

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=6RuHfEA17M4 or maybe a debate at a university: 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/ (available 8/16)



Links to Other Areas of the Curriculum

Citizenship:

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

