

Teacher Notes – Session 6;

Question Time: Class debate and discussion on 3 or 4 topics.

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[Question Time Theme Music](#)



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- Make sure that you speak clearly.
- Do not waffle - state your point and get to it quickly
- Look up while you speak to make it easy to hear you.
- Stay calm and focus on the power of your arguments



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- No shouting and no pointing your fingers.
- Do not make anything up - stick to what you know.
- Never be rude or personal about the other side.
- Make sure that you listen to others so that they listen carefully to you.

What makes people effective when they debate?

1, They speak clearly and know the detail of their points.

2, They have listened carefully to the points that others
Make so that they can counter them

3, They are always calm and polite – they focus all their
energy on the strength of argument.

4, They do not waffle and never do they make
something up – they know what they are talking about!

In this session the class will use what they have learnt during the previous 5 sessions to debate 3 or 4 topics in the style of Question Time. In the previous sessions students should have picked up an understanding of the debating process as well as selected the 3 or 4 topics that will be debated today.

The link will play a short opening sequence with theme music to set the scene and students can then be reminded of the conventions for good debating that they looked at in session 3

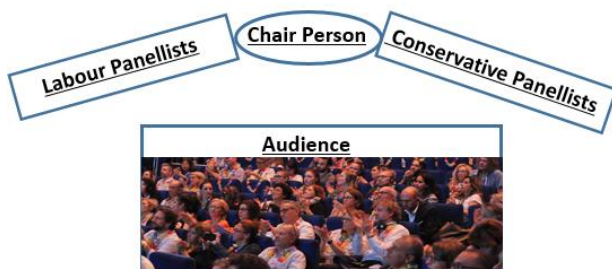
Slide 2 – Roles, Format and responsibilities for the class Question Time

Question Time: Class debate and discussion on 3 or 4 topics.

Roles and responsibilities for the class Question Time:

Roles:

- 4 Panel Members – 2 Labour and 2 Conservative
- 1 Chair Person.
- An audience – the rest of the class



Format: 3 or 4 topics for debate

The panellists can remain in place for all 3 or 4 topics - Or, the panel can be changed for each topic.

The Chair Person picks the questions from the audience and invites each panellist to respond.

Panellists and members of the audience can then come back into the debate with following up questions or ideas that they want to introduce

Before the first topic can be debated students need to be reminded about the format, roles and responsibilities for the session. If possible it will also make the session more meaningful if you are able to set the classroom or space up as indicated on the screen.

There are 5 students at the front – A Chair Person, 2 Labour and 2 Conservative Panellists. Ideally these roles should be rotated for each topic so that as many students as possible have a chance to be on the Panel.

Those who are not on the panel will form an audience from which the questions will come. Members of the audience must ask the questions so that they are engaged in the debate. Each student has possible questions in their work book for each topic.

The teachers role in the session is to organise the session, set timings for each topic and moderate any inappropriate behaviour to keep the group focussed.

Each topic will need a maximum of 12 minutes in order to keep the pace and get all 3 or 4 topics into the session. The 12 Minutes will allow each panellist to speak on the topic and give an opportunity for audience follow up and debate between panellists.

The debate will be chaired by the Chair Person who may need some help in keeping order and in getting the audience to ask questions – if you are able rotate the role of being Chair Person please make sure that the job goes to a member of the audience rather than to a student who has already been on the Panel.



Slides 3, 4 and 5 – **Review of notes and possible questions on each topic**

Slides 3 to 5 ask the students to review the work that they did in the last session on the topics that will be debated today. Slides 4 and 5 have possible questions on each of the 8 topics that they chose from. Ideally students will have variations on these questions rather than simply reading them out. However, if you can get a student involved who might be reluctant by giving them the option to use a question as it exists then please do so.

Hopefully the students will enjoy the process of debating topics that perhaps they have not discussed before. If you only have time for 3 rather than 4 topics please do not cut the 12 minutes short. Rather limit the number of topics and have them debated with enough time.