community resilience

**debating resource pack
for primary schools**

ENGLISH-SPEAKING UNION
Scotland

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welcome...

...to this Community Resilience Primary School Debating Resource, which has been developed by the English-Speaking Union Scotland for Education Scotland as part of their Community Resilience project.

Community Resilience is a very broad topic and each community will face its own challenges. However, there are common threads: challenging situations and adversity; problem solving; being prepared; mitigating impact; overcoming a personal or community challenge or obstacle; and adapting and building resilience. In all of these situations it's about communities coming together to provide mutual support and build resilience. Debating is a great way of encouraging this process and there are many ways that the whole class can be involved in debating, building on the strengths of each individual pupil who will contribute to the activity in different ways, developing confidence and skills that will be useful to themselves and their communities throughout their lives.

By debating topics related to community resilience it is our hope that they will learn about issues that affect their communities through the process of researching, talking and listening about the issues, and also that through taking part in these activities they will become more resilient themselves as individuals. Debating has been shown to improve higher order thinking skills, as well as helping pupils develop confidence in dealing with challenging situations and opposing views in a positive, constructive and safe environment.

These resources are not intended to be prescriptive; rather we hope that they will provide you, the teacher, with a range of tools that you can employ and adapt to suit your own pupils and teaching programme, right where you are now. All these activities can be adapted to suit the issues at the heart of your school and community.

Happy debating!

Community resilience is about communities and individuals using their collective resources and skills to help themselves prepare for, respond to and recover from emergencies.
What is Community Resilience? Education Scotland

The format of preparation, debate, and follow-up provides a flexible approach and context for the learner experiences and outcomes detailed in Curriculum for Excellence. Detailed links are provided at the end.

confident individuals
- Pupils develop skills in a protected environment
- Tasks are allocated so pupils build on their strengths
- Experience of expressing opinions in public

successful learners
- Develops research skills
- Encourages self-instruction
- Develops structure and logical thinking
- Develops literacy skills

effective contributors
- Encourages team work as everyone can contribute
- Develops transferable skills
- Ensures pupils are better equipped by being more knowledgeable

responsible citizens
- Engaging with topical issues and current affairs
- Ability to see both sides of the argument
- Pupils understand debate process and practice

getting started

what is debating?

The best way to start is to ask your class for ideas about what debating is. They will probably come up with "an argument", "a discussion", "an opportunity to put forward views", "persuasion". Ask them to think where debates happen: in politics, at work, at home even.

Ask pupils to name some famous people who are good at debating. Pupils will probably think of people like Barack Obama or Alex Salmond, but they might not know that Brad Pitt, Bruce Springsteen and Dara O'Briain were all debaters at school. Try to elicit why these people are good speakers, thinking about persuasion, credibility, confidence, style, humour and, of course, the content of their speech.

Lastly, ask pupils to think about the differences between debating and public speaking. In debating there has to be some clash, as speakers respond to arguments put forward by the other side. It's no good turning up with a prepared speech and then ignoring what the other side says. Some of the activities in this resource pack are more debate-focused and some are closer to public speaking. There are ways to introduce elements of clash through encouraging points of information, questions and rebuttal.

Debating is not just about the debate itself. There is plenty of work to be done during the preparation and follow up sessions, and even during the formal debate there are many ways that the whole class can get involved, building on individual strengths and developing skills step by step.

Ask your class and elicit ideas:
What is debating?
Where do we see it happening?
Name some famous debaters

game: if i ruled the world

A quick game to get pupils thinking and talking. The skills taught are helpful for good debating.

The first person in the circle announces their name and makes a statement about what they would do if they ruled the world. For example:

Person A - "My name's Bob and if I ruled the world, I would give everyone cake."
Person B – "His name's Bob and if he ruled the world he would give everyone cake. My name is Amy and if I ruled the world I'd eliminate poverty."
Person C – "His name's Bob and if he ruled the world he would give everyone cake. Her name is Amy and if she ruled the world she would eliminate poverty. My name's Omar and if I ruled the world I would make everyone wear blue hats".

This continues round the circle. You can re-start the game again half-way round the circle.

game: just a minute

Decide a topic that pupils can speak on without needing to prepare, e.g. Should we ban school uniform? When a topic has been chosen, ask for volunteers to speak. Explain that the minute begins as soon as the first speaker starts.

If the first speaker hesitates, repeats words or talks about something unrelated to the topic they can be challenged by one of the other pupils. To challenge, they should raise their hand and the speaker must stop, as will the stopwatch.

The pupil who has raised their hand will be asked to explain their objection. If the challenge is agreed they then will take over from the speaker (or can nominate another speaker) and the stopwatch will start again. The student speaking when one minute is reached is the winner!

using debate with your classes

The most successful way to integrate debating into your teaching is to spread the activity over 2-3 lessons to ensure that pupils have plenty of time to think, research and plan.

Pupils will benefit much more from this method and it will help to shift the main focus from the debate itself (which will be the highlight for many pupils) to the whole process of independent and collaborative learning: research, weighing up evidence, developing coherent and convincing arguments, and finally evaluating and using what they have discovered.

planning your debates

Here is a suggested plan for the different stages in organising a debate. Better planning will lead to a better debate and you may need several sessions for a full debate.

However, you don't have to follow this exactly - if you are short of time there are plenty of games and activities in this guide that can be done quickly and with little or no preparation.

stage 1: planning

In class: Introduce the topic and general discussion around the background information. What do they already know? What are the key points? What will they need to find out?

Explain the format, roles and steps and allocate roles to the pupils, asking for volunteers if appropriate. Emphasise that ALL pupils have a part to play. Work through brainstorming, grouping and allocating arguments so that pupils have a focus for their research. You may choose to talk about structure here or leave it to the next lesson.

At home: Pupils research their arguments or topics.

stage 2: debate

By this stage the pupils should have a good idea of their main arguments and have done the research to find evidence to support their case.

In class: If you haven't done so already, go through speech structure with your pupils. This will help them to refine their arguments and structure their speeches. Pupils can work together to plan their speeches. Encourage them to make notes or bullet points rather than writing speeches out in full. This will help to avoid reading their speeches. Now you are ready to hold the debate!

During the debate pupils can complete an audience task. After the speeches you can hold a floor debate where all the members of the audience can ask a question, make a comment or give a short speech. You can task each member of the audience to make a contribution during the floor debate.

stage 3: follow-up

A lot of the research, learning, and understanding will have taken place during the preparation and debate stages, but the follow-up stage is important to review and consolidate what has been discovered.

After the debate, start by discussing the main points with your pupils. Did the most important arguments come out during the debate? Were there any surprises? Have any of the pupils changed their opinion about the topic? What have they learnt during the process?

There are various ways that the information gathered can be recorded. Here are some ideas:
• Posters for the classroom on the topic(s) with the main arguments and facts.
• Newspaper style reports or article for the school newspaper/magazine/website
• A report in assembly or a podcast for the website
• Discursive essays based on the debate

looking at resilience

introduction
These activities are designed to help pupils start to consider the many areas of Community Resilience. There is a group discussion activity, a solo activity and a game which can be used to lead into the main debating activities.

group discussion: how resilient is your community?

Work in groups of 4.

