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| **Title of Scheme: Writing Argument** | **WEEK 4** |
| **Key Learning:**  Students learn how to perform speeches effectively, using a range of techniques to engage an audience. They explore the use of questions to present counter arguments and challenge speakers, before participating in a whole class debate. | |
| **LESSON 1** | |
| **Learning Objectives:**   * Know how to present a speech to an audience effectively. | **Learning Outcomes:**   * Students present their ‘Speech to Save the World’ within a small group and evaluate their performance. |
| **Introduction:**  **Teacher:**  Using a student’s ‘Speech to Save the World’ speech or *1.1 ‘I Have a Dream’* as a script, model performing a speech badly (informal posture, mumbling, speaking too fast, looking down etc.)  Whole class:  Feedback: what did you do wrong? How could you improve? Compile a list of success criteria for presenting a formal speech to an audience. You might want to reinforce this by listening to, or watching, a famous speech being presented, e.g. the first two minutes of Earl Spencer’s speech at the funeral of Diana, Princess of Wales: [www.guardian.co.uk/greatspeeches/spencer](http://www.guardian.co.uk/greatspeeches/spencer) or [www.youtube.com/watch?v=7VUy-wBwBvw](http://www.youtube.com/watch?v=7VUy-wBwBvw) and evaluating against the criteria just agreed.  Individuals:  Highlight two criteria from the checklist to concentrate on when performing their speech. Write these on a card or post-it note.  Students read through their ‘Speech to Save the World’. They can annotate the speech or use post-it notes to highlight words or phrases that need particular emphasis e.g. through pauses or intonation. | |
| **Development:**  Whole class:  Teacher-led warm-up. Class repeats after you (one phrase at a time) pronouncing words as clearly as possible: ‘What a to-do to die today, at a minute or two to two. A thing distinctly hard to say, but a harder thing to do.’ Speed up, say loudly/softly, play around with it with the class echoing you or performing as a round.  Individuals:  Students remind themselves of the particular success criteria they are aiming to achieve and take five minutes to rehearse a presentation of their speech. They can pick an object in the room at eye level (e.g. a poster or light switch) and perform the speech to that object.  Groups of 4/5:  Perform speeches within groups. Nominate one student to be chairperson and timekeeper. Each student should have their post-it / card with their targets visible to the rest of the group while they perform, and at the end, the group should discuss how well they each reached these targets.  Each group should vote for one person to speak in front of the whole class. | |
| **Conclusion:**  Whole class:  The representatives elected from each group perform their speeches to the whole class.  Individuals:  Using the speech evaluation section of *3.7*, write a brief evaluation of their performance. | |
| **Support:**   * Model the target setting process for students, so that they are clear how to perform speeches successfully. | **Challenge:**   * Present the speech for rhetorical effect, using voice and body language to reinforce effectiveness of persuasive techniques used in the speech. * Focus feedback and evaluation on individual targets, concentrating on impact on the audience. |

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| **LESSON 2** | |
| **Learning Objectives:**   * Understand what is involved in a formal debate. * Know how to build on a speaker’s argument by using questions and counter arguments. | **Learning Outcomes:**   * Devise counter arguments that challenge points made in a model speech about school uniform. |
| **Introduction:**  Whole class:  Following the instructions on *4.1 Debating Games,* play one of the games, *For or Against?* or *Question Time*.  Teacher:  Using *4.2 A Formal Debate (*chart of terms and teachers’ notes) explain what a debate is and clarify the roles of the speakers on each team and of the rest of the class (‘the floor’). The chart could be cut up and used as a card sort by pairs/threes or sorted as a whole class on IWB.  Explain that the crucial role of speakers in a debate team, and of contributors from the floor, is to pick up on points made by speakers and to challenge them by using counter arguments, which are often framed as questions; in the rest of the lesson they will practise this skill. | |
| **Development:**  Teacher:  Remind students of previous work on counter arguments. *Show 4.3 Counter Arguments and Questions* and highlight the use of conjunctions and modal verbs in the question stems.  Whole class:  Read with students the first page of *4.4 School Uniform Speech*, clarifying that the writer is putting forward arguments against wearing school uniform. Highlight the use of conjunctions and modal verbs to form counter arguments and questions that challenge the audience to agree with the speaker.  Pairs:  Allocate a different paragraph from the speech to pairs of students and ask them to devise a counter argument to the point put forward in the paragraph. They should use the question stems in *4.3* to help them.  Teacher:  Take feedback, using the second page of *4.4* to reinforce students’ understanding of how to form counter arguments phrased as questions. Highlight the use of modal verbs and conjunctions. | |
| **Conclusion:**  Referring to the teachers’ notes in *4.2*, briefly explain how a debate proceeds and answer students’ initial questions.  Clarify roles and select students to fill them. | |
| **Support:**   * Revisit *Counter Arguments and Conjunctions PowerPoint* and focus on the use of coordinating and subordinating conjunctions for contrast. * Use the second page of *4.4* *before* the paired task, to model for students how to form counter arguments using conjunctions and modal verbs. | **Challenge:**   * Continue the ‘chain effect’ of counter arguments by devising ‘replies’ to the arguments shown in the annotations on the second page of *4.4.* * Experiment with different degrees of formality created by choice of modal verb in question stems. Debates recorded in *Hansard* offer useful models:   [www.publications.parliament.uk](http://www.publications.parliament.uk) |

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| **LESSON 3** | |
| **Learning Objectives:**   * Know how to use counter arguments effectively in a formal debate. | **Learning Outcomes:**   * Participate in a whole class debate, speaking formally. |
| **Introduction:**  Teacher:  Introduce the debate motion: ‘This house believes that schools should set homework’ (or a similar topic that will not require much research). Divide the class in half (one half ‘for’ the motion; the other half ‘against’), then divide each half into groups of 4.  Groups of 4:  Brainstorm as many possible different arguments in response to the motion. Choose the four best points and allocate a different one to each group member.  Individuals:  Write a short paragraph based on their argument. They can refer to *4.3 Counter Arguments and Questions* and *4.4 School Uniform Speech* to support. | |
| **Development:**  Groups:  The chosen speakers for each debate team collect in the paragraphs, select, sequence and craft them into individual one-minute speeches, collaborating closely on this task. The Chairperson/people should write an introduction to the debate.  The rest of the class, still in their ‘for’ or ‘against’ groups, prepare for their contributions from the floor by listing all the points they think the other side will make and devising counter arguments to challenge them, using *4.3* to support.  Teacher:  The formal debate will need about 25 minutes.  Show *4.5 Debate Structure* to remind of the procedure and running order. Emphasise the formality of such a debate, and the fact that, to begin with, the floor can only ask questions, not just state their opinion. Clarify the importance of voting at the start and at the end, to find out if the motion is ‘carried’ or ‘defeated’.  Remind the summing-up speakers to make bullet point notes of the main points as they come up, in preparation for their speeches at the end.  Whole class:  Run the debate according to the rules. Keep it tightly-structured and timed and encourage appropriate formality. | |
| **Conclusion:**  Pairs:  Tell each other what they have learned about debating.  Whole class:  Feedback on the scheme of work as a whole. What did they enjoy most/least? What have they learned? What do they still need to know more about? | |
| **Support:**   * You can use the topic from the previous lesson as the motion for debate e.g. ‘This house believes that students should be allowed to wear their own clothes to school’. Students can choose points from the speech script in *4.4* to expand and strengthen. | **Challenge:**   * Use a range of persuasive devices when crafting and performing speeches e.g. repetition; sentence patterns; emotive vocabulary. * Concentrate on ‘scoring points’ by challenging speakers with well-constructed counter arguments. |