

# Honesty Debate

Honesty



Kindness

Citizenship



“Honesty is the best policy if it begins with self-honesty and kindness.”

Anon

## Activity 1

### Aim(s)

- To discuss the pros and cons of honesty.

### Resources

- *Debate* Information Sheet.
- *What is a debate?* Power Point. **OPTIONAL**
- Pen and paper for young people to make notes, if needed.
- Camera in order to record the debate. **OPTIONAL**

## Delivery Guide



This activity works best with a group of students, but can be delivered with the facilitator arguing one side of the debate and the young person arguing the other side.

Introduce and explore the concept of a debate.

- What is a debate?
  - It can be a formal debate. For example, the Leaders Debate for the 2015 General Election: [www.youtube.com/watch?v=6RuHfEAI7M4](http://www.youtube.com/watch?v=6RuHfEAI7M4) or maybe a debate at a university: [www.youtube.com/watch?v=UyjamZvjuUQ](http://www.youtube.com/watch?v=UyjamZvjuUQ) (both videos available at 8/16).
  - It can be an informal debate where you are arguing a point or having a discussion with someone about a particular subject.
- Ask if anyone has been part of a debate before. Tell them that you are going to have a debate about honesty. Have a look at the *Debate* Information Sheet and the information

about how debates are conducted.

Introduce the motion:

**Our motion is: This house believes that we should always be honest.**

Split the group into two teams – one will argue ‘for’ the motion, one will argue ‘against’.

### **Preparation:**

Give the young people some time to prepare their arguments. A good start is to note down three main arguments they want to make and give each person a chance to talk. Then they should think about the arguments the other side might make. How could they respond?

### **Structure**

The structure of the debate will depend on how many young people you are working with:

- You could have two teams of three, a person acting as a ‘chair’, and then the rest in the audience.
- You could have two people debating with you acting as the chair and no audience.

It will also depend on how confident the young people are with the format of a debate. You may decide to do it as a controlled activity with the young people reading out their arguments, or you may prefer to allow it to be more freeform. It’s a good idea to give each side a time limit to speak.

### **Feedback**

After the debate, ask everyone to give the debate participants a round of applause. If you have an audience, ask them to vote on the motion. Then give them an opportunity to give feedback:

- What did the debater do well? (ie. they made clear arguments; they spoke loudly and clearly; they had good arguments against the other team.)
- What could they have improved? (ie. they needed to speak more slowly so people could understand properly; their arguments needed to be clearer.)

It can be really useful to film the debate and play it back to the whole group in order to give peer feedback.

## **Points to highlight**

- Debates happen all the time; they can be formal or informal. Being able to formulate an argument, present evidence and convince people is a useful skill that will benefit you in the future.
- There are advantages and disadvantages of being honest.



## Further Resources

UK Parliament produced a debate skills pack: Create the Debate.

[www.parliament.uk/education/teaching-resources-lesson-plans/school-debating-pack/](http://www.parliament.uk/education/teaching-resources-lesson-plans/school-debating-pack/) (available 8/16)



## Links to Other Areas of the Curriculum

### **Citizenship:**

Debates can be linked to citizenship lessons and learning about the parliamentary system.