Shuffle cards from the sheet opposite and place them face down in a pile. Each person takes it in turn to take a card and then explain to the group how this could affect their community. You can give pupils more thinking time by asking them to choose two cards each at the start and to take a few minutes to think of some ideas.

Once the groups have discussed each of the risk cards briefly, they should then try to put them in order of severity in relation to their own community. There are four blank cards for pupils to add additional risks to their own community.

Ask each group to feed back their order to the rest of the class and see how the groups differ. Now ask the groups to spend a few minutes brainstorming solutions to some of the problems. You can use these for the game below.

Learning objectives:

• To help improve general communication skills
• To build confidence
• To generate and share ideas
• To identify themes
• To encourage pupils to give reasons for their opinions
• To encourage listening and summarising skills
• To prioritise risks to their own community

game: wall to wall

Everyone stands in a large group in the middle of the space. You may need to move some tables.

Label one side of the room AGREE , the other side DISAGREE and the middle NOT SURE.

Choose one of the suggestions from the group discussion (above). You can do a few of these, so mix them up, and feel free to do a fun one to start off with as a warm-up - this is about getting them speaking and giving reasons for their opinions.

Read out the solution and ask the pupils to move to stand on either side of the room or somewhere in the middle depending on their opinion on the solution. How close to the walls they are represents how sure of their opinion they are.

Ask volunteers from each side (and the middle) to explain briefly why they have chosen that particular place. Once you've heard a few points from each side you can ask if anyone wants to move now having heard some of the arguments.

Advanced alternative
Ask the pupils to go to the sides as per the rules above. When they are in place, explain that you have tricked them, and actually the walls have now switched. Ask pupils to give reasons for the side they didn't pick, against their own opinion – this is an important skill in debates.

Image: Photo by Huy Chiến Trần from Pexels

severe weather	flooding
terrorism	pandemic flu
animal disease outbreak	utilities failure
loneliness	crime
cyber-bullying	unemployment

looking at resilience

individual task: how resilient are you?

The questionnaire opposite helps pupils to consider different aspects of personal resilience and think about how resilient thay are.
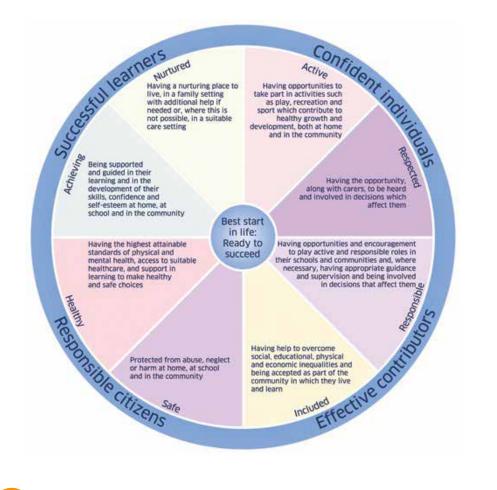
Pupils should complete this alone. It may be appropriate for them to share what they have written in small groups. Ask pupils to look at each of the statements and mark the circle depending on how confident they feel in each of these areas, with the centre of the circle being least confident and the outside of the circle being most confident.

Once pupils have completed this individually you could ask them to work in groups to come up with some suggestions for how to improve confidence in each of these areas. Alternatively you could ask each group to look at one area and come up with ideas. Feed back to the rest of the class.

At the end of the debating activity you could ask pupils to complete this worksheet again and see where they have grown in confidence.

community resilience and the shanarri wheel

Community Resilience helps us to be prepared for adverse and challenging situations. We have included the Wellbeing Wheel from Getting It Right For Every Child to help you guide the discussion.
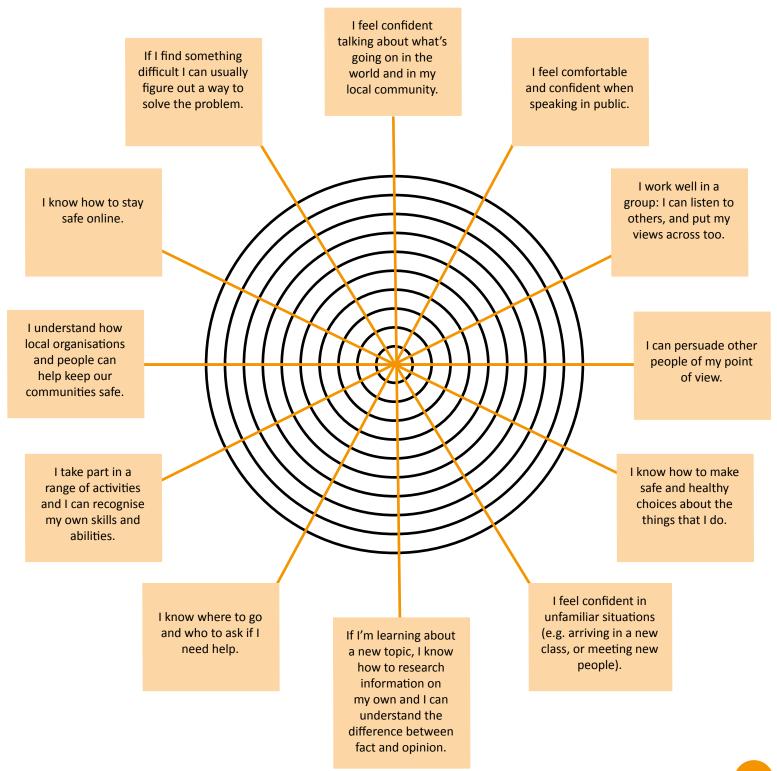
How well does our school help us to understand how others in the community can support the building of community resilience so that you can feel…
0 = very poor , 10 = excellent

Safe?

Healthy?

Achieving?

Nurtured?

Active?

Respected?

Responsible?

Included?

Image: Photo by Huy Chiến Trần from Pexels

how resilient are you?

Look at each of these staments and make a mark along the line depending on how confident you feel about each of these things. The centre of the circle is least confident and the outside of the circle is most confident.

I feel confident talking about what's going on in the world and in my local community.

If I find something difficult I can usually figure out a way to solve the problem.

I feel comfortable and confident when speaking in public.

I know how to stay safe online.

I work well in a group: I can listen to others, and put my views across too.

I understand how local organisations and people can help keep our communities safe.

I can persuade other people of my point of view.

I take part in a range of activities and I can recognise my own skills and abilities.

I know how to make safe and healthy choices about the things that I do.

I know where to go and who to ask if I need help.

If I'm learning about a new topic, I know how to research information on my own and I can understand the difference between fact and opinion.

I feel confident in unfamiliar situations (e.g. arriving in a new class, or meeting new people).

people who help us

introduction

This section takes you through holding a debate which looks at the different people (or groups of people) who help keep our communities safe. For younger pupils you could focus on emergency services (perhaps including the Coastguard, RNLI or Mountain Rescue if appropriate) and allocate a service to each team who will put forward a case as to how this service helps. The topics will be agreed in advance so pupils have plenty of time to prepare. The winning team will be the team that works best together to present their arguments. For older groups, teams could suggest their own topic based on their ideas of who helps to keep the community safe or promotes resilience.

debate format

In this debate each team will put forward a case to support their person or service and explain how they help the community to stay safe. During the debate, each team will make their opening speech in turn. This can be given by one pupil or shared between two, in which case the two speakers should divide the speech between them in a sensible way, but it is up to them how it is divided.

