

Justice Debate



Activity 1



Aim(s)

- To discuss the pros and cons of different leaders and their effect on justice and fairness.



Resources

- Magazines and newspapers, or an internet connection in order to search.



Delivery Guide

Part I

Give the young people some magazines and newspapers, or an opportunity to search on the internet, and ask them to find some examples of bad leaders or leadership.

Ask them to share their examples with the group and think about these questions:

- Why did they act as they did?
- What were the effects of their decisions on other people involved?
- Were they acting fairly?
- What would you have done?

Some examples include:

- **Camila Batmanghelidjh** and her leadership of Kids Company, a charity that closed in scandal in 2015.
- **Sir Phillip Green**, the former owner of BHS. He left BHS millions of pounds in debt and the consequences of this have been far reaching for those who work for BHS.
- **Roy Hodgson's** leadership of the England Football team during the 2016 European Championship was to blame for their disappointing exit at the hands of Iceland.

Points to highlight

- There are examples of leadership all around us (sometimes closer to home).
- We have to be aware of the effect our leadership has on the people around us, particularly those we have power over. To focus only on what we get as a leader is unfair and unjust.
- Leaders have to make difficult decisions.

Activity 2

Aim(s)

- To explore in more detail the pros and cons of different leaders and their effect on justice and fairness.
- To practise debating – a vital skill for a leader.

Resources

- *How Do We Debate?* Worksheet. **OPTIONAL**
- *What is a debate?* Power Point. **OPTIONAL**

Delivery Guide

Introduce the concept of a debate. You can use the Power Point slide.

- What is a debate?
 - It can be a formal debate (for example, the Leaders Debate for the 2015 – and 2010 – General Election: www.youtube.com/watch?v=6RuHfEAl7M4 or maybe a debate at a University: www.youtube.com/watch?v=UyjamZvjuUQ
 - It can be an informal debate where you are arguing a point or having a discussion with someone about a particular subject.

Ask whether anyone has been part of a debate before, either a formal debate or an informal one.

Explain that they're going to have a debate about leadership and justice. Have a look at the *How Do We Debate?* Worksheet and the examples of different debates.

For the subject of the debate, you can choose one of the leaders the young people found in the previous activity, or you could use one of the following:

Roy Hodgson's leadership of the England Football team during the 2016 European Championship was to blame for their disappointing exit at the hands of Iceland

Sir Phillip Green's leadership of BHS was unfair to the workers of BHS.

Camila Batmanghelidjh being blamed for the failure of Kids Company was unfair.

Introduce the motion – for instance:

Our Motion is:

Sir Phillip Green's leadership of BHS was unfair to the workers of BHS.

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

Preparation:

Give the group 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. What 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 acting as 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 very controlled activity with the young people reading out their arguments, or you may be able to leave it to be more free form.

It's a good idea to give each side a time limit to speak.

Feedback:

After the debate, get 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.)

Points to highlight

- Debating involves being fair and just; letting people take their turn, being polite, letting everyone be heard etc.
- Being able to debate is an important skill for a leader.