



**Dialogue, Negotiations  
and Debate**

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Toolkit for teachers

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Making sure that all students feel a part of the learning process is very important for the British Council, therefore all the materials in the toolkit should relate to the needs and lives of the participants and the facilitator/teacher should create a safe and engaging environment. Dialogue, negotiating and debate between different cultures, communities and groups have long been key aspects of successful communication in society.

The toolkit will help teachers continue to develop their skills and provide them with resources as well as reflective materials to make sure they are able to use the material provided and adapt the materials to meet the needs of those involved in the learning process.

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## DND in the New Ukrainian School

The main objective of the New Ukrainian School is not to provide the students with knowledge but rather create the environment required for developing core life skills and competencies so that the school leavers can apply them in the world. The skills necessary for carrying out DND are aligned with what we call “cross-cutting skills”: the ability to express one’s own opinion orally and in writing, to demonstrate critical and systemic thinking, to substantiate one’s position using logic, and manifest creativity, proactivity, the ability to manage your emotions constructively, to assess risks, make decisions, resolve problems and cooperate with others.

## Who is the DND toolkit intended for?

The DND toolkit is a resource for teachers who want to use various aspects of DND activities aimed to enhance students’ confidence and develop their dialogue, negotiating and debating skills by providing ideas and additional learning resources to maximise participants’ involvement via learner-centred communicative activities.

- 1 As a facilitator of a Learning Hub or TAG, you may use this Toolkit to run DND training or CPD events for teachers who are already teaching DND or want to try it in their classrooms. In this case, use the ‘Discuss’ sections to stimulate communication and experience-sharing in group mode.
- 2 As a teacher, you may use this Toolkit as a reference for your self-study. In this case, use the ‘Discuss’ sections to analyse the questions and reflect on your own experience. The ‘Ideas Bank’ section can help you find practical ideas for your classes or develop the existing ones.

# The toolkit overview

## Part 1 — Dialogue

explores dialogue and active listening; the meaning of active listening and the main processes involved in active listening. It considers the definition and meaning of dialogue and how we can help students develop their dialogue skills. This section also discusses teaching and learning strategies for developing active listening skills.

## Part 2 — Negotiating

considers students' prior knowledge required for developing negotiating skills. You will have opportunities to self-reflect, discuss and explore negotiating skills activities, including analysing negotiating types, styles and techniques. You will also be able to create your own negotiating skills activities.

## Part 3 — Debating

discusses the preparation required for students to participate in debate. It explores the structure of an argument and the skills involved in structuring an argument. The session considers the key features of a 'good' argument including using persuasive language and techniques. It also explores different types of formal and informal debates.

## Part 4 — Assessment in DND

examines ways to support students' progression in developing dialogue, negotiating, and debating skills. It focuses on success criteria and rubrics and how they can be used to assess students and to enable students to improve their skills.

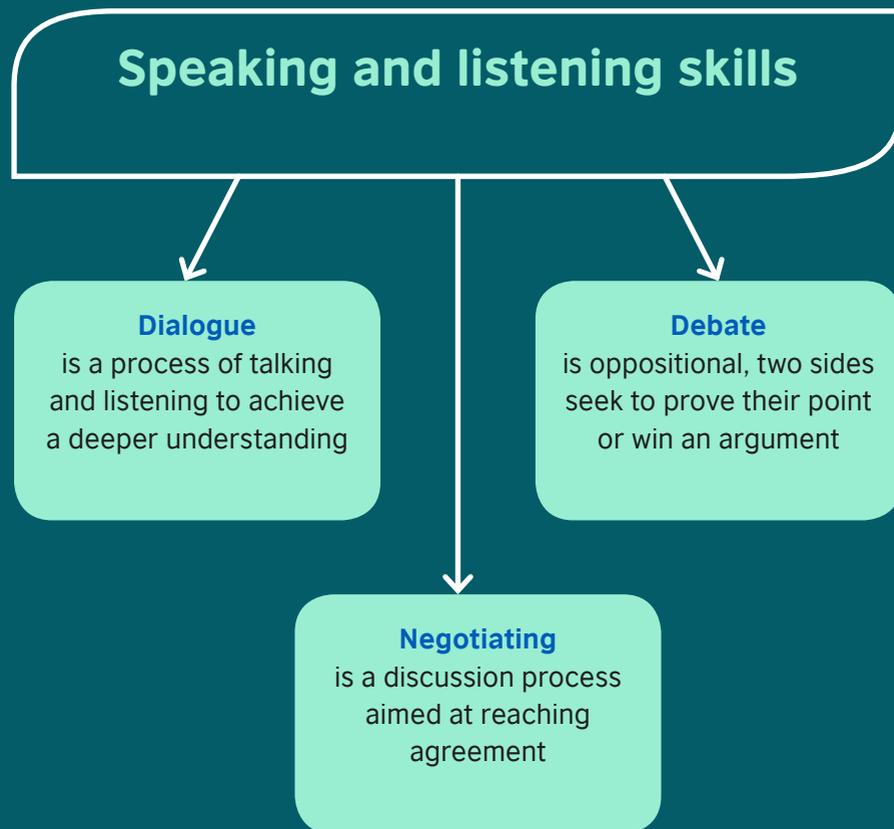
## Part 5 — Setting up a Debate Club

explores different types of debate clubs and what is necessary to set one up at your school. It also considers the resources necessary for a debate club and ideas for a first debate session. This part also looks into some ideas for organising a debate session online.

## Part 6 — Close-up

aims at pulling together some pivotal aspects of successfully developing DND skills. Since effective communication plays a central role in DND, it is crucial to create a favourable environment for it. This part will offer some essentials to facilitate the development of DND skills.

# Dialogue, Negotiating and Debate: Overview



## Discuss

- 1 What are the main challenges of teaching dialogue, debate and negotiation skills?
- 2 What teaching methods might you use?
- 3 Were there any methods you would recommend to colleagues?
- 4 How do you know if your teaching methods work?
- 5 How do you know your teaching has an impact on students?
- 6 How much do you involve students in their learning?

# Part 1

## Dialogue

### Lead-in

**Do you agree or disagree with the following statements?**

**Dialogue is...**

- ... the same thing as debate.
- ... trying to find out how we are all the same through discussing similarities.
- ... asking questions to find out more about the lives of others.
- ... making friends with someone else.
- ... an interview.
- ... listening carefully to what others say and responding to them.
- ... an argument.
- ... trying to understand a different way of looking at something.
- ... working together to find solutions to shared problems.
- ... a discussion where I feel safe enough to ask difficult questions/share difficult experiences.
- ... trying to find out how we are different and understand those differences.
- ... reading prepared statements to other people.
- ... waiting for my turn to speak.

### Aims of Part 1

This part explores dialogue and active listening, the meaning of active listening and the main processes involved in active listening. It considers the definition and meaning of dialogue and how we can help students develop their dialogue skills. The part also discusses teaching and learning strategies for developing active listening skills.



Adapted from: *Essentials of Dialogue: Guidance and activities for teaching and practising dialogue with young people.*  
Tony Blair Institute for Global Change. 2017



## Input 1 Essentials of Dialogue

In our work with schools we describe dialogue (from a student perspective) as:



**an encounter with those who might have different opinions, values and beliefs to my own, dialogue is the process by which I come to understand the others' lives, values and beliefs better and others come to understand my life, values and beliefs.**

This difference between dialogue and debate is probably best explained in the following comparison. In a debate there is a winner and a loser. One person wins by putting forward a better argument, the other loses. It is intrinsically competitive and is about establishing difference.

In a dialogue there are two winners. I learn from you, you learn from me. We may compromise or agree to differ. It is profoundly reciprocal and acknowledges similarity and difference equally.