After each opening speech, a questioner (or two questioners) from another team will ask the speaker(s) one or two questions. Alternatively, you can allow other teams to offer points of information during the speeches.

After every team has given their opening speeches, the summary speaker from each team will give a short speech to recap their team's main points and provide some rebuttal of other teams' speeches.

It is up to you how long each speech should last. We suggest that the opening speeches are three minutes long and the summary speeches are two minutes, but you will know how long your pupils will be able to speak for, and it will also depend on how much time you have for the debate.

After all the opening and summary speeches you can then hold a floor debate which can last as long as you wish.

roles in the debate

There are a number of different roles for pupils during the debate. Role cards are provided over the page. Some roles are essential and some are optional, so which you include in your debate will depend on how you want to organise it. Examples of teams are shown in the box. Teams should prepare together to research their topic and plan their speeches.

- **OPENING SPEAKER - essential**
The job of the opening speaker is to present a speech about their chosen person or service on behalf of the team. They will need to explain a little about their person/service and put forward the main arguments as to how they help us. They will need to explain in their arguments why each point they make is important (REAL arguments) and try to persuade the audience that their contribution to the community is the most valuable.

An alternative theme for this format would be to ask pupils to put forward a case about which emergency would have the biggest impact on their community. You could use the suggestions from the *Looking at Resilience* section of this resource or ask pupils to come up with their own ideas. Or pupils could debate the specific challenges that they face as young people, such as cyber-bullying, mental health problems, finding positive destinations. Alternatively, the class could identify a specific problem to debate and teams present alternative solutions.

Examples of team organisation
Team of 3 pupils:
- Opening speaker, summary speaker, questioner
- Opening speaker, summary speaker, judge

Team of 4 pupils:
- Opening speaker, summary speaker, questioner, judge
- Opening speaker x 2, summary speaker, judge

Team of 5 pupils:
- Opening speaker x 2, summary speaker, questioner, judge
- Opening speaker, summary speaker, questioner, judge, coach

- **SUMMARY SPEAKER - essential**
The summary speeches come after all the opening speeches in the debate. The summary speaker has two main tasks: briefly recap the main points from their team, and then provide rebuttal, where they highlight some flaws in the other teams' speeches or make comparisons between their person/service and those of their opponents. Summary speakers will need to write their speeches during the debate, and can be helped with this by the questioner, if there is one.

- **QUESTIONER - optional**
The questioner asks a question to the opening speakers on one of the other teams. It is easier if the questioner knows beforehand which team they need to question. An alternative to the questioner role is to allow other teams to offer points of information during the speeches.

- **JUDGE - optional**
You can judge the debate yourself or you can ask a panel of pupils to be the judges. During the preparation stage the judges can either prepare with their teams, or use this time to work together in a group to decide on a set of criteria they will use to judge the debate. This helps pupils to consider what skills are needed to be a persuasive speaker.

- **COACH - optional**
The role of the coach is to help the team research and prepare and to help the summary speaker write their speech during the debate. It can be a non-speaking role, or you can encourage the coach to make a point during the floor debate.

If you have a large number of teams taking part, you can divide the debate into shorter sessions so you have a few opening speeches followed by a few summary speeches. This makes it easier to manage, especially for the summary speakers who will need to write at least half their speeches during the debate.

In addition to these roles you can also ask one or two pupils to chair the debate, introduce the speakers and manage the floor debate, and a time-keeper to time the speeches.

preparation

Ask pupils to think of people or services who help keep our community safe. You can use the discussion in the *Looking at Resilience* section to help. What do they already know about these people/services? Decide which team will represent each person/service. Give pupils the debate information and role cards. Pupils work in teams to brainstorm, research, build REAL arguments and prepare the Opening Speech. There is more information about this on the following pages. During the speech writing time, pupil coaches can help the speakers plan, write, and practise their speeches. This provides an opportunity for pupils who aren't so confident speaking to use their knowledge.

You might want to do this preparation stage over more than one lesson so that some of the research can be done for homework.

debate

During the debate pupils can complete the audience task. After the speeches you can hold a floor debate. This is where all the members of the audience can ask a question, make a comment or give a short speech. You can task each member of the audience to make a contribution during the floor debate.

Participating in a floor debate can be a great way of building confidence and moving from asking a brief question, to making a short speech, to eventually becoming a main speaker.

follow-up

The follow-up session can really help consolidate the knowledge gained during the preparation and debate. This is a great opportunity to consider who were the most persuasive speakers. Why? Which arguments came up in the debate? Have the pupils changed their ideas about any of the topics? If you have pupil judges, ask them to provide feedback, or use the audience task as a group or class activity.

Other follow up activities could include making posters or displays for each of the services.

debate: people who help us

You are going to have a debate about people or services who help keep our communities safe and protect us in emergencies. Each team will represent a different person or service and try to persuade the audience why your person or service plays an important part in your community. Your teacher will tell you who you will be speaking about.

Sometimes it's helpful when you are comparing concepts/people/things in a debate to use criteria. For example, a debate about whether apples are a better fruit than oranges is a very messy debate. But if one team says 'we think the best fruit is the one that works best in a fruit salad', or 'we think the best fruit is the one that is the most healthy', the debate will be a lot clearer.

Think about what your person or service does that imakes them so important:

- **How do they keep your community safe?**
- **What do they do to protect us in an emergency?**
- **Can you think of a situation where you or a member of your family or friends has been helped by this person or service?**
- **What skills do they need to do their job peoperly?**
- **What can they teach us about staying safe?**

During the debate, each team will make an opening speech to explain your person and why they are so special. After every team has given their opening speeches, the summary speaker from each team will give a short speech, reminding the audience of the main points in the opening speech and then providing some rebuttal highlighting some flaws in the other teams' speeches and making comparisons between your person and those of your opponents. The summary speeches will need to be written during the debate.

Your teacher will tell you how long the speeches will last. You will need to work as a team to prepare your speeches.

There are different roles in this debate. Look at the role cards and decide who will take which roles in your group.

debate role cards

opening speaker

The job of the opening speaker(s) is to present a speech about your person or service on behalf of your team. You will need to explain a little about your person or service and how they keep your community safe. You will need to explain why each point you make is important by making your arguments REAL. You can use the speech structure guide to help you plan your speech.

summary speaker

You speak after all the opening speeches. You have two main tasks: briefly remind the audience of the main points from your team, and then provide some rebuttal, where you identify some important arguments put forward by the other teams and say why they are wrong.

You will need to write your speech during the debate, and can be helped with this by your team.

questioner

You will need to ask a question to the opening speaker on one of the other teams. You will know beforehand which team you need to question.

Try to make sure that your question is directly related to one of their most important points if you can.

coach

Your role is to help the team prepare. You will be sitting next to the summary speaker during the debate so you can also help the summary speaker write their speech during the debate.

You can also make points during the floor debate after the main debate.

judge

Your role is to judge the debate. Think about how the teams have worked together to present their topic.

