

Smart School Councils

Are you passionate about sharpening your critical thinking and speaking skills?



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How to Use this Debate Pack

Whether you have just a few minutes or a full lesson, this Debate Pack has got you covered. Check out the Certificates at the end too.

How to find the debate video and send to teachers

- 1. Log in to the Smart School Councils platform using your school details.
- 2. Click on the blue Class Meeting Tool button in the dashboard.
- 3. Click on 'Next Meeting' at the top of the page.
- 4. To get started, click on 'click here' to browse existing questions and options.
- 5. If the debate topic is part of this week's question, it will appear there. Otherwise, click 'Search All' and type in the debate topic you're looking for.

Got five minutes?

Play the debate video straight through and dive right into the debate. No need to pause at the prompts. It's a quick, engaging way to get your students thinking.

Got 10/15 minutes?

Pause at the prompts in the video to explore additional ideas your class might have. Use the additional points or Power Facts if you'd like.

Want to extend to 30 minutes or a full lesson?

Check out the lesson plan and writing tasks below. There is also a full Fact Sheet with amazing further reading if your students want to go deeper on the topic.

What do the icons in the pack mean?



This is what the presenter says on the video



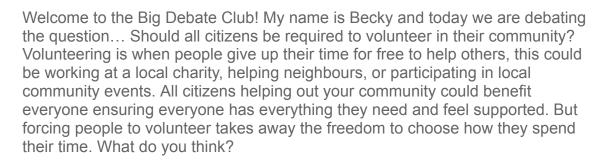
This is a Power Fact to explain or prompt debate that's not in the video



This is an additional debate point you can use that's not in the video

Introduction and Brain Gym Question

Introduction



So in this debate, you can either argue that all citizens should be required to volunteer in their community or that they shouldn't.

Brain Gym Question

Before we get started, I have a question for you... Which country has the highest rate of volunteering in the world?

- a. The United States
- b. New Zealand
- c. Canada
- d. Norway

Which of the 4 potential answers will you choose? Pause the video, turn to your partner and tell them your answer.

In the UK, around 16.3 million people volunteered through a group, club, or organisation in 2022, reflecting the significant role volunteering plays in community life and civic engagement. Additionally, about 62% of adults reported volunteering informally at least once a year, showcasing the widespread willingness to contribute to local causes and support others. Article.

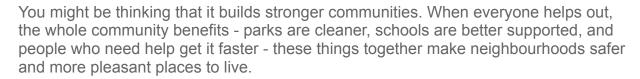




FOR: Citizens should be required to volunteer in communities

We're going to share reasons for both sides of the debate, then it's up to you to think of the rest!

It builds a stronger community



It would develop important skills

You could say that it would develop important skills. Volunteering teaches valuable skills, like teamwork, leadership, and problem-solving so if everyone volunteers, these skills can be spread across society, helping people in future jobs and in personal life.

Can you think of another reason why citizens should be required to volunteer? [11]



Volunteering can provide improved public services



Requiring citizens to volunteer can supplement underfunded or overstretched public services, such as community centres or programmes for the elderly. This ensures that essential programmes receive additional support, benefiting society as a whole.

It encourages social cohesion

By asking people to volunteer, it can bridge societal divides by bringing people from diverse backgrounds together. Shared efforts can bring understanding, reduce prejudice, and create more inclusive communities, which benefit every member of that society.

Volunteering makes you happier and gives you purpose



Studies suggest that the act of helping others can trigger the release of dopamine, promoting feelings of happiness and purpose. This aligns with the findings that volunteering can enhance self-confidence and provide a sense of accomplishment. Article.



AGAINST: Citizens should not be required to volunteer



Now let's change positions and consider why you might argue that citizens should not be required to volunteer in their community.

Volunteering should be a choice not forced on people

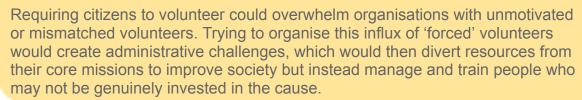
You might be thinking that volunteering should be a choice, not something forced on people. Everyone has different commitments or responsibilities, like work, school or looking after family, and mandatory volunteering could add too much pressure on top of that

Not every volunteering task is a good fit for everyone

Or you could argue that not every volunteering task is a good fit for everyone. Since people have different strengths and weaknesses, without proper planning to match individuals with the right roles, some may feel uncomfortable or struggle in certain tasks. Forcing everyone to volunteer could lead to poor results, as they might not be motivated or suited for the job.

