



World AIMS Global Learning Teacher Notes

Subject: English	Topic: Debating/Access to Education	Teaching Set: Year 5-6
Context: This is a resource designed to help students develop their communications skills. Students will have the opportunity to participate in a formal debate about whether children should have the choice to go to secondary school or not.		
Teacher Notes: Start the debate by doing some simple beginner statements such as 'Chocolate is the best flavour of ice cream' get students to show if they agree through a show of hands, Then progress this onto a more detailed statement which could be local to your school or a current topical issues. (When this was first done the EU referendum was approaching so this was used) Get the students to stand in a line. At one end is where students strongly agree, the other they strongly disagree, students place themselves physically on the line where they feel is right for them. Get students from both ends and those in the middle to explain why they chose to stand there. After hearing the opinions ask any students in the middle if the arguments they heard from either end would persuade them to move away from the middle. Introduce the concept of debating. It would be good for you as a class to establish your debate ground rules about how you will all communicate. Explain that the children will have the opportunity to have a secret ballot at the end of the debate and that they can vote freely. The debate will look at the motion 'children should have the choice to go to Senior school'. Before dividing children into their groups, take some initial feedback from the class about obvious advantages and disadvantages of this. It may also be a good idea to take an initial open vote at this stage, what do we think right now? This will be interesting for comparison later on after the secret ballot. Divide the students into groups and hand them each a copy of the worksheets. Work through task one in their groups. Then give each group a copy of their case study. (Five have been provided) Students will probably need a teacher or assistant to go through their case study and make sure they understand the viewpoint. Allow students to work through this and produce a one minute speech for their country. They will also need to think of		

questions to ask other countries and think about questions that may be asked of them.

In the debate allow each country one minute to deliver their speech. Once the speeches are over, open the floor for questions. This should generate some good discussion. Do make sure that all students are aware of the scenario of each country during the debate. At the end of the debates and questions, issue each student with a sticky note and ask them to vote but to do it secretly. Get students to ensure that none of their friends can see how they are voting. Get the students to give their sticky notes directly to you and then count up the votes. Announce the results to the class and compare to the original open ballot. Did anyone change their minds? Was anyone's views reinforced etc?

Let us know what you think!

If you use this resource in anyway, please let us know how you got on and how the students engaged with it. Email any responses to admin@methodisteducation.co.uk