You might be asked to provide feedback to the speakers. If so, make it positive and useful to help the speakers improve. For example, say two things you liked about each speech and one thing to work on.

chair

Your role is to manage the debate. You will need to introduce the speakers and make sure they speak for the right amount of time. You may have a timekeeper to help you time the speeches.

If there is a floor debate you need to ask members of the audience to contribute and you can invite the speakers to respond.

preparing the debate

This section takes you through the process of planning and preparing for the debate on *People who help us.* The Alley Debate generates ideas and gets pupils debating straight away. Pupils work in groups to prepare their speeches and can gain confidence by presenting them to another group. We have provided two alternative speech plan worksheets for the opening speeches that you can use to help pupils structure their speeches. The second is more guided for younger pupils or more novice speakers. We have also provided a summary speech plan.

game: alley debate

Alley debates are a fun way to introduce debating to a class and to generate ideas. They emphasise persuasion, quick thinking, and rebuttal skills.

Divide the class into two groups and form two lines a few metres apart facing each other. Set a topic for the alley debate- this can be fun or serious. It should be a 'yes/no' topic e.g. 'Should I buy Fair Trade goods?' or a choice between two things, such as whether Christmas or birthday is better. To prepare for the People who help us debate you could look at the benefits (or risks) of hot weather and cold weather. Alternatively, you could compare two emergency services.

Assign one side of the topic to one line and the other side of the topic to the other line. The teacher (or one of the pupils) stands halfway between the lines. The first speaker in favour of paper gives a reason why paper is the most useful. If the point is convincing the person in the middle takes a step towards that side - the more convincing the argument, the bigger the step. If the person is not convinced, they stay in the middle. Then ask the first speaker in the other line why glass is better, and repeat the process, working down the lines until they reach the final speaker.

Learning objectives:

• To help improve general communication skills
• To encourage quick thinking skills
• To develop confidence speaking in front of others
• To encourage listening skills
• To generate ideas and assess prior knowledge
• To encourage rebuttal skills
• To identify stronger and weaker arguments

Alley debates can be used for almost any topic, including quite complex motions or issues.

group activity: brainstorming & developing arguments

Once you know which topic you'll be debating you can start working in your groups to brainstorm your arguments.

Use a large piece of paper to write down as many ideas as you can think of. Look again at your points. Are there any more that can be added? At this stage the important thing is to think of as many points as possible. You can choose the best later. If you know what object the other team have chosen, try to think of arguments that they might come up with so you can be more prepared for rebuttal.

Are any of your points saying the same thing? Can you link any of your points together by theme? Draw lines between the points and try to organise them into themes. Then you can start building them into arguments.

Look at the information about making R.E.A.L. arguments. Choose your three strongest points and make them into R.E.A.L. arguments. Be as persuasive as possible. Note that some of your points might be a Reason but some might be an Example or Evidence, in which case you need to go back and state the Reason.

Brainstorming helps to involve pupils who may find debating difficult, as they can make a direct contribution without having to make an extended speech in public, which helps to build confidence.

Learning objectives:

• To help pupils to think about structure and planning
• To encourage analysis of points
• To prepare content and arguments for the speeches
• To help pupils distinguish between fact and opinion
• To help pupils provide relevant supporting evidence

r.e.a.l. arguments & speech structure

It is not enough to simply make assertions or quote facts and hope the audience understands why your points are important. Your arguments should be clear, fully developed, and relevant. A useful way of structuring arguments is R.E.A.L.: Reason, Example/Evidence, Analysis, Link. It helps the audience to follow your point and it makes your arguments more effective and persuasive.

Reason: This is what we believe (our point).

Evidence/example: This is how we know it is true - provide an example or evidence to support your point.

Analysis: This is why our point is important. Think about consequences, results....

Link: Link back to your team's topic - this is why the point supports our side.

When you are making your points into R.E.A.L. arguments, try to link points together so that each of your arguments is based on a theme or heading.

speech structure:

Clear structure makes a speech easier to listen to and understand.

- **Introduction** - Establish a connection with the audience and include a preview of your points (and, if appropriate, a preview or recap of your partner's/team's speech). This helps the audience know what to expect, almost like a roadmap.
- **Body of Speech** - Each speech should highlight two or three main arguments. Use clear signposts in your speech to help the audience keep track of where the speech is going.
- **Conclusion** - Briefly recap what you have said and why your side wins the debate, and leave the audience with something to think about or a call to action.

Remember the Rule of Three: 'Say what you are going to say, say it, and say what you have said'! A well-structured speech is different from a scripted speech, so use notes as a guide rather than a script. With practice this gets easier and helps you become more convincing and confident.

debating techniques

group activity: preparing and delivering your speech

You are now going to write your opening speech which your group will present to another team. You will need to work together as a team to research your points and you can use the speech plans to help you organise all your points.

Start with your R.E.A.L. arguments from the previous exercise - these will form the main body of the speech, so decide which order to put them in.

Once you have the main body of your speech in place, look at the introduction and conclusion. As well as a preview and a recap of your points, you'll need a memorable beginning and end to your speeches. This is your real chance to catch the audience's attention right at the start, and leave them with something to think about afterwards.

Don't write your points out in full - if you have notes with key words or bullet points it will be much easier to deliver your points convincingly. You should NEVER read your speech.

If you have two opening speakers, decide who is going to present which sections of your speech. Make sure that each person has something different to say and that you are not repeating points (apart from the brief preview and recap).

Present your speech to another group. Be prepared to answer a question from each person in the other group after your speech. Alternatively, the opposite team could make points of information during the speeches (see below).

Each group provides some feedback to the other group. Make it positive, helpful and constructive, e.g. 2 stars and a wish.

debate technique: points of information (p.o.i.s)

Points of information are short interruptions during a speech, where the opposing side can make a comment to the speaker. This can be a fact, a question, a statement or a challenge. Making a good POI shows that you are listening and responding to what the other side says.

Usually at the beginning and end of a speech there is a period of 'protected time' where no POIs can be given, signalled by the timekeeper. This is normally 30 seconds at the start and end of a 3-minute speech, or a minute in longer speeches.

To make a POI, stand up and say "Point of information". Remember that the speaker does not have to take the point, and can respond "yes please" or "no thank you". It is good to take at least one POI during a speech, and you should try to offer at least one during each of your opponents' speeches.

• Write the question down so you are less likely to fluff it, or you can pass it to your partner.
• Your POI should be current - don't go back to something they said earlier in their speech.
• If you are the speaker, try to answer the POI when it is made: don't say "well, I have that later in my speech...."
• Most importantly, POIs should be SHORT, SHARP, AND TO THE POINT! (Ideally less than 15 seconds.)

game: the point of information game

This game encourages pupils to question points of view and also offers an outlet to pupils who may find debating or public speaking difficult as they can be involved in the game by offering short points of information. This is a good way to start pupils speaking in public and to help them build confidence.

A speaker (the first time the speaker will be the teacher) will speak on a controversial topic for one or two minutes, for example 'I believe that children should be seen and not heard'. The speaker has to defend the controversial topic by giving reasons and examples and the rest of the class have to offer points of information. They do this by standing up and saying 'Point of Information'. The speaker either accepts the Point of Information by pointing at the person and saying 'Yes' or declines the point by saying 'No thank you'.