Through this mutual interchange students not only grow in their direct understanding of their own community and the other individual, but they also develop an open mindset; learning to embrace diversity as a positive facet of contemporary global society. Participation in dialogue drives students to acquire and practise higher level thinking skills and to engage with a range of viewpoints honestly and respectfully. Through direct encounters with those who are different than themselves, students are empowered to overcome prejudice, and are armoured against those (such as religious extremists) whose narrative seeks to divide the world into a simple dichotomy of 'Us/Good and Them/Bad'. In addition, students acquire a range of skills, while simultaneously developing greater confidence and self-esteem as their opinions are engaged with respectfully by their interlocutors.

It is important to note that 'respect' does not mean 'agree with'. Indeed, respect really only comes into its own in the context of disagreement. We want young people to have the skills to disagree appropriately and to find other ways to express themselves than through conflict. It is important to realise that there are a number of different theories or constructions of the idea of dialogue. There may be differences between the way we use the word in everyday discussion and in a 'technical' or academic sense. Professor Robert Jackson explains the impact of dialogue in the classroom:



**With this approach, the teacher often acts in the role of facilitator, prompting and clarifying questions, and much agency is given to pupils, who are regarded as collaborators in teaching and learning. The approach was found to raise children's self-esteem, to provide opportunities for developing critical skills, to enable under-achievers to express themselves, and to create a climate of moral seriousness. Children were also helped to engage with ideas and concepts from different religious traditions, to be reflective about their contributions and to justify their own opinions. They also discussed how they arrived at their conclusions and were encouraged to recognize the possibility of alternative viewpoints and to be open to the arguments of others.**

Robert Jackson on the dialogical classroom in *Signposts: Policy and Practice for Teaching about Religions and Non-Religious Worldviews in Intercultural Education*, Council of Europe, 2014

Source: *Essentials of Dialogue: Guidance and activities for teaching and practising dialogue with young people*. Tony Blair institute for Global Change. 2017



## Discuss

- 1 Do you help your students develop their dialogue skills?
- 2 In the curriculum, where is the room for the development of dialogue skills?
- 3 In your opinion, what are some effective ways for developing dialogue skills?
- 4 Think of examples from your own experience. How exactly do you help your students develop their dialogue skills?



## Apply

**With your students, it is a good idea to create a list of ground rules for dialogue in a classroom. First, generate your own ideas for this list and then compare with the suggested answers below:**

- Always listen carefully to what other people are saying.
- Think before speaking.
- Always try to be positive.
- Only one person speaks at a time.
- Raise your hand to be recognised if you want to say something.
- No interruption when someone is speaking.
- When you disagree with someone, make sure that you make a distinction between criticising someone's idea and the person themselves.
- No laughing when a person is saying something (unless they are making a joke).
- Encourage everyone to participate.
- Always use 'I' statements — don't generalise.
- Take other people's points of view seriously; they may find it difficult to accept things that are obvious to you.

- Remember your body language and manners (don't get angry).
- Use open-ended questions.
- Be honest in what you say.
- Speak positively of your own faith or points of view, rather than negatively about other people's.
- Respect other people's views, even if you disagree.
- Do not treat people here as a spokesperson for their faith.
- Do not tell others what they believe but let them tell you.
- Acknowledge similarities and differences between your positions.
- Do not judge people here by what some people who share their perspective say or do.
- Do not insist that people agree with your views.
- Make every effort to get along with everyone regardless of their faith, gender, race or age.

**Recognising other's perspectives and feelings helps us appreciate them. This not only helps in resolving conflicts but also helps foster a culture of respect. To better understand what people are saying, we need to improve our active listening skills.**



## Input 2 Active Listening

Active listening is not just paying attention but is a specific methodology that enables practitioners to deepen dialogue to improve communication and to address controversial and difficult issues.

### **In our louder and louder world, says sound expert Julian Treasure, “We are losing our listening.”**

In this short, fascinating talk, Treasure shares five ways to re-tune your ears for conscious listening to other people and the world around you. Watch the talk and discuss the questions below:



[https://www.ted.com/talks/julian\\_treasure\\_5\\_ways\\_to\\_listen\\_better](https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better)

- What did you learn about active listening from the video?
- What did you find interesting?
- What percentage of the conversation did you listen to?
- What percentage of the conversation can you recall?



## Discuss

**Discuss what makes a person a ‘good’ active listener. What processes are involved in active listening? Compare your ideas with the list below:**

Active listening involves:

- ✓ focusing on what the other person is saying
- ✓ listening for key words/phrases
- ✓ filling in gaps
- ✓ being open-minded — not making assumptions/judgements
- ✓ managing emotions/feelings
- ✓ being attentive — showing this in body language
- ✓ not interrupting
- ✓ knowing when to speak
- ✓ understanding silence and pauses as natural breaks in dialogue
- ✓ being affirmative — agreeing with the other person
- ✓ identifying information
- ✓ processing information — searching memories
- ✓ evaluating information
- ✓ relating memories to context
- ✓ body language — interpreting visual clues
- ✓ asking and responding to questions
- ✓ paraphrasing and summarising what the other person said
- ✓ being empathetic
- ✓ self-reflection — reflecting on thinking and feelings



## Apply

Think about active listening skills you have discussed in this part. Choose one skill you would like to focus on in your classroom. Use the table below to help you.

Planning	Teaching and Learning Strategies
Identify an active listening skill that you want students to develop	
Identify what you want students to know and understand	
Select an appropriate teaching and learning strategy	

Discuss your ideas with a colleague. Try out your activity. Keep a record of what you do and share it with your colleagues.

## Ideas bank

### Role play: Trapped in a Lift

**Six students volunteer as role players. They leave the room for 15 minutes while the others work to create the scenario. The facilitator provides the scenario writers with the characters. For each character, the scenario writers provide a brief profile of their personality/circumstances and their likely reaction/behaviour at being trapped in the lift.**

Brief each role player on their role. The other role players should not know the other person's role. At the end, the role players have to guess each other's roles.

Suggested characters (you can think of other characters depending on your students' age):

- ✓ A person with anger management issues
- ✓ A councillor
- ✓ A recently divorced couple
- ✓ A person who is claustrophobic
- ✓ A person who believes they have been abducted by aliens

After the role play, discuss with your students how each character performed and whether they managed to use their dialogue and active listening skills effectively.

## We Are All Interviewers Activity

This activity enables everyone to take part equally, limiting the enthusiastic (encouraging them to be focused) and encouraging those who would prefer to be quiet, while ensuring that all students play a full part in both speaking and listening. This activity can be used to:

- ✓ Improve questioning skills, particularly by developing students' ability to ask response questions.
- ✓ Improve listening skills by adding subsequent questioning.
- ✓ Prepare for videoconferences.

Use it to help students prepare for the introductory ice-breaker activity.

### STEP 1

Get students working in groups, ideally of four. Within their groups, students should know in which order they are going. This is most easily arranged by giving each person a number, depending upon where they are seated.

### STEP 2

Students are asked questions by their group on a topic selected by the teacher. This activity has two key roles:

- ✓ Interviewee: the person answering the questions. They should stand and should answer questions from the rest of their group for one minute.
- ✓ Interviewers: the rest of the group are interviewers. Their job is to keep the questions coming and ensure that the person being interviewed keeps going the whole time.

Their questions should be **open** questions that encourage longer, imaginative and personal responses (“Can you tell me more about...?”, “How do you feel about...?”) rather than **closed** questions, which can be answered with simple or short responses (“Is your name Robert?”) The questions could be **response** questions building upon what they have already heard from that person.

### STEP 3

At the end of the minute the next person stands up to be interviewed, until everyone in the group has had a turn.

