a conclusion as to where to spend the money.</p>	20 mins

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Notes

Can be used as a standalone lesson or as part of 'More bark than bite? The aggressive dogs debate' scheme of work.

Scottish Curriculum:

Social Studies
SOC 4-17a
SOC 4-17c

Welsh Curriculum:

PSE
Skills –
developing
communication
Range – active
citizenship

The People's Dispensary
for Sick Animals,
Whitechapel Way, Priorslee,
Telford, Shropshire TF2 9PQ.

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Activity	Teacher	Pupil	Time
Main	Ask pupils to discuss the debate – what went well, what could have gone better and turn it into a class discussion, compiling a list of effective debating techniques and rules. Pupils will come up with ideas such as; everyone must be allowed the chance to speak, listen and respond to each other rather than shouting your own point of view. This will form their 'rules' for the class debate.	Pupils discuss as a group what went well and what could have gone better in order for them to reach their conclusion. Offer ideas to the rest of the class, to form part of their class debate 'rules'.	30 mins
Plenary	Ask pupils to write down one thing they have learned today about debating or the Dangerous Dogs Acts and one thing they want to improve about their debating skills. Set homework of analysing arguments worksheets to allow students to consider the aspects of the aggressive dogs debate.	Pupils write down one thing they have learned today about debating or the Dangerous Dogs Acts and one thing they want to improve about their debating skills. They can write more if time permits. Pupils take homework sheet to complete for lesson four. This will allow them to analyse a viewpoint and provide a counter argument, in preparation for the class debate.	10 mins

Extension

In the starter, the extension comes in summarising and justifying their discussion. In the main, differentiation can be achieved by targeted questioning to students at different levels.