Can you think of another reason why citizens should be required to volunteer in their community?

'Unmotivated volunteers' might overwhelm organisations





It doesn't necessarily help young people get work

The Institute of Education discusses how volunteering can be a useful tool for individuals and for society as active citizens in the community, there is no automatic conversion into paid work for young people and the least efficient form of volunteering is when they are forced to complete it. <u>Article.</u>

FactSheet: Should all citizens be required to volunteer in their community?



Here's six key facts - three on each side - if you'd like to go a little deeper.

Citizens should be required to volunteer

Improved Community Impact:

Volunteering helps address societal challenges like poverty, education gaps, and environmental issues. Over 63 million Americans volunteered in 2022, contributing approximately \$203 billion worth of labour to their communities. **Source**.

It would help areas of the community that are underfunded:

Nearly 70% of all working hours in migrant and refugee community organisations are performed by volunteers – the equivalent of five extra full-time staff per organisation per year. What is more, the number of volunteers supporting community work is likely to increase in a future marked by public spending cuts. **Source**.

Benefits for the public health:

Volunteers report better physical health than non-volunteers, and lower rates of depression and anxiety, especially for people 65 and older. Volunteering reduces stress and increases positive, relaxed feelings by releasing dopamine. By spending time in service to others, volunteers report feeling a sense of meaning and appreciation, both given and received, which can have a stress-reducing effect. **Source.**

Citizens should not be required to volunteer

It undermines those who are motivated volunteers:

A study highlighted by the *State of the World's Volunteerism Report 2022* found that forcing participation can create individual resistance. Required volunteering accounts for only about 6.5% of global volunteering, while informal volunteering is more common at 14.3%. **Source.**

It creates administrative burdens on non-profit organisations:

Trump's government expressed a willingness to allow some US states to impose volunteering as a condition to receive some benefits. But the Council of Non-Profits said 'Requirements that individuals volunteer at non-profit organisations, a policy known as 'mandatory volunteerism,' impose increased costs, burdens, and liabilities on non-profits by an influx of forced individuals.' **Source**.

Inequality in access issues:

Mandated programs might disproportionately burden low-income individuals by adding commitments they cannot meet due to time constraints or other responsibilities. **Source.**



'Debate your Perfect Point' Lesson Plan

Structure of the Lesson

Here's a lesson plan for you - including learning episodes, inclusion of our resources and ways to differentiate to make sure everyone's needs are met in your class.

Learning Episode 1: What is volunteering?

Starter: True or False: Put these statements at the front and students guess true or false:

Volunteering means giving your time for free to help the community and its people (TRUE);

Volunteering is just about the homeless and the elderly (FALSE); In 2021/22 UK survey, 44% of people said they had volunteered in the last month (FALSE, 34%); In the same survey, the largest reason given for not volunteering was they had work commitments (TRUE); 66% of the people asked gave money to charity (TRUE);

Activation 1: Students write a list of

Activation 1: Students write a list of improvements they want made in their community through volunteering. Compile a list together then vote for the change they want the most.

Learning Episode 4 Peer Assessment Paragraphs

<u>Demonstration 2</u>: Peer Assessment of the written paragraph using success criteria (in the debate pack) to get peer assessment that students can improve upon.

<u>Plenary:</u> #NEXT: Student one says their opinion, then #[student 2], Student 2 must say something from the opposite side of the debate then #[Student 3]

Learning Episode 2: Debating whether citizens be required to volunteer

Activation 2: Watch debating video and write notes on favourite points. Take initial vote on the debate question. Give the students 5/10 minutes to write any other ideas for points on either side. The Deputy teachers will then lead a debate through tables deciding and then feeding back through a table captain, choosing students to speak or asking students to pick walls of the room to stand against to represent for and

against

Learning Episode 3: Volunteering paragraphs

<u>Demonstration:</u> Using the fact sheet (in the debate pack) or points generated from the debate, the students will pick out their nandos flavour of support to create at least one for paragraph and one against – using PEE (Point, Evidence and Explanation). HA should be aiming to create 4 paragraphs.