### STEP 4

When the activity is over, encourage students to: Reflect upon what they’ve discussed, share their ideas with a new partner and provide positive feedback to their group.



## Running dictation: What was the message?

Prepare three written messages on the topic of your subject. Put them on a separate table on the other side of the room or hang them on the wall. Divide students into three groups. One person from each group will go to their message and read it and remember as much information as they can. They return to their starting position and tell another person in their team what they remembered. The other person writes down what they say. This is repeated until your team have accurately recorded the message in writing. The winning team is the one who finishes first. You can have penalties for inaccuracies.

## Ideas bank Role play: Active Listeners

**Prepare one topic that you want your students to talk about. Students work in groups of three. This activity has three key roles: speakers, listeners, and observers.**

- Speakers 1–6: speak for three minutes about the selected topic.
- Listeners 1–6: demonstrate a range of behaviours in their roles:

### Listener 1 — Listens silently

Behaviour: Listen with your full attention and in complete silence, while the speaker talks.

### Listener 2 — Listens with body language

Behaviour: Listen with your full attention and use body language to convey your attentiveness to the speaker by making encouraging noises, gestures, facial expression, etc., which let the speaker know that he or she is being listened to.

### Listener 3 — Listens and leads

Behaviour: Listen and interrupt with your own questions and comments about what the speaker is telling you in order to lead the topic on in the direction that you want it to go.

### Listener 4 — Listens and follows

Behaviour: Listen and give your full attention to what the speaker is telling you, trying to follow what is being said by empathizing as deeply as you can with the experience that he or she is describing.

### Listener 5 — Listens and retells

Behaviour: Listen to the speaker with your full attention. When the speaker has finished, tell back to the speaker as much as you can of what he or she told you, using the first person 'I' as if you were taking the place of the original speaker.

### Listener 6 — Listens and ignores

Behaviour: Listen as if you are not interested. Look out of the window, clean your nails, yawn if you like, but don't pay attention. Don't look at the speaker. At the end say something very casual and irrelevant.

### Observers 1–6: silently take notes of the interaction between the speaker and listener. When activity finishes, the observer presents the results of the observation.

Divide students into groups of three and distribute the roles. If the number of participants is not divisible by three, the number of observers can be reduced. Once three minutes are up, observers report back first, followed by speakers and then listeners who reveal their roles and share their observations.

When the activity is finished, encourage students to reflect upon what they did, share their feelings and provide positive feedback to their group.



## Reflect

**You will know you have the intention of creating a dialogue when you can answer “yes” to the following questions:**

### Are you ready for a dialogue?

- Are you willing to listen to the other person?
- Are you open to finding out that the other person might be right, or at least partly right?
- Are you calm enough to talk politely?
- Can you calmly ask the person, “Do you want to talk about this?”
- Can you find a place to meet away from an audience that would exert pressure on either of you?
- Are you free from distractions?
- Do you have time to really talk?
- Are you curious about the other person's views?
- Do you know what ideas and information you would like to add to the dialogue?

- Are you conscious of any strong beliefs that you are bringing to the dialogue?
- Are you aware that you don't have all possible perspectives or information on the issue?
- Are you aware of any sensitive trigger points that the other person might be bringing to the dialogue?
- Have you prepared opening statements that convey a collaborative and open intention?
- Are you willing to adjust your opinions and positions?
- Do you need a few agreements in order to dialogue?

**Source: Dialogue: Skills for Classroom and Community ©  
Jeffrey R. Benson and Rachel A. Poliner, 2012**



## Find out more

Teaching English: the British Council active listening activities:  
<https://www.teachingenglish.org.uk/article/active-listening-activities>

Essentials of Dialogue: Guidance and activities for teaching and practising dialogue with your people. Tony Blair Institute for Global Change, 2017:  
[https://institute.global/sites/default/files/inline-files/IGC\\_Essentials%20of%20Dialogue\\_English\\_0.pdf](https://institute.global/sites/default/files/inline-files/IGC_Essentials%20of%20Dialogue_English_0.pdf)

Dialogue: Skills for Classroom and Community by Jeffrey R. Benson and Rachel A. Poliner, 2012:  
[http://www.packnetwork.com/leadersandstudents.org/Home\\_files/Dialogue-Skills%20for%20Classrooms%26Community.pdf](http://www.packnetwork.com/leadersandstudents.org/Home_files/Dialogue-Skills%20for%20Classrooms%26Community.pdf)

# Part 2

## Negotiating

### Aims of Part 2

This part considers students' prior knowledge required for developing negotiating skills. You will have opportunities to self-reflect, discuss and explore negotiating skills activities, including analysing negotiating types, styles and techniques. You will also be able to create your own negotiating skills activities.

### Lead-in

When we talk about negotiating, we often think of negotiating in business contexts. However, we also negotiate in everyday situations. Which of these things do you discuss and negotiate? Who do you negotiate them with?

- when you can take your holiday
- who is going to do the washing-up today
- the amount of homework
- what to give someone for a birthday





## Discuss

- 1 Do you teach your students how to negotiate?
- 2 When do you think negotiating skills should be introduced in the curriculum?
- 3 In your opinion, what school subjects provide more opportunities for developing negotiation skills and why?

Now, reflect on your experiences of negotiating and fill out the following table: (Alan, Log Book, p. 44)

Questions	Answers
When did this happen?	
Where did this happen?	
Who was involved?	
What was the negotiation about?	
What approach did you take?	
How did you feel?	
What was the outcome?	



## Input 1

### Essentials of negotiating

Negotiation is a fundamental life skill and core competency in almost everything we do. Whenever two or more individuals are communicating regarding possible shared interests, they are negotiating. Negotiation involves empathy and compromise and children who learn to negotiate acquire and learn the importance of these abilities. Parents who teach their children to negotiate with them, as well as with other adults and children, enhance their confidence, self-esteem, empathy and social relationship skills.

**Children are given power, independence, and respect when their parents allow and encourage them to negotiate, even as young children. Deciding with a parent which clothes to wear, which breakfast foods to eat, whether to do their homework immediately after school or after dinner, how neat their room should be, how loud to play the TV on Saturday morning when parents are trying to get some extra sleep and what times during the week to do their chores. There are endless opportunities to teach children negotiation. Parents who embrace negotiation and compromise as a family value raise children who know that their opinions, feelings and needs will be honoured and respected.**

Source: <https://www.familyeducation.com/life/social-emotional-development/teaching-kids-negotiate>



**As early as age two, children are offering to eat more vegetables at dinner if it means ice cream for dessert. By the tender of age of three, kids have developed a whole arsenal of negotiation tactics. Their approaches to secure prime toys, dessert or a later bedtime are not just child's play — they offer valuable reminders about successful negotiation tactics in any setting.**

Source: <https://www.entrepreneur.com/article/233248>

Working with students, you need to discuss how to work toward successful negotiations:

- In successful negotiations, parties will each have a chance to discuss the conflict from their perspective with a focus on meeting interests and needs.
- Negotiation should be used as a process to reveal all issues and sources of conflict, and to brainstorm and agree upon strategies to meet all parties' interests and needs as related to the conflict.
- Remember, the conflict may look different to everyone involved; that doesn't necessarily mean someone is lying. People can have different perspectives in the same situation.
- The point of negotiation is to give everyone a chance to feel heard and to move toward a solution everyone can agree upon.

Source: <https://www.schooltools.info/negotiation>

## Preparing your students for negotiating

(Alan, PPT Day 2, session 3, slide 41)

Students should:

- ✓ know what negotiation means
- ✓ understand what compromise means
- ✓ understand the processes involved in negotiation
- ✓ know about different styles of negotiation
- ✓ know about different negotiation techniques
- ✓ know the key features of effective 'good' negotiation and ineffective 'bad' negotiation
- ✓ be able to identify negotiation skills
- ✓ understand how they can develop their negotiation skills



## Discuss

Generate a list of situations where your students of different age engage in different types of negotiations:

**Primary students**

**Secondary students**

Take one of your coursebooks and find three activities built around situations involving negotiating. Discuss how these activities help students develop their negotiating skills. Is there anything you could do differently?



