



Organisation and Prioritisation		Lesson 2
Materials Needed: - Slide deck for presentation. - paper/whiteboard, Pens/pencils		Optional A3 motions for brainstorming print out
Learning Outcomes: By the end of the lesson, students will be able to: - identify and unpack key issues and terms in a motion - Brainstorm and prioritise the strongest arguments for a motion - Organise arguments into a clear structure		✓ I can brainstorm a range of ideas. ✓ I can prioritise my strongest arguments. ✓ I can organise and signpost arguments into a clear structure.
Key Vocabulary: Motion, Brainstorm, Prioritise, Stakeholder, Headline Argument, Clash, Signposting, Point, Impact		
Warm Up Activity 3-5 mins	Slide 2: Balloon Debate. Introduce the scenario. They are in a hot air balloon, but it is sinking- there are too many people. Put students into groups (Max 5). Give each student a role (Doctor, artist, teacher, engineer, farmer). They have to justify why they deserve to stay on the balloon and why they are more important than others. Remind them to be respectful and to take turns. Encourage them to use stem sentences if needed. Slide 3: Can pick some students who had good points to share.	Students practise prioritising ideas and justifying decisions. Students begin evaluating the strength of arguments.
Introduction 5 mins	Slide 4: During competitions, you are randomly given a motion and a side. Introduce the process of unpacking a motion. Identify follow-up questions to clarify the intentions or definitions of the motion. Slide 5: Model using "This House would ban mobile phones during the school day." Discuss key terms, who is affected and what changes in practice. Slide 6: Explain brainstorming rules. Generate lots of ideas first, then narrow down to the 3 strongest arguments.	Students understand that motions need to be analysed before arguments can be created. Students understand how to generate and evaluate potential arguments.
Mini activity 5-10 mins *Can extend if needed	Slide 7: Divide students into Proposition and Opposition groups. Assign motions (motions provided). Students brainstorm ideas and then select their strongest three arguments. Discuss where the main clash/main disagreements lie within the motion.	Students practise selecting the most persuasive arguments. Students identify areas of disagreement.
Continued instruction 3-5 mins	Slide 8: Explain headlining arguments. Model converting lengthy explanations into concise argument headlines. These are your points in your speech. Slide 9: Use the students' 3 strongest points to create their headlines. Extend by turning them into PEE paragraphs if time. Slide 10: Introduce signposting with the sentence starters to help prioritise and create a flow for their arguments.	Students understand how to create clear and memorable argument points; and how to guide an audience through a speech.
Plenary/ Conclusion 3-5 mins	Slide 11: Condensing Machine activity. Students to pair up and explain their motion and arguments in 45 seconds. Students find a new partner and explain again with only 20 seconds. Complete the one sentence plenary task to consolidate.	Students consolidate learning and reflect on their debating skills.



**Do you have more than 30 minutes?****Lesson 2****Extend the Brainstorming Activity**

Once students have identified three arguments:

- Ask them to rank them from strongest to weakest.
- Justify why they chose that order.
- Discuss which argument is most likely to persuade an audience.

Extend Headlining Your Arguments

After creating headline arguments:

- Ask students to explain why their headline is effective.
- Compare different headlines for the same argument.
- Encourage students to refine headlines to make them more concise and persuasive.
- Turn those headlines into PEE paragraphs

Extend The Condensing Machine

After the 45-second and 20-second versions:

- Ask students which details they removed and why.
- Discuss which information was essential to keep.
- Challenge students to deliver an even shorter version while maintaining their key message.

Want to extend a student?**Lesson 2**

For more confident students:

- Ask students to rank their arguments from strongest to weakest and justify their ranking.
- Require students to identify potential weaknesses in their own arguments.
- Challenge students to identify likely responses from the Opposition.
- Introduce stakeholder analysis when selecting arguments.
- Ask students to turn one headline point into a PEEL paragraph ready for Session 3.

Need more support?**Lesson 2**

For less confident students:

- Provide a brainstorming template.
- Allow paired discussion before sharing ideas.
- Offer examples of strong argument headlines.
- Use sentence stems:

"My first point is..."

"This matters because..."

"The most important reason is..."

- Limit students to choosing their best one or two arguments before progressing to three