What are we trying to achieve?

And how can we check every student can do this in your class?

Differentiation

Success Criteria with peer feedback - Assists improvement when explained by own peers.

Differentiated paragraph support sheet choose their own nandos level of support.

HA to aim for 3 paras; Minimum is 1;

Assessment

Verbal Feedback:

Giving opinions; Giving first draft verbally

Written Feedback:

Structured Paragraphs

Peer Assessment:

Given criteria students will assess work then be able to act on advice

Objectives

To Understand, Summarize and Make a Decision.

To use evidence to back up ideas.

To create explanations through paragraphs then verbally deliver them.

Big Picture

To be able to develop opinions verbally and written about whether money can buy you happiness. Developing their opinion to explain and persuade through evidence and paragraphed structure with everyone creating a supported paragraph, while some creating a whole 3 paragraph speech.



Success Criteria: Paragraph/Speech Writing

Level 3

Make a single sentence point. Mention a fact and say what you think of it. Use full sentences. 1 paragraph written.

Level 4

Make a simple and short sentence for your point. Make a simple descriptive comment about the fact chosen and the impact that it has. Some link to the question is established. 1-2 paragraphs written.

Level 5

A simple sentence point. An effective piece of evidence that supports the point. Explanation of how the evidence supports the point and proves it. Link made back to the original debate question and how it answers it. 2-3 Paragraphs written.

Level 6

Clear, short point. Evidence is written in their own words. Explanation of how the evidence is relevant and proves the point. Explanation of why this evidence is important. Link back to the original debate question and whether this is the strongest point out of all points written. 3 Paragraphs written.

Writing Paragraph Support

POINT

Set out the point you are making in one sentence and which side of the debate it comes from. Make sure to use the question words to phrase your viewpoint as it shows your understanding of the question.

EVIDENCE

Demonstrate the view you are making with a specific piece of evidence – an example, fact or idea.

EXPLANATION

Explain how the evidence you just used proves the point you made at the start of the paragraph.

LINK

Relate how your point answers the question and the debate. Prove it? Disprove it?

Sentence Starters

POINT

LEMON & HERB: One reason why I (agree/disagree) with this debate is because...

MEDIUM: One point I have for this debate is...

HOT: You could say that...

EVIDENCE

LEMON & HERB: One way I can prove my point is through this example...

MEDIUM: I can show this works through the fact that...

HOT: I know this because...

EXPLANATION

LEMON & HERB: The evidence I have discussed above proves my point as...

MEDIUM: This example proves my point because...

HOT: Therefore, this proves my point as...

LINK

LEMON & HERB: All together, this answers the debate question asked by...

MEDIUM: This point answers the overall question because...

HOT: These ideas answer the debate as...



Post your debate on social media!

We shout out the best opinions each week

•

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TWITTER @SSCCTY
INSTAGRAM @SMARTSCHOOLCOUNCILS



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We are proud to present this certificate to...

For debating fairly, respectively and persuasively. Well done!

Share a snap or video @SSCCTY on Twitter for a national shoutout and a prize!

Greg Sanderson

Smart School Councils Community

Founder, Smart School Councils





We are proud to present this certificate to...

For showing skill and confidence in leading today's Class Meeting.

Share a snap or video @SSCCTY on Twitter for a national shoutout and a prize!

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community

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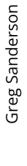
Smart



We are proud to present this certificate to...

For speaking up with a great new idea on today's topic. Amazing.

Share a snap or video @SSCCTY on Twitter for a national shoutout and a prize! $\bigcap\limits_{i=1}^{n} \sum\limits_{j=1}^{n} \sum\limits_{i=1}^{n} \sum\limits_{j=1}^{n} \sum\limits_{i=1}^{n} \sum\limits_{j=1}^{n} \sum\limits_{j=1}^{n} \sum\limits_{i=1}^{n} \sum\limits_{j=1}^{n} \sum\limits_$



Founder, Smart School Councils



Smart School Councils Community