## Input 2

# Negotiating types, styles, and techniques

<b>Negotiation Type</b>	<b>Lose / Lose — No Winner — Fixed Pie (Distributive)</b>
<b>Strategy</b>	<ul style="list-style-type: none"> <li>✓ Hard bargaining — each side adapts an extreme position</li> <li>✓ Each side looks to gain as much as possible</li> <li>✓ Winner/Loser — one person gains at the expense of the other</li> </ul>
<b>Usually used</b>	<ul style="list-style-type: none"> <li>✓ People do not know each other well</li> <li>✓ Usually in a one-off encounter</li> <li>✓ Negotiation is limited to one issue</li> </ul>
<b>Techniques</b>	<ul style="list-style-type: none"> <li>✓ Anchoring, setting out a position early — on one point/issue</li> <li>✓ Misleading, gives the impression they are not willing to go beyond a certain point — bottom line. This may not be the bottom line</li> <li>✓ Splitting the difference, two people cannot concede each other's position — they agree half-way between both</li> </ul>

<b>Negotiation Type</b>	<b>Win/Win — Everybody a Winner — Extending the Pie (Integrative)</b>
<b>Strategy</b>	<ul style="list-style-type: none"> <li>✓ Interest-based — both parties recognise they can benefit</li> <li>✓ Attempt to create benefits for both parties</li> <li>✓ More than one issue negotiated</li> <li>✓ Both parties win</li> </ul>
<b>Usually used</b>	<ul style="list-style-type: none"> <li>✓ Parties know each other</li> <li>✓ Parties likely to have further interactions</li> </ul>
<b>Techniques</b>	<ul style="list-style-type: none"> <li>✓ Focus on interests, not positions — asking questions to find interests</li> <li>✓ Expanding the pie by creating value. For example, someone selling a house may not move on the asking price but are willing to include other items, e.g. furniture, carpets...</li> <li>✓ Open exchange of information — honestly disclosing information to help the other side understand your underlying interests. Something critical to one side may be a minor concession to the other and vice versa</li> <li>✓ Log rolling — when two or more issues are involved, negotiators may be able to make 'trade-off's'</li> <li>✓ Setting objective criteria — creates scope for a fair settlement</li> </ul>

**Negotiating Styles**

- ✓ **Competing**
- ✓ **Cooperating**
- ✓ **Compromising**
- ✓ **Accommodating**
- ✓ **Avoiding**

**Outcomes**

- Winner/Loser
- Win/Win
- Sometimes Win/Lose
- Concedes — other party wins
- No one wins

Source: Alan — *Negotiating Terms (Log Book, p. 45)*

**Discuss**

- 1** Think of different situations where negotiating may take place. What negotiating types and styles are they likely to involve?
- 2** What do your students need to know to effectively use different negotiating styles?

## Ideas bank

### Role play: The Note



<https://static1.squarespace.com/static/537e4a6ce4b-0ded903cd630e/t/5e792ae1074a8f0b078d-cd13/1584999138195/NegotiatingRolePlaying.pdf>

**Read the scenario of the role play and the roles. How can you prepare your students to negotiate the situation with each other in the given roles?**

**The Orange activity**

Divide the class into pairs — each pair starts with one orange. Tell the pairs that they are arguing over possession of the orange and ask them to come up with as many ways as possible to resolve the conflict. This activity encourages creativity and helps students think of negotiation as a search for a win-win scenario.

**The Listening activity**

Divide the class into groups. Within each group, assign the roles of speakers and listeners.

In each group, Student A is given time to speak without interruption for three minutes. Student B listens for facts that Student A mentions while Student C listens for the feelings that Student A expresses as she speaks. Once Student A's three minutes are up, the other students get two minutes each to summarise what they heard before switching roles. The Listening activity helps students practice active listening as well as experience different ways of listening and being heard.

### The Four Words activity

Divide the class into groups. Ask each group to come up with four words describing a particular topic. Then, combine the groups and ask them to reach an agreement on which four words to use. This activity will help students see that although a common view is not usually present at the beginning of a negotiation it can be created if all parties work together.



**Study some practical ideas and lesson plans.  
Generate a list of topics/cases from your subject  
where your students can be engaged in different  
types of negotiations.**

#### History

Students are invited to role-play the negotiations between remarkable historical figures (e.g. German and Polish authorities negotiate how to prevent the triggering of World War II by German invasion).

#### Literature

Students analyse the characters from the book, evaluate their behaviours and role-play the negotiations between them.

#### Maths

Primary school students are invited to negotiate the purchase of two toys in a shop. They need to choose two toys out of five by calculating the best combination of prices, taking into account their personal preferences.

Lower secondary school students negotiate the schematic for building a shed with a minimum of waste material.

Upper secondary school students negotiate the most efficient solutions for calculating complex mathematical problems or equations.

#### Nature Studies & Geography

Primary school students negotiate the best clothing to wear depending on the season or a country's climate.

Secondary school students are invited to estimate the geographical position of the region and negotiate the site for building a nuclear power station/hydroelectric station.

#### Physics

Lower secondary school students can negotiate the best design (mass, dimensions, volume of the fuel tank etc.) of a vehicle in order to maximise its speed. Upper secondary school students can additionally consider its aerodynamic properties, gas consumption etc.

#### Biology

Students can be invited to negotiate the best plants to grow in the country corresponding to its growing conditions.

#### English

Students are invited to practice building a relationship during a negotiation and stating your position in a negotiation.

Source:

<https://www.teachingenglish.org.uk/article/negotiations-1-building-relationships>  
<https://www.teachingenglish.org.uk/article/negotiations-2-positions-interests>  
<https://www.teachingenglish.org.uk/article/negotiations-3-questioning-clarifying>



## Apply

Think about negotiating skills you have discussed in this part. Choose one skill or activity you would like to focus on in your classroom. Use the table below to help you.

Planning	Answers
Which skill do I want my students to develop?	
What do I want my students to know and understand?	
Which activity will I use?	
Which class will I work with?	
What resources or material will I need?	
How will I know whether it was successful?	

Discuss your plans with a colleague. Try out your activity. Keep a record of what you do and share it with your colleagues.



## Reflect

Reflect on how to support the development of negotiating skills in your school.

- ✓ Why should your school support the development of negotiating skills?
- ✓ How can your school support the development of negotiating skills?
- ✓ How can negotiations make your lessons more engaging and interactive?



## Find out more

Some ideas for your English classroom:

<https://learnenglish.britishcouncil.org/category/skills/negotiation>

An article about the principles of negotiating with younger children:

<https://hbr.org/2020/05/how-to-negotiate-with-your-kids>

An article about teaching children how to negotiate:

<https://www.familyeducation.com/life/social-emotional-development/teaching-kids-negotiate>

An article about negotiating tactics with teenagers:

<https://raisingchildren.net.au/teens/communicating-relationships/communicating/negotiating>

5 negotiation tactics:

<https://www.entrepreneur.com/article/233248>

# Part 3 Debate

## Aims of Part 3

This part discusses the preparation required for students to participate in debate. It explores the structure of an argument and the skills involved in structuring an argument. The session considers the key features of a 'good' argument including using persuasive language and techniques. It also explores different types of formal and informal debates.

## Lead-in

- 1 In your opinion, what is needed to organise debates as a classroom activity?
- 2 What kind of debating activities have you tried with your students?
- 3 How do you know if the debating activity was successful or not?



