



Debate Club Introduction		Lesson 1
Materials Needed: - Slide deck for presentation. “For”, “Against”. “In the Middle/Unsure” labels placed in different areas of the room		
Learning Outcomes: By the end of the lesson, students will be able to: - Develop a basic understanding of the Mace debate structure - Understand key debating vocabulary - Begin developing arguments		✓ I can explain what a motion is. ✓ I can identify the Proposition and Opposition sides. ✓ I can give a reason for my opinion. ✓ I can respond respectfully to someone who disagrees with me. ✓ I understand the basic structure of a Mace-style debate.
Key Vocabulary: Mace debate, argument, motion, proposition, opposition, motion, speaker, audience		
Warm Up Activity 3-5 mins	Slides 3-5: Where do you stand? Read each statement (Pineapple belongs on pizza / School uniform should be optional / Homework should be banned). Students move to the Agree, Disagree or Not Sure areas of the room based on their opinion and explain their reasoning.	Students become comfortable expressing opinions. Students recognise that people can disagree respectfully.
Introduction 5-7 mins	Slides 5-6: Introduce Proposition and Opposition. Slide 7-8: Model a simple argument using "This House would ban cars from big cities." Highlight Point, Explanation and Example. Slide 8-9: Walk through the Proposition example. Then ask, “What other points might the prop have?” and gather thoughts. Slide 10-11: Go through Opposition slides. How to formulate a counter argument using stem sentences.	Students learn the difference between Proposition and Opposition. Students understand how arguments are constructed.
Paired activity 5-7 mins *Can extend if needed	Slide 12: Students work in pairs. Assign one student to the Proposition and one to the Opposition. Proposition to choose a motion and speak. Opposition to provide a counterargument. Swap sides and choose another motion. Encourage students to use the sentence stems provided if unconfident	Students develop how to structure arguments using PEE. Students begin using rebuttal language.
Continued instruction 3-5 mins	Slide 12-14: Explain the structure of a Mace debate, talking about the different speakers and their roles, the timings and the order. Slide 15: Propose the question: “Which role is hardest and why?”. Gather their thoughts.	Students understand how a formal debate is organised. Students recognise different speaker responsibilities.
Plenary/ Conclusion 2 mins	Slide 16: Complete the one sentence plenary task to consolidate.	Students reflect on debating skills and roles. Students begin evaluating different speaking responsibilities.

**Do you have more than 30 minutes?****Lesson 1**

Extend the "Where Do You Stand?" Activities

Rather than simply moving and sharing opinions, ask students to:

- Explain why they chose their position.
- Respond to someone standing in a different area.
- Move if they are persuaded by another student's argument.

Extend the Paired Debate Practice

After students have discussed two motions:

- Students can write their responses on a piece of paper/whiteboard before sharing with pair. Partner might need the "Point" to form counter argument
- Ask them to swap sides and argue the opposite viewpoint.
- Encourage them to use examples to support their reasoning.
- Challenge them to respond directly to their partner's argument before presenting their own.

Want to extend a student?**Lesson 1**

For more confident students:

- Challenge students to give an example or piece of evidence to support each argument they make.
- Ask students to explain why their argument matters, rather than simply stating an opinion.
- Require students to respond directly to an opposing viewpoint using the rebuttal sentence stems provided.
- Challenge students to argue both the Proposition and Opposition side of the same motion.
- Ask students to identify which speaker role in a Mace debate would best suit their strengths and justify their choice.
- Encourage students to develop a simple argument using a Point, Explanation and Example structure independently.

Need more support?**Lesson 1**

For less confident students:

- Allow think-pair-share discussions before whole-group contributions.
- Use movement-based activities, such as "Where Do You Stand?", to encourage participation without requiring extended speaking.
- Provide sentence stems:

"I agree because..."

"I disagree because..."

"One example is..."

"I think this because..."

- Model examples of Proposition and Opposition arguments before independent practice.
- Pair less confident students with supportive peers during partner discussions.
- Allow students to make notes before speaking.
- Encourage students to focus on giving one clear reason for their opinion before developing further arguments.