



English Activity

Debating

@RPPLearning on twitter and Facebook <https://www.therockpoolproject.co.uk/learning-hub/>

Debating aims to improve critical thinking, speech (including public expression), listening skills, self-confidence, teamwork and collaboration.

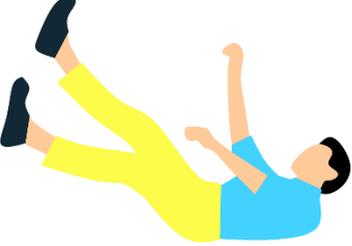
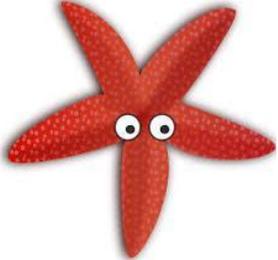
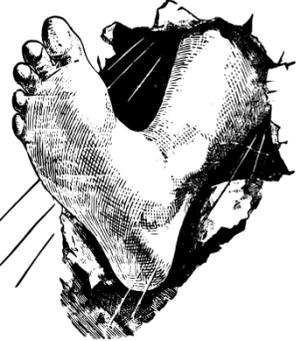
- Contents
- Pages 2-3: KS1 (ages 5-7)
- Pages 3-6: KS2 (ages 7-11)
- Pages 7-12: KS3 (ages 11-14)

You need a pen, pencil and ruler! (print off or write on your own paper)

KS1: sorting the argument out

Links to the curriculum: creating an argument, being able to consider and respond to an opposing argument with relevance, reading accurately, discussing a range of non-fiction topics at a level beyond which can be read independently.

Below are statements about whether we should or should not rock pool. Sort them into 2 categories: **for** and **against** rock pooling;

<p>People may slip and hurt themselves</p> 	<p>Reporting what animals are in rock pooling increases what we know about what lives in the pools</p> 	<p>Loud noises from rock poolers may disturb an animal's habitat</p> 	<p>Everyone can do it</p> 	<p>Getting trapped by the sea tides</p> 
<p>Children and adults can learn more about the sea</p> 	<p>Animals may be trodden on and hurt</p> 	<p>People may get wet</p> 	<p>It gets people outside – in the sun</p> 	<p>Injuring oneself by stepping on fishhooks</p> 

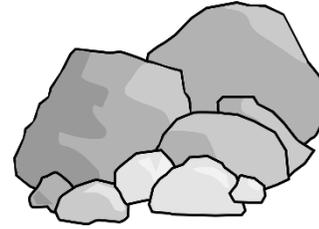
Getting sun burnt



It is fun



Standing on the rocks
may increase erosion



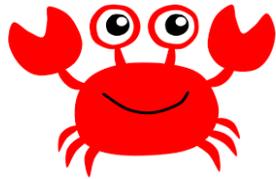
School children get to
have a day out



It gets people
active



Teaching respect for wildlife



Picking up litter found
in rock pools makes
them tidy



Add your own....

KS3 debating

(could be done on paper as a writing task, with peer review of opposing teams)

Debating is an important skill for discussion and to understand the impacts and controversies behind science in society.

During a debate, a team presents their argument for a statement and the other makes an argument against this notion. There must be 2 sides and at the end of the debate the audience will vote for which team they think presented the argument and wins the debate. After a statement is presented it might be a good idea to write down what you think before and after the event to compare- this can show how good of an argument a team may be, if they change your opinion.

Debating terms

The House: everyone attending the debate is known as the House

Motion: statement under debate, a motion usually begins, 'this house believes...'

Proposition: name for the team that proposes the Motion and argues 'for' it

Opposition: name for the team that opposes the Motion and argues 'against it'

Captain: each team should have one

Floor: the audience

Chair: keeps order in the debate

Rules:

- No personal attacks/criticisms
- Speak only when it is your turn- dictated by the Chair
- Be courteous towards your opponents
- Do not raise your voice

Roles:

Captain maintains team discipline and promotes team cohesion. Make sure everyone participates and has something different to say (repeating arguments is boring for the floor and wastes time)

Team Member supports the captain in planning and discussions. These members are key for the planning of what to say

Floor careful listeners. Participate in questions of sides at the end, plus you get to vote- but be prepared to give reasons why.

Chair keeps order to make sure the debate runs smoothly and in a balanced fashion

Possible motions for debate:

- Should we rock pool?

Possible arguments for and against:

For rock pooling	Against rock pooling
Increases our knowledge on what is living on the shore	May harm wildlife, i.e. standing on it
It is fun	Increases the effects of erosion
Gets people outside and active	Dangerous- slippery, tides, water especially if not wearing appropriate clothes

- Are aquariums cruel?
- Should children be taken on field trips to the beach, isn't it more advantageous if they just learn about them in the classroom?
- Rock poolers should not pick up wildlife
- The public should not be allowed on rock pools

This resource is adapted from : https://www.stem.org.uk/sites/default/files/collection-pdfs/884-DS_DebatingKit.pdf