Now, put the stages below into the correct order 1–8 to learn about one way to organise debates.

	Stages
a	Put the students into two large groups — those ‘for’ and those ‘against’ the motion.
b	Choose a topic of interest to all the students. Or, better still, get the students to suggest one. Make sure it’s not too political.
c	Start the debate. Tell the students that the winners are the groups who have the most arguments (and finish talking last).
d	Give students in each group time to brainstorm key points to support their argument.
e	Make sure there is an even number of stronger and weaker students in each group.
f	Finally, get feedback from the group in open class. Get their honest opinions about the motion they debated.
g	When the students are ready, pair up ‘for’ students with ‘against’ students in new groups. It works well when you have half of the group debating against another half.
h	Present the main argument you are going to debate about: ‘table the motion’.

**Order:**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_  
6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

**Suggested answers:**

1. b
2. h
3. a
4. e
5. d
6. g
7. c
8. f



## Input 1

# Essentials of debating: How to win an argument

By Hitham Elhimmali, a young doctor in Tripoli, Libya, who is a debate champion and trainer in the British Council's Young Arab Voices programme.



**Ask your opponent specific questions, guided towards a point of weakness in their argument.**

### Make a logical case

Winning an argument depends on three things: logic, charisma and teamwork (in a debate, when you're part of a team).

Logic is one of the fundamental pillars of constructing an argument. If your argument is not logical, you won't convince your audience. What's more, your opponent may spot your flawed logic and target it as a weakness.

### Be aware of your body language

It also helps to be charming. Charismatic speakers tend to catch and hold people's attention. If you can get people to listen to you, you have already done almost half the job of winning them over to your side.

You can appear to be more confident by practising your body language and gestures. Some people are blessed to be born with natural confidence, but that doesn't mean that you can't learn to be more charismatic.

Keep your emotions in check and stay calm. Fidgeting or responding in an agitated way to an opponent's claims may be interpreted as weakness. Worse, you might come across as disrespectful. Remember that people will judge you based on how you come across as well as your argument.

Instead, ask your opponent specific questions about a point of weakness in their argument. This can expose a lack of evidence for their argument, false information, or made-up claims.

### A few don'ts

Never make it personal. Don't attack the person you're debating with. Focus on their argument or the case they have presented. Your attitude defines who you are: never call your opponent names, or say he or she is a liar, even if they did lie.

### Prepare before you speak

For a public debate, where the topic is announced in advance, you need at least two days to prepare. That's the minimum amount of time you need to hunt for detailed information about the subject and check all the facts. You have to put in this effort if you want to build a solid case, reinforced by evidence-based arguments.

If you're on a team, hold a brainstorming session in which you discuss the logic, structure and evidence for your argument, consider counter-arguments that your opponents might make, and think about your individual role in the debate.

### Study your opponent

You should spend about a third of your preparation time studying your opponent. It's like taking defensive measures before a battle. Instead of studying unfamiliar terrain, you examine the opposing view to your case; and instead of studying the enemy's weapons, you analyse your opponent's tactics — for example, watching videos of previous debates done by your opponent's team.

You can Google your opponent, but I find it more helpful to watch a video of them debating, arguing, or being interviewed. That gives me a sense of who I am facing: how they talk, and what tactics they use when they argue. I pay attention to how they respond to questions, how they make rebuttals, and what role they play in a larger group of people.

In a debate tournament, you only get a limited time to prepare, usually 15 to 20 minutes. The best way to use that time is to quickly test ideas with the other people on your team, so you can construct the best possible argument.

### Try to put yourself in your opponent's shoes

Put yourself in the other person's perspective and study their point of view. This helps you spot and understand any weaknesses in your own argument.

You might even agree with a fundamental idea underlying your opponent's argument but disagree with your opponent's strategy in making their case.

### Be careful when arguing at home

Arguing during a debate is totally different from arguing with your friends and family. In the throes of a formal debate, the competitive spirit focuses you on totally undermining your opponent's ideas. It would be impossible to use the same tough tactics when arguing with close friends or relatives as it might make them uncomfortable.

Debating skills are useful when you want to convince people of an idea, advocate for a cause, or advance in your career. But it would not be practical for every daily conversation to turn into a debate that you don't want to lose.

Personally, I keep my debate persona at bay when I am at home. Life is all about making compromises to get along with people, so I compromise with my family and friends.

### Not all arguments are productive

Sometimes, having an intellectual argument can be fruitful and stimulating; it helps you understand both sides of a situation.

But arguing with people who have an extreme or narrow-minded point of view can be dangerous, especially where I live in Libya. So, depending on the person and their ability to listen to and respect another person's point of view, I make a decision: either we have a healthy discussion or I withdraw from an argument that would be a waste of time and might create more harm than benefit.

### Set ground rules with your opponent

In a team debate, you don't have to bring your opponent to accept the same debating rules, as the rules are enforced by a committee.

For daily arguments it is more difficult. You could agree on some ground rules — like a verbal contract of some sort — that both parties will listen to each other, respect one another, will have a similar amount of time to present their case, and will have the right to respond to each other's argument.

Source:

<https://www.britishcouncil.org/voices-magazine/how-win-argument>



## Discuss

### Key Features of an Effective Argument

- 1 Think about, discuss and write down on post-it notes five key features of an effective argument.
- 2 How would you illustrate or model these?
- 3 Discuss and share your thinking.

Now consider the suggested answers:

- Contains claims: analyse arguments — identify claims made in written/oral arguments
- Relevant: discuss what makes an argument — covers an issue people are aware of and interested in and may have an impact on their lives
- Believable: statements seem to match reasons and be logical, 'true' — makes common sense!
- Persuasive: develop students' vocabulary and use of persuasive language
- Focused: analyse arguments — use media — identify key points / irrelevant points

- Consistent: use examples — analyse statements — statements should follow on and build on one another — do not contradict
- Logical: the argument makes sense and is built consistently
- Supporting evidence: evidence justifies claims — quality of evidence gives credibility to argument
- Reasoned conclusion: more than a summary — based on drawing together statements/evidence to support the argument



## Apply

Study the structure of an argument below and use the table below to come up with a few examples of a good argument.



Planning	Your Example
Making a claim	e.g. Eating 3 ice-creams a day is good for your health.
Giving reasons	
Providing evidence	
Making a counter claim	
Making a conclusion	

Now, think of activities to develop your students' skills in building effective arguments. Share your ideas with your colleagues. Try out your activities in the classroom and then discuss what could be changed/adapted to make the learning more effective.



## Input 2 Setting up a debate

Watch the video where 12- to 14-year-olds debate on teachers being armed in school and discuss the questions below and answer the questions:

- How did the teacher organise the debate?
- What do you think of students' behaviour and performance?
- In your opinion, how did the teacher evaluate the students?
- If you ran this debate, what would you do differently?



Debate: Should Teachers Be Armed?

<https://www.youtube.com/watch?v=zCpXJRWE63E>

### The teacher who ran this debate used the following steps to set the debate:

- Decide what side of the issue students want to be on. You can stress that sometimes being on the side you don't necessarily agree with can be a good exercise, especially for understanding the other side of the issue.
- Explore the issue through online research.
- Meet with team members to decide what angle of the issue each member would take.
- Do online research to find hard evidence to support each of their issues and angles.
- Meet with their groups to review their arguments and go over their presentations.
- Learn about the structure of the debate:
  - ✓ Each side presents their argument — all members of a side present their argument (decided by a coin flip) and then the other side does so.
  - ✓ While one side is presenting their argument students on the other side write out questions to ask during the rebuttal round.
  - ✓ In the rebuttal round questions are asked of the opposing team.
- Review the evaluation criteria — on a scale from 1 to 5 with 5 being the highest. Each learner is evaluated by a panel of judges (some other students and me):
  - ✓ How well did the person articulate the argument?
  - ✓ How well did the person use references to support his or her argument?
  - ✓ How well did the person ask questions of the other team?
  - ✓ How well did the person answer questions from the other team?
- Do the debate.
- Get the judges' feedback. Add together their scores for each individual and then add these as a team. The team with the highest score wins.