If the speaker says 'Yes' the questioner must offer a point of information. When the point has been given, the speaker must answer that point whilst continuing their speech. Pupils can take it in turns to be the speaker.

debate technique: rebuttal

Rebuttal is one of the main things which makes debating different from public speaking, as this is where the clash of ideas is introduced. There is *offensive rebuttal* where you attack what the other team has said, as well as *defensive rebuttal* where you say why your arguments are stronger than the rebuttal offered by the other team. The most important thing is to LISTEN and REACT to what the other side says and explain point by point why you believe they are wrong. It is always better to rebut your opponent's major arguments rather than pick holes in minor points. Just as you need to tell the audience why your points are important, you should also say why your rebuttal is important e.g. because it is disproving the most important argument of the other team or it is showing that one of their biggest arguments is based on an incorrect idea. Whilst researching, think about what the other side's case might be and use this to prepare the rebuttal of obvious points. However, you need to be flexible and must always rebut the points which the opposing speakers did make, rather than the points that you expected or wanted them to make!

• If you rebut the strongest arguments you are more likely to win the debate.
• Try to think beforehand what the other side will say so you are better prepared.
• Note down what the speaker says so that you can rebut properly point by point.
• Do it at the beginning of your speech before you go on to your main arguments.
• Don't be afraid of it!

game: i couldn't disagree more...

A useful and quick game that can help practise rebuttal techniques the ability to deal with p.o.i.s.
One pupil makes a statement (this statement could be serious, silly, topical, controversial or obvious, or on a certain topic). The next person has to reply to the statement by saying 'I couldn't disagree more' and then give a reason why. Here's an example:
Pupil A – ''I believe that politics is a waste of time''
Pupil B – ''I couldn't disagree more. Politics is incredibly important as politicians make decisions that affect every aspect of our lives'

Now it is Pupil B's turn to make a statement:
Pupil B – 'I believe that we should introduce road pricing in the UK'
Pupil C – 'I couldn't disagree more. In early 2007, over 1.8m people in the UK signed a petition saying that they didn't want it.

speech plan

introduction (introduction, preview, audience hook)

reason

example/evidence

analysis

link

reason

example/evidence

analysis

link

reason

example/evidence

analysis

link

conclusion (tell the audience you're concluding, recap, final call to action)

(Introduce yourself) Good morning/afternoon. I'm ...

(Wake the audience up!) Did you know...? Can you imagine...?

I'm here to tell you why ....because:
A.
B.
C.

A

B

C

A. My first point is...
We believe...

We know this because...

This is important because...

So (link back to topic/motion)...

B. My second point is...
We believe...

We know this because...

This is important because...

So (link back to topic/motion)...

C. My third point is...
We believe...

We know this because...

This is important because...

So (link back to topic/motion)...

In conclusion...

So I've told you...
A.
B.
C.

And remember...

summary speech plan

introduction (introduction, preview, audience hook)

recap main points of team:
1.

2.

3.

rebuttal of arguments from other teams:
1.

2.

3.

conclusion (tell the audience you're concluding, recap, final call to action)

audience task

Something I really enjoyed about the debate:

Something that one of the speakers did really well that I would like to learn from:

Something that I noticed one of the speakers could work on to get better:

A question I would have liked to ask during the debate:

resilience role-plays

introduction

Role-plays are a great way of exploring topics and issues where there are more than two sides or points of view. This is a good way to involve a large group in coming up with ideas and also emphasises persuasive skills. There are two sample role-play debates here, but many topics can be adapted to role-plays. As with any kind of debating activity, role-plays work best with preparation and follow-up, and during the "debate" lesson you can either run one role-play or have a number running simultaneously. In each role-play the scenario is that a meeting has been called to discuss an issue that affects several different groups. The pupils will represent the members of each group and try to achieve the best outcome for their group.

preparation

First, explain the scenario and encourage pupils to think what the main issues and points of view might be. Divide the pupils into groups, one for each role within the meeting. Once the pupils are divided into groups, they should work together to discuss what the group's point of view should be at the meeting and what information they might need to research. The groups should also think about what areas they are willing to concede in negotiation. At this stage the Chairperson and Journalist groups could be brainstorming questions to ask during the meeting and thinking what the other teams might say.

Give each group their role card (or a print out of all of the groups' role cards) to help stimulate ideas.

Each group should allocate a member of the group to make a speech at the meeting to describe the views of that group. After the speeches you can include a section for questions from the floor, as in a real planning meeting. Teams will work together to prepare the speech for the meeting, and again you can use the speech plans provided earlier in this guide.

When preparing their group's speech pupils should go through the same steps of brainstorming points, making R.E.A.L. arguments, and structuring their speeches. They can use the speech plans to help them.

Pupils could also produce campaign materials such as posters for the meeting.

debate: role-play meeting

At the meeting, the Chairperson should call the meeting to order and introduce the various groups and the representative from each group.

The Chairperson should then call upon the group that called the meeting to explain why they called the meeting and to outline their position (the speaker will have 3 minutes). After they have spoken, the Chairperson should then introduce the other group representatives in turn and they will each have 3 minutes to explain their group's position and give their suggestions for a fair outcome.

The Chairperson should then ask the rest of the audience (if there is one) if they have any questions and take questions from the floor. Alternatively, the Journalist(s) can ask all the questions.

After the questions, each representative should give a two minute summary of their position announcing their favoured outcome. At the end of the Summary Section, the Chairperson should make a list of points that all the representatives agree on and ensure there are some definite outcomes. However, in some circumstances, groups will not come to an overall agreement. The Chairperson can then hold a vote.

An alternative way to organise the role-play meeting is to have one person from each group get together to make new groups for the meeting. This means running more than one role-play simultaneously but has the advantage that all pupils have the opportunity to speak, having prepared their roles together.

follow-up

As a follow up, the reporter can prepare a report about the role-play for the following class. If there are two or more reporters, ask them to report in different styles. Alternatively, every pupil could write a short report in the style of a newspaper.

designing your own role-play

Designing your own role-plays enables pupils to engage with real-life local issues and encourage them to consider ways to promote resilience and protect their local area. You can either prepare the scenario and role cards in advance or you can introduce the topic and ask pupils to come up with their own ideas of which groups of people will be affected, and in what way, if a form of action is taken to solve a problem, such as building a new flood defence or preparing for severe weather conditions.

The better pupils understand the scenario and the possible implications of an action the better the debate will be so it is worth spending some time during the preparation stage having a full class discussion to brainstorm ideas and look at the issue in general terms. If, for example, you are debating building a flood defence you could have an alley debate to come up with ideas of whether it would be useful or not, before thinking about more specific questions of what type of flood defence and where it would be sited. You could use local area maps and resources about different types of defence.

Before the groups prepare their speeches they will need to decide together whether they are for or against the particular action, how strongly, and whether they are prepared to make any compromises. Then they can put some of their ideas into bullet points so that they are effectively developing their own role cards.

There are lots of useful resources about community resilience on the websites below:

Education Scotland Community Resilience
https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/curriculum-areas/community-resilience

Ready Scotland (Education) https://www.readyscotland.org/ready-government/education/

Ready Scotland https://www.readyscotland.org/

Depending on the topic you choose for your role-play, it might be possible to get someone working in this area to come and speak to the pupils for a Q&A session before the role-play debate.