Now, read the reflection of the teacher on this debate:

“

Although these students did some mini-debates in their regular classroom, it was obvious they had some problems with a more formal debate such as this. If I were to do this over or in the future, I would:

1. Have each student share his or her research with me and we would check the reliability of the sources together.
2. Ask the students to practice what they are going to say with their teammates several times.
3. Have the students watch example debates online and prepare questions for the speakers as if they were there.
4. Ask students to present their arguments to their family and/or friends to get feedback from them.

Adapted from:

<https://usergeneratededucation.wordpress.com/2018/05/07/teaching-debating-skills/>



## Discuss

Discuss the following questions on preparing students for debating.

What teaching and learning approaches would you use to ensure students:

- ✓ know the structure of a debate
- ✓ understand the processes involved in debating
- ✓ understand what an argument is in the context of a debate
- ✓ know the key features of an effective 'good' and ineffective 'bad' argument
- ✓ be able to identify debating skills?



## Apply

Use the following table to plan the development of your students debating skills:

Planning	Teaching and Learning Strategies
Identify a debating skill that you want your students to develop	e.g. making a claim — developing a line of reasoning
Identify what you want your students to know and understand	e.g. the impact of young people on their local community
Select an appropriate teaching and learning strategy	e.g. Thinking Frame

## Ideas bank

There are different formats to teach subjects across the curriculum through lively, focused discussions. These structured activities can be more effective than, or a good change from, more traditional class, group and pair discussion. Consider trying out some types of debate below:

### Fishbowl Discussion

- ✓ Use two circles to structure discussions and help students to improve their listening skills.
- ✓ The class is divided into two groups.
- ✓ One group forms the centre circle, one group the outer circle.
- ✓ The students in the inner circle discuss a topic, while the outside circle listens — making notes on interesting points, new or contradictory information.
- ✓ The outside circle is not allowed to speak. The inner and outer circles swap and repeat the steps above.

Adaptation: The outside circle group may also make notes on how effective the discussion is, as a way of using peer evaluation to model effective classroom talk.

Adaptation: The two circles could form different sides of a debate, and there could be a period of questioning where the outside circle asks questions and the inside circle answers.

## Ask and Switch

- ✓ Students use cards to prompt short, paired discussions.
- ✓ Each student begins with a question card.
- ✓ Students pair up and ask each other the questions on their cards.
- ✓ They then switch cards and repeat the process with new partners until the time is up.

Adaptation: Students have topic cards but have to think up their own questions.

Adaptation: Students are given opinions on their topics and have to respond to answers accordingly.

## Chat Stations

- ✓ Use chat stations to create effective small group discussions on different questions or ideas.
- ✓ The teacher places questions/ideas around the room.
- ✓ Students are divided into groups.
- ✓ Groups rotate around the stations, discussing the chat station topic and recording their answers/thoughts.
- ✓ Once every station has been visited by every group, students return to their seats.
- ✓ The whole class then discusses each chat station and shares thoughts and answers.

High ability: Give students harder questions and/or less time.  
Lower ability: At each chat station have a sheet with questions/prompts to help generate discussion.

Adaptation: Get a group to have an example discussion first, so you can discuss what effective group discussion looks like. Make it a game! If each chat station is an exam question, students gain points depending how correct their answer is — and points mean prizes!

## Balloon Debate

- ✓ The teacher provides a template of a hot air balloon or asks students to draw a hot air balloon.
- ✓ There are a number of people in the hot air balloon.
- ✓ The balloon is rapidly descending and will crash to the ground.
- ✓ To prevent the crash, you have to decide which people to throw overboard.
- ✓ The teacher and/or students can choose a selection of characters— these can be famous people or the choices can focus on people's vocations, e.g. nurse, teacher...
- ✓ Students are assigned one of the characters or roles. Each student has to provide an argument to justify why they should not be thrown out of the balloon.
- ✓ After each student has presented their case the other students can ask questions.
- ✓ Students after further discussion decide who they should throw overboard.

Different students may also represent objects/concepts/materials in the balloon and argue in turn to the class (or group if being done in groups) why they should be saved. If they are thrown overboard, their contribution to humanity goes with them. The audience evaluate the relative cases and vote the people off the balloon one by one. This could be done with scientists/inventors/materials/mathematical formulae/writers/artists/musicians/philosophers/public services or anything else which links to your curriculum.

### Tag Team Debate

- ✓ In a tag team debate there are opportunities for every student to participate.
- ✓ The teacher organises a team of students (up to 6) to represent one side of a debatable question.
- ✓ Each team has a set amount of time (3–5 minutes) to present its point of view.
- ✓ The teacher reads the issue to be debated and gives each team the opportunity to discuss their argument.
- ✓ One speaker from a team takes the floor and can speak for no more than one minute. That speaker may “tag” another member of the team to pick up the argument before his or her minute is up.
- ✓ Students extend their hand to be tagged.
- ✓ No member of the team can be tagged twice until all members have been tagged once.
- ✓ There should be an uneven number of rounds (3–5) before the debate is concluded.
- ✓ Students vote on which team made the best argument.

### Inner Circle/Outer Circle Debate

- ✓ Students are arranged in two groups of equal numbers.
- ✓ Students in Group 1 sit in a circle of chairs facing out from the circle.
- ✓ Students in Group 2 sit in a circle of chairs around Group 1, facing students in Group 1.
- ✓ The teacher reads the issue to be debated.
- ✓ Inner circle students have 10–15 minutes to discuss the issue.
- ✓ During this time, other students focus attention on the students in the inner circle. No one else is allowed to speak.
- ✓ Each member of the outer circle group creates a list of the arguments made by each member of the inner circle group and adds their notes about their arguments.
- ✓ After 10–15 minutes, groups switch roles and the process is repeated.
- ✓ After the second round, all students share their outer circle observations.
- ✓ The notes from both rounds are used in a follow-up classroom discussion and/or for writing an editorial opinion expressing a point of view on the issue at hand.

## Rebuttal Tennis

Pairs of students sit opposite each other. One student makes a statement for, and the other immediately disagrees. Then the first student disagrees back — the winner is the person who keeps going the longest.

- ✓ Prepare a series of statements or have students provide statements.
- ✓ Have students line up facing one another about two feet apart.
- ✓ One side is 'proposition', the other is 'opposition.'
- ✓ The teacher or student reads out a statement, for example, 'all animals should have rights.'
- ✓ The first person on the Proposition side repeats the line 'all animals should have rights' and adds, 'because they have thoughts and feelings.'
- ✓ The first person in the Opposition line then says, 'I strongly disagree because, animals are not human beings.'
- ✓ The second person in the proposition side gives their statement, 'I strongly disagree, because animals need protection from humans.'
- ✓ The routine continues until all students have made their points or there are no new points to be made.
- ✓ When everyone has had a say, both sides can ask the other side to summarise their main points.
- ✓ Students then take a vote on the statement.

Adapted from:

<https://www.thoughtco.com/fast-debate-formats-for-the-classroom-8044>



## Find out more

German-Ukrainian project 'Youth Debates':

<https://www.ukraineyouthdebates.de/>

Fun discussion of controversial topics — the 'Tap-In Debate':

<https://www.teachingenglish.org.uk/article/fun-discussion-controversial-topics-tap-debate>

How to become good at debating:

<https://www.britishcouncil.org/voices-magazine/how-become-good-debating>

Complete Guide to Debating: How to Improve your Debating Skills:

<https://virtualseech.com/blog/guide-to-debating>

The Oxford Union Guide to Schools' Debating:

<https://outspokenela.files.wordpress.com/2017/02/the-oxford-union-guide-to-schools-debating-copy.pdf>

Benefits of debating:

<https://qatardebate.org/benefits-of-debating/>

Topics and stimulus sheets for debates in different subjects:

<https://noisyclassroom.com/debate-topics/>

Teaching Debating Skills:

<https://usergeneratededucation.wordpress.com/2018/05/07/teaching-debating-skills/>

# Part 4

## Assessment in DND

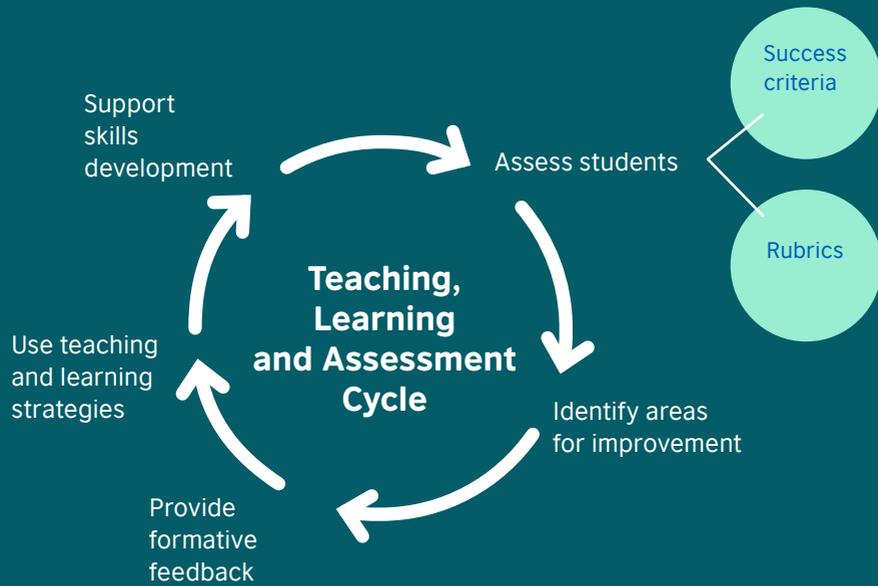
### Lead-in

It is important to support students' progression in developing dialogue, negotiating and debating skills. Success criteria and rubrics can be used to enable students to improve their English skills. They can also be used effectively in the assessment of learning and assessment for learning.

### Aims of Part 4

This part examines ways to support students' progression in developing dialogue, negotiating and debating skills. It focuses on success criteria and rubrics and how they can be used to assess students and enable them to improve their skills.





## Input 1 Success Criteria

**Success criteria are a series of statements which outline what is expected in achieving success in an activity. You can use success criteria to support students' progression.**

Success criteria help students to:	<ul style="list-style-type: none"> <li>✓ Understand what is required for success in a specific activity</li> <li>✓ Focus on specific parts of the activity</li> </ul>
Success criteria can be:	<ul style="list-style-type: none"> <li>✓ Used for providing feedback to students</li> <li>✓ Used for peer and self-assessment</li> </ul>
Points to think about when writing success criteria:	<ul style="list-style-type: none"> <li>✓ What do you want students to learn?</li> <li>✓ What English skills do you want them to develop?</li> <li>✓ Will students easily understand the criteria?</li> <li>✓ Do the success criteria capture what is expected for success?</li> <li>✓ How will you know if they are useful?</li> </ul>

### Example of success criteria: Debating

#### Learning Objective

- ✓ Students will be able to present an argument

#### Success Criteria

- ✓ State reasons for your argument
- ✓ Clearly express your point of view
- ✓ Use facts to back up your argument
- ✓ Use persuasive language



## Apply

Return to one of the activities for developing dialogue, negotiating, or debating.

- Imagine yourself teaching this activity with students.
- What would success look like for this activity.
- Write down five success criteria for this activity.



## Input 2 Rubric

**Rubric is a scoring guide used to evaluate the quality of students' constructed responses. Put simply, it is a set of criteria for grading assignments.**

- A rubric provides a pathway to achieving success in an activity.
- A rubric should be based on success criteria.
- A rubric is a table that specifies what is required in a task and what counts as success.
- Success in each requirement is described in a three- or four-part sequence describing progression.

Source: Popham, James (October 1997). "What's Wrong — and What's Right — with Rubrics". *Educational Leadership*. 55 (2): 72–75.

- Rubrics can be used formatively to assess students and support progression in learning. In this case, dialogue, debating and negotiating skills.

### Rubric example

**You can use different performance headings**

Beginner	Needs work	Meets expectations	Succeeds expectations
Beginning	Developing	Accomplished	Exemplary
Novice	Apprentice	Practitioner	Expert
Limited	Adequate	Proficient	Excellent
<b>Level 1</b> 0–5 mark	<b>Level 2</b> 6–10 marks	<b>Level 3</b> 11–15 marks	<b>Level 4</b> 16–20 marks
<b>Progression</b> →			

## How to write rubrics

- Write the rubric with the idea of sharing it with your students.
- Clarify exactly what you want your students to learn from the activity.
- Match the items in the rubric with your objectives and success criteria.
- Decide what you want to see in your students' work.
- List up to five criteria that you want to assess.
- Consider what you want to focus on:
  - ✓ subject learning;
  - ✓ specific skills;
  - ✓ presentation;
  - ✓ spelling, punctuation and grammar;
  - ✓ completeness, thoroughness;
  - ✓ accuracy, minimal errors.

Write a short narrative description for each criterion moving from left to right. Use the same terms to describe the progression in each criterion. For example, don't change your terminology from language, to communication, to writing, to what's been written. Performance descriptions should be specific, observable and clear.

## Example of a rubric for debating

Criteria	Novice	Apprentice	Practitioner	Expert
<b>Organisation and Clarity:</b> Viewpoints and responses are outlined both clearly and orderly	Unclear in most parts	Clear in some parts but not overall	Mostly clear and orderly in all parts	Completely clear and orderly presentation
<b>Use of Arguments:</b> Reasons are given to support viewpoint	Few or no relevant reasons given	Some relevant reasons given	Most reasons given: most relevant	Most relevant reasons given in support
<b>Use of Examples and Facts:</b> Examples and facts are given to support reasons	Few or no relevant supporting examples/facts	Some relevant examples/facts given	Many examples/facts given: most relevant	Many relevant supporting examples and facts given
<b>Rebuttal:</b> Arguments made by the other teams are responded to and dealt with effectively	No effective counter-arguments made	Few effective counter-arguments made	Some effective counter-arguments made	Many effective counter-arguments made
<b>Presentation Style:</b> Tone of voice, use of gestures, and level of enthusiasm are convincing to audience	Few style features were used, or used unconvincingly	Few style features were used convincingly	All style features were used, most convincingly	All style features were used convincingly

Source: <https://teaching.unsw.edu.au/debates>

# Part 5

## Setting up a debating club

### Aims of Part 5

This part explores different types of debating clubs and what is needed to set one up at your school. It also considers the resources necessary for a debating club and ideas for a first debate session. This part also looks into some ideas for organising a debating session online.