Learning objectives:

• To encourage peer assessment and peer teaching
• To help improve quick thinking skills
• To help improve critical thinking skills
• To help improve confidence
• To help improve general communication skills
• To encourage pupils to question a point of view
• To encourage teamwork
• To encourage an expression of views and debate on issues and current affairs

tourism impact role-play

scenario

The local people of the small, picturesque Hebridean town of Strathbirnie on the Isle of Caola have become increasingly worried about the impact of tourism on the town. They are worried that the town has been spoiled by the influx of foreign tourists and by the large number of rich city dwellers who have bought homes in the town. Now a foreign tour operator wants to build a large new hotel in the town. The residents of Strathbirnie have called a meeting to voice their concerns about tourism and to discuss the future of the town and its inhabitants.

A meeting of representatives from interested groups has been called to discuss the proposals:
• The government
• A foreign tour operator
• Local Business Group
• Local Residents Association
• A journalist
• An independent chairperson

some issues to consider

• The foreign tour operator has been working in Strathbirnie for some years and has brought a lot of people into the town.
• Foreign tourists have brought a lot of money into the town and has helped the economy. This has helped many local businesses. However, there are worries that tourists would stay in the new resort rather than the town's many 'Bed and Breakfasts' and hotels.
• Although foreign tourists have brought a lot of money into the town, this has meant that many locals can no longer afford the high prices in the shops and restaurans.
• Many tourists love the town so much that they end up buying property in the area and using their house as a holiday home. This has a negative effect on many businesses and pushes up house prices for the young people in the town - many of whom will have to move away from Strathbirnie.
• The local people are worried that Hebridean culture is being damaged by the tourist trade.
• If the resort is not built in Strathbirnie, there are other towns on Caola that are interested in the resort and the foreign tour operator can move to a more enthusiastic town if necessary.

possible outcomes

• The new resort complex goes ahead as planned.
• The new resort complex does not go ahead.
• The new resort does not go ahead but alternative schemes funded by the government will be looked into.

tourism impact role cards

chairperson
• Call the meeting to order and to explain why the meeting has been called.
• Explain possible outcomes of the meeting.
• Invite representatives from each of the groups to speak.
• Make sure that each represenative only speaks for 3 minutes.
• Introduce and control the Floor Debate.
• Introduce the Summary Speeches.
• Announce the areas of agreement (if any) between the groups.
• Introduce a vote (if necessary).

journalist
• Keep notes of everything said at the meeting.
• Ask questions during the questioning period.
• Prepare a newspaper report for the next class as part of homework.

local business group
You have mixed feelings about the new resort.
• Local business has benefitted from tourists in the past and will continue to do so.
• The hotel and B&B owners are wrorried that a major resort will take away business. The restaurant owners, however, are very much in favour of the idea.
• It is possible that the Tour Operator will open the resort in another town. This would have a huge negative impact on Strathbirnie.
• Your group would like more government investment in Strathbirnie if the resort complex does not go ahead. The Cultural Centre would be good for local business.
Your group should decide its ideal scenario.

local residents' association
You are completely opposed to the plans.
• Although tourism has been good for business, it has meant that prices have gone up and many locals cannot afford the prices.
• You worry that lots of tourists will mean that local culture is being lost.
• Although many local people will find work with the Foreign Tour Operator, they will largely be poorly paid seasonal jobs. You would prefer a scheme that leads to better paid jobs.
• However, you worry that if you do not accept the plans that the government will not invest and would like reassuarance.
Your group should decide its ideal scenario.

government official
You are in favour of the new development, as it may mean that the government will not have to invest money in the town.
• Strathbirnie has been making a lot of money over the past few years and has prospered.
• Investment in a remote region like this by a large company should be encouraged. The government has good links with the company.
• There is the possibility that a Hebridean Cultural Centre could be opened on the island in Strathbirnie if the resort did not open. However, the Cultural Centre would be expensive in comparison and employ fewer local people.
Your group should decide its ideal scenario.

foreign tour operator
You are strongly in favour of the new resort.
• Strathbirnie is the ideal site for the new resort, but there are other nearby towns that could also house the resort if necessary.
• The resort will help the local economy and help local businesses. The Foreign Tour Operator plans to employ local people.
• You are keen on local culture as it is very popular with the tourists, but you share the residents' concerns about the loss of the local culture. You believe that tourism can help save the culture and the alternative development is unnecessary.
Your group should decide its ideal scenario.

local bypass role-play

scenario

The government has decided to build a major bypass around the historic town of Sandford. Everyone agrees that congestion in Sandford is very bad and the pollution is damaging the ancient buildings. A meeting has been called and local groups have been invited to attend.

A meeting of representatives from interested groups has been called to discuss the plans:
• Local Residents Association
• Green Group
• Local Business Group
• Commuters Group
• A journalist
• An independent chairperson

some issues to consider

• The bypass will lead to less congestion in Sandford - which will mean it is less busy, safer for pedestrians and there will be better access to parking and local shops.
• The bypass will lead to less pollution in Sandford which will mean greater protection for the historic buildings in Sandford. This is also good news for the tourist industry in the town.
• The bypass will lead to fewer people going through Sandford, which may be bad for small businesses in town. Will the bypass lead to more shoppers or fewer?
• The proposed bypass route will go through a woodland, Eldrick Woods, which is a popular site for locals to go for walks. The woodland is not protected but some of the animals within the woods are. Is there the possibility that the animals within the woodland can be moved?
• There is an possible alternative route for the bypass that does not go through Eldrick Woods but it will be much more expensive.
• The proposed bypass will be complete within 1 year whilst the alternative route may take up to 4 years, in which time congestion will have got much worse. This will have a major impact on the historic buildings of Sandford and on commuters, who do not want to wait four years.

possible outcomes

• The current bypass route goes ahead as planned.
• The alternative bypass route is chosen instead of the current bypass route.
• The current bypass route is chosen, and there will be an investigation into whether or not the woodland creatures can be moved.

local bypass role cards

chairperson
• Call the meeting to order and to explain why the meeting has been called.
• Explain possible outcomes of the meeting.
• Invite representatives from each of the groups to speak.
• Make sure that each represenative only speaks for 3 minutes.
• Introduce and control the Floor Debate.
• Introduce the Summary Speeches.
• Announce the areas of agreement (if any) between the groups.
• Introduce a vote (if necessary).

journalist
• Keep notes of everything said at the meeting.
• Ask questions during the questioning period.
• Prepare a report for the next class as part of homework.

local business group
Your group is very worried about the bypass.
• Will the bypass lead to less passing trade for local businesses? Many commuters stop in the town each day and the bypass will stop them doing so.
• What will the effect be on the local economy - will people lose their jobs?
• Is there a chance that business will improve? As access to parking is so poor at present few people can shop in Sandford.
• The hotels, gift shops in restaurant are a bit worried about the bypass but also realise that the historic buildings bring in a lot of tourists.
Your group should decide its ideal scenario.

local residents' association
You have mixed feelings about the bypass.
• You think that house prices will go up if the town is less congested.
• You believe that the town will be much safer if fewer cars were going through the town.
• Lots of people enjoy walking through Eldrick Woods and seeing the rare animals. It is a popular spot for walks and picnics
• You also care deeply about the historic buildings and worry that continued pollution will damage them.
• Although the alternative route is an option it will be an expensive one and will take a number of years.
Your group should decide its ideal scenario.

commuter group
You are in favour of the bypass.
• The current road through Sandford is terrible for commuters as it adds an hour onto your journey to and from work.
• You believe that that the bypass will help you and the people of Sandford, as Sandford will be safer for the local people.
• You support the animals being removed from the woods and moved somewhere safer but you do not think that the alternative route is a good option.
• The alternative bypass will solve the problem in the long-run but will make it worse in the short-term.
Your group should decide its ideal scenario.

green group
You have mixed feelings about the by-pass.
• You are very worried about the threat to Eldrick Woods because the animals in the wood are protected.
• Although the woods are not protected by law, you believe that it is important that the woods are cared for.
• You agree that congestion and pollution are a problem. You are also worried about the effects on the buildings of Sandford.
• For you it is essential that the animals of the woods are protected whatever is decided.
Your group should decide its ideal scenario.

finding things out

Once you know what topic you are speaking about you'll be able to brainstorm lots of ideas for your speech. As you brainstorm, start making a list of things that you need to find out more about, or questions you will need to find answers to.

using the internet

You can find lots of useful and up to date information for your research on the internet but anyone can publish online, so how do you know what's reliable and accurate? You'll get better at deciding what is fact and what is fiction. Don't take the word of one website - cross check with others.

Here are a few things to look out for which will help:

• Does the website you are looking at have an 'about us' section where you can find out about the aims of the website and who wrote its content?
• In general a site with the suffix .gov.uk (government); or .ac.uk (university) is likely to be more reliable, but you still can't assume everything is 100% accurate.
• Who is the author - are they an expert, or someone with an opinion?
• Is there information about when the website was last updated, or the article written? Are there details of sources for the information the author has used?
• Is the material well written or are there grammar and spelling mistakes? If there are you should be wary that the author may not have taken any more care with their 'facts'.

When you are writing your speech or notes put what you are reading into your own words- don't cut and paste. This will help you work out if it makes sense, and you'll probably write it as you like to speak. It also means you won't run the risk of being accused of plagiarism (taking someone else's work and passing it off as your own).

being persuasive

Debates are awarded to the team that is the most persuasive. After a debate, most judges will have a fairly good idea of which team they believe this to be, but to come to the decision properly it is useful to consider what makes a speech more or less persuasive.

things that make a speech more persuasive

- Speaking clearly and understandably
- Making relevant, powerful arguments
- Providing evidence and reasoning to back up arguments
- Responding to the other team's arguments
- Adding to arguments with quotes or anecdotes
- Accepting at least one point of information (if P.O.I.s are allowed)
- Offering points of information (if P.O.I.s are allowed)
- Making good use of time, giving each point enough time to be explained properly
- Structuring arguments in a way that is logical and easy to follow

things that make a speech less persuasive

- Speaking in a way that is hard to follow, e.g. speaking too quickly, mumbling
- Speaking in an over-prepared style, e.g. reading out a speech without making eye-contact
- Not providing evidence or reasoning to back up your arguments
- Not responding to the other team's arguments
- Accepting no points of information (if P.O.I.s are allowed)
- Offering no points of information (if P.O.I.s are allowed)
- Making poor use of time, e.g. rushing a point at the end of your speech
- Messy, hard-to-follow structure- unclear when one point ends and another begins

judging debates & helping first time speakers

introduction

There are many ways you can judge a classroom debate and this will depend on your aims for the debate. You can be the judge (or another teacher) or you can have a panel of pupil judges. However, it is likely that although the pupils will be very keen to know which team won, you will be using debating as an opportunity to assess pupils' progress in developing skills. There are some very useful resources to help you do this on the the Cambridge University Oracy site: https://www.educ.cam.ac.uk/research/projects/oracytoolkit/tasks/afl/ and the ESU website: https://www.esu.org/__data/assets/pdf_file/0021/19641/4-ORACY-SKILL-SETS-A-GUIDE.pdf

judging criteria

Judging a debate is all about determining the persuasiveness of the speeches. Persuasiveness is subjective, but you can use the criteria below to help examine and compare speeches and provide feedback on how speakers can improve. The criteria should be applied holistically: all should be considered when judging a speech and no one aspect is significantly more important than another.

When a decision is not clear because the teams are strong in different areas, the judge should step back and ask: who was I most persuaded by?

using pupil judges

Judging can be a great way of encouraging less confident pupils to take part in a debate. Judging also helps pupils to analyse what makes a good debate and focus on the skills required. Pupil judges can work together during the planning stage to develop a list of criteria that they can use during the debate to judge. Alternatively, you can adapt the audience task (earlier in this handbook).

Ask judges and pupils in the audience to say two things they liked about each speech and one thing to work on. Encourage peer support and learning from each other.

constructive feedback

Judges (either pupils or adults) should always provide positive and constructive feedback to speakers. Highlight the strong aspects of a speaker's performance and, rather than criticise elements, suggest areas where the speaker can improve. Positive and constructive feedback builds a speaker's confidence.

reasoning & evidence

This is about the content of the arguments that a speaker makes and how clearly they explain them - the 'What you say' category. Judges look for clear and logical arguments and well-chosen examples, relevant analogies and a deep analysis of the arguments. All of these tell the judge that the speaker understands the issues in the debate. Facts, statistics, case studies, relevant news stories, and historical references can all add to your case and judges will be impressed if they are used well. Speakers that use REAL (Reason, Evidence, Analysis, Link) will be more likely to be persuasive than speakers whose arguments are not so clearly laid out.

organisation & prioritisation

It's important to show teamwork between speakers and that the team's arguments are fairly, equitably and sensibly split between the two speakers. Structuring a speech is very important to good debating. Speakers should lay out what they are going to say at the beginning of their speech and should, if possible, follow that structure. Although, there may be many reasons to support a certain case these reasons can normally be usefully grouped into 3 main arguments. Timing is also important. A speaker should speak for their allotted time and also divide their speech sensibly between their different points so the speech is balanced.

expression & delivery

This is the 'how you say it' category. Speakers should use notes rather than writing out their speech in full - reading speeches makes it difficult to make eye contact with the audience, harder for the speaker to react to what other teams say, and awkward if the speaker loses their place on the page. Good debaters speak clearly, loudly and slowly. Speakers who modulate the tone and volume of their voice and use pauses to emphasise points are more interesting to listen to. Think about the choice of words and the structure of sentences. Body language is also important- think about hand gestures and facial expressions and make eye contact with the judges and audience.

listening & response

As well as focusing on their own speech, a speaker should listen carefully to the other speakers and respond. It can help to make notes during the debate so they can reply to other teams' points by showing how they disagree. This is called rebuttal. Teams can also interact through Points of Information. The person offering the POI should challenge the speaker the speaker should answer a POI. When summating a debate, a good debater is able to identify the main disagreements between teams (the 'key points of clash') and explain why their team has won. This requires good listening skills as the summating speaker will need to pick and choose which areas of the debate to focus on.

supporting first time speakers

For many pupils, speaking in a debate for the first time will be a nerve-wracking experience and even very experienced debaters get nervous before speaking in public. Some confident pupils will immediately volunteer for speaking roles whilst others may be reluctant to speak. They may, however, become more involved in debating over time (speaking in floor debates and then taking part in the debate as a speaker). You will know who will be able to take on speaking roles initially and who will need more help to become a confident speaker.

building confidence

Let pupils know that it is perfectly natural to be nervous before speaking in a debate and that, in many ways, it is a positive thing – a few nerves can encourage dynamism and quick thinking. Most young people are much better public speakers than they think are. However, many pupils will be very nervous about speaking in public, especially in front of their peers. Encourage a positive mental attitude by encouraging speakers to be confident. Team mates should support each other and pupil coaches should say encouraging words to their teams.

Team mates or pupil coaches help encourage speakers, both in their preparation and showing them that all speakers get nervous before a debate.

preparation

Good preparation helps. The preparation stage will give the pupils plenty of time to plan for the debate and prepare themselves. If a speaker has done a lot of research and worked with others to develop their arguments and practise their speeches, they will be much less nervous.

If a pupil is especially worried before a debate, the teacher can go through their speech with them and offer reassuring advice.

the audience is on your side!

As the whole class is involved in the debate and has invested time in preparing, they want the speakers to succeed. Speakers should not see the audience as an intimidating factor but remember that they are on their side!

Encourage the audience to applaud when they agree with a point – this will really boost the speakers.

resilience and cfe

introduction

Community resilience as a context for learning within the Curriculum for Excellence develops the learners' understanding of adverse and challenging situations and how they can affect communities. Through the careful planning of teachers, developing partnerships and making connections through realistic and relevant learning opportunities such as debating; young people can develop the skills, capabilities and attributes to prepare for, respond to and recover from the resilience challenges pertinent to their schools and local communities.

literacy and english

The literacy experiences and outcomes which are the responsibility of all teachers are shown in italics.

I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. *I regularly select subject, purpose, format and resources to create texts of my choice.* **LIT 1-01a / LIT 2-01a**		
As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. **LIT 0-02a / ENG 0-03a**	*When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.* **LIT 1-02a**	*When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.* **LIT 2-02a**
	I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. **ENG 1-03a**	I can recognise how the features of spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others' spoken language. **ENG 2-03a**
	As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. **LIT 1-04a**	*As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.* **LIT 2-04a**
	As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. **LIT 1-05a**	*As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.* **LIT 2-05a**
	I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT 1-06a**	*I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.* **LIT 2-06a**
	I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. **LIT 1-07a**	*I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.* **LIT 2-07a**

Image: Photo by Singkham from Pexels

		To help me develop an informed view, I am learning to recognise the difference between fact and opinion. **LIT 1-08a**	*To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.* **LIT 2-08a**
		When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. **LIT 1-09a**	*When listening and talking with others for different purposes, I can:* • *share information, experiences and opinions* • *explain processes and ideas* • *identify issues raised and summarise main points or findings* • *clarify points by asking questions or by asking others to say more.* **LIT 2-09a**
		I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. **LIT 1-10a**	*I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.* **LIT 2-10a / LIT 3-10a**
		Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. **LIT 1-14a**	*Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.* **LIT 2-14a**
		I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. **LIT 1-15a**	*I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.* **LIT 2-15a**
		To help me develop an informed view, I can recognise the difference between fact and opinion. **LIT 1-18a**	*To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.* **LIT 2-18a**
		I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. **LIT 1-25a**	*I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.* *I recognise the need to acknowledge my sources and can do this appropriately.* **LIT 2-25a**
		By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT 1-26a**	*By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.* **LIT 2-26a**
		I can convey information, describe events or processes, share my opinions or persuade my reader (listener) in different ways. **LIT 1-28a / LIT 1-29a**	*I can convey information, describe events, explain processes or combine ideas in different ways.* **LIT 2-28a**

resilience and cfe

social studies

Learning (through debating) in the social studies will enable me to:
• develop my understanding of the principles of democracy and citizenship through experience of critical and independent thinking
• explore and evaluate different types of sources and evidence
• prepare for and respond to (adverse and) challenging situations within my community and further afield
• learn how to make decisions which will positively impact my environment/climate now and in the future

	I can consider ways of looking after my school or community and can encourage others to care for their environment. **SOC 1-08a**	I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. **SOC 2-08a** I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community. **SOC 2-08b**
		Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment. **SOC 2-09a**
		Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit. **SOC 2-10a**
By exploring my local community, I have discovered the different roles people play and how they can help. **SOC 0-16a**		I can explain how the needs of a group in my local community are supported. **SOC 2-16a**
Within my everyday experiences and play, I make choices about where I work, how I work and who I work with. **SOC 0-18a**	I have participated in decision making and have considered the different options available in order to make decisions. **SOC 1-18a**	
In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives. **SOC 0-20a**	I have developed an understanding of the importance of local organisations in providing for the needs of my local community. **SOC 1-20a**	

Image: Photo by Singkham from Pexels

health and wellbeing

Within the context of Community Resilience through opportunities to debate I can expect my learning environment to support me to:
• develop my self-awareness, self-worth and respect for others
• meet challenges, manage change and build relationships
• experience personal achievement and build my resilience and confidence
• understand and develop my physical, mental and spiritual wellbeing and social skills
• understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary
• learn about where to find help and resources to inform choices
• assess and manage risk and understand the impact of risk-taking behaviour
• reflect on my strengths and skills to help me make informed choices when planning my next steps

I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 0-01a / HWB 1-01a / HWB 2-01a**		
I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. **HWB 0-07a / HWB 1-07a / HWB 2-07a**		
As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 0-09a / HWB 1-09a / HWB 2-09a**		
Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. **HWB 0-12a / HWB 1-12a / HWB 2-12a**		
Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 0-13a / HWB 1-13a / HWB 2-13a**		
In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. **HWB 0-19a**	Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. **HWB 1-19a**	Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. **HWB 2-19a**
I can describe some of the kinds of work that people do and I am finding out about the wider world of work. **HWB 0-20a / HWB 1-20a**		I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. **HWB 2-20a**

expressive arts

My learning within the context of Community Resilience in, through and about debating and drama:
• recognises and nurtures my creative and aesthetic talents
• allows me to develop skills and techniques that are relevant to specific art forms and across the four capacities
• provides opportunities for me to deepen my understanding of culture in my local community, Scotland and the wider world

I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama. **EXA 0-12a**	I enjoy creating, choosing and accepting roles, using movement, expression and voice. **EXA 1-12a**	I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology. **EXA 2-12a**
Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. **EXA 0-13a / EXA 1-13a / EXA 2-13a**		

English-Speaking Union Scotland

An educational charity and membership organisation dedicated to helping people realise their potential through giving them the skills and confidence in communication to articulate their ideas and share them with others. Our vision is to provide people with communications skills, confidence and opportunities to engage in an exchange of ideas and opinions. We believe that good communication and cultural exchange is essential to individual, community and global development and understanding. Central to our mission is a commitment to working with schools and young people to narrow gaps in opportunity and assist in closing the poverty-related attainment gap.

ENGLISH-SPEAKING UNION
Scotland