## Types of debating clubs

**Debating is a great way to really develop your students' critical thinking, analytical skills and confidence when speaking. Debate clubs also help students become more informed about the world around them.**

**Depending on your context, you may consider running several types of debate clubs:**

- A regular debating club within your regional Learning Hub. In this case, you can set a formal debating club there and run regular debates. You can cooperate with teachers from other schools and organise competitions between the students of two schools, cities, or even regions.
- A school debating club. This will involve running debates between the students of the same school (but students can be from different classes).
- Class debating. You can try out debating with your students as part of your regular lessons. If you see positive response and interest from your students, please consider organising a debate club as part of an extracurricular activity.

Discuss with your colleagues what type of debating club will best suit your needs at the moment. If you have prior experience of organising debates, it is worth considering a school debating club or a regular debating club at your regional Learning Hub.

## Resources needed for setting up a debating club

**Debating clubs don't require many special resources. Here is a short checklist of what you will need to get a debate club started:**

- ✓ **A space to debate in:**  
for many activities, you will need a clear space where students can move around, as well as some desks for writing speech notes: a 'horseshoe' or u-shaped set-up will work well. The club can be easily accommodated in the Learning Hub (if your school has one), in a library, or even in a classroom — but once you have more than about 30 students you might need a bigger room.
- ✓ **Pens or pencils and paper:**  
of course, students could bring their own, but index cards for speech notes can add a nice sense of occasion for special debates.
- ✓ **A list of topics for debates or activities:**  
you can find some ideas in this toolkit and on the Internet. Moreover, students can suggest topics that they are interested in, or you can select topics that tie in with what they're learning.
- ✓ **Stopwatches to time speeches:**  
as students gain experience, they will need to practice fitting their ideas into a time limit. Phones/computers can be used, but dedicated stopwatches will help reduce distractions.

Adapted from: <https://www.esu.org/wp-content/uploads/2019/01/SETTING-UP-A-DEBATE-CLUB-%E2%80%93-A-GUIDE-FOR-PRIMARY-SCHOOLS.pdf>

## Managing a debating club

When you decide to proceed with setting up a regular debating club at the Learning Hub or at your school, you may need to discuss and divide responsibilities with your colleagues. The Learning Hub facilitator can assist you with organisational aspects, but you can also cooperate with other teachers in terms of development and promotion of your debating club. You can also involve your students to help you with various aspects of running a debating club. You can use Learning Hub facilities and human resources to promote your debating club among other members and get continuous feedback on how to develop and improve your debating sessions.

## Organising your first debating session

A brand-new club should strike a balance between short activities that give everyone a chance to speak and participate, and full debate formats that may require week-by-week turn-taking.

You can try the plan below or devise a plan of your own.

### A Quick 30-Minute Plan

Group size: 4–30

Classroom set-up: a clear space for students to move around

Time: 30 minutes

### Introduction (5 minutes)

Welcome the students and introduce the debate club — give students an opportunity to discuss debate events from their own experience — when do we need to argue and be persuasive?

### Warm-up activity (10 minutes) — Stranded on a Desert Island

Students form pairs. Set the scene — we are all going on holiday. Pupils should select one thing that they would pack and tell their partner. We are all going to travel by boat. We are on a ship in the middle of a big ocean when suddenly there is a huge storm and the boat sinks. Disaster! Luckily, we can see a desert island nearby. We must swim to safety. In pairs, pupils should choose one of their two items to save and bring to the island, where we will have to survive until we are rescued. Ask a few pairs to feedback to the group.

### First debate (10 minutes) — Where do you stand?

Allocate one side of the room as the “agree” side and the other as the “disagree” side. Call out a topic (e.g. ‘Cats are better than dogs’) and ask pupils to move to the side of the room that corresponds to their belief. Anyone who is unsure should remain in the middle. Once students have chosen a side, ask them to explain why they have chosen that side. You may wish to have them discuss this with others standing near them before giving feedback to the whole class. Students who are neutral can also explain why they have taken that position, or act as “judges”, moving once they have been persuaded by either side.

Adapted from: <https://www.esu.org/wp-content/uploads/2019/01/SETTING-UP-A-DEBATE-CLUB-%E2%80%93-A-GUIDE-FOR-PRIMARY-SCHOOLS.pdf>

## Topics for a debate club

Formal debates usually start with “This house...” — as if they were taking place in the Houses of Parliament. For a start and with primary or lower secondary students, you can present a topic in ordinary language. Here are some alternative ideas for debates:

- **Are cats better than dogs?**  
This House believes that cats are better than dogs.
- **Should everyone have to wear a school uniform?**  
This House would ban school uniforms.
- **Should we close all the fast-food shops?**  
This House would ban fast-food shops.
- **Should children under 10 have mobile phones?**  
This House believes no one under the age of 10 should have a mobile phone.
- **Should we have any junk food, like chips or chocolate, in our schools?**  
This House would ban junk food from schools.
- **If a child gets into trouble, should their parent be punished as well?**  
This House would punish parents for crimes committed by their children.
- **Should celebrities get harsher punishments than ordinary people?**  
This House believes that celebrities should receive harsher punishments than ordinary people.

- **Is it right that men’s sport has more time on TV than women’s sport?**  
This House would require the media to display, promote and report women’s sport equally to men’s sport.
- **Should you have to do chores to earn your pocket money?**  
This House believes that children should have to do chores to earn pocket money.
- **Should some people in a company earn more than 20 times what other people earn?**  
This House would make it illegal for anyone in a company to earn more than 20 times that of their lowest paid worker.
- **Should we allow people to get cosmetic surgery when they don’t need it?**  
This House would ban non-essential cosmetic surgery.

## Setting up a debating club online

What is different when you set up a debating club online? In our recent context, an idea of organising a debate online may seem more realistic than a traditional debating session in face-to-face mode. How well this works, how interesting the arguments are, and how much fun you have will all depend on the quality of your preparation. There are a couple of things one needs to consider when moving a debating club online.

**Technology:**

You'll need to use some good video-calling software and be comfortable with how it works. We recommend Zoom, but Skype, Google Hangouts, or Microsoft Teams also work well. Follow all security and safeguarding advice, such as password protecting your call. Make sure you get set up properly, everyone has a login and knows what they are doing, and before you start, test your connection. When using Zoom, make sure you enable breakout rooms.

**Team:**

Given this is a bit of an experiment, start small. Pick a few interested or committed students, a facilitator (it might be you) who is prepared to be patient and flexible and consider all details beforehand. Once you're comfortable with how it's working, expand it.

**Technique:**

Holding a debate virtually requires different etiquette. Face to face, it is usually clear when you can speak, how to interrupt politely, etc. To make things work smoother online, we strongly recommend that people wait to be invited to speak by the facilitator and avoid interrupting. You can either wave or use the messaging/raise hand functions in your programme to request a turn to speak.

**Adapted from:** <https://debatingmatters.com/debating-matters-online/>

**Find out more**

Ideas for preparing a debate in a classroom:

<https://noisyclassroom.com/oracy-ideas/five-steps-for-preparing-a-debate-with-a-class/>

Tips and suggestions for setting up a debating club:

<https://debatingmatters.com/what-to-set-up-a-program-for-debate/>

English Speaking Union's (<https://www.esu.org/>)

Guide to setting up a debate club:

<https://www.esu.org/wp-content/uploads/2019/01/SETTING-UP-A-DEBATE-CLUB-%E2%80%93-A-GUIDE-FOR-SECONDARY-SCHOOLS.pdf>

How to start a debate society:

A brief guide by Ary Ferreira da Cunha. International Debate Education Association, 2013: [https://debate.uvm.edu/dcpdf/HT%20Start%20A%20Debate%20Society\\_final.pdf](https://debate.uvm.edu/dcpdf/HT%20Start%20A%20Debate%20Society_final.pdf)

An example of an online debating session by Debating Matters (<https://debatingmatters.com/>):

<https://youtu.be/gJbv4u84N8I>

# Part 6

## Close-up

### Aims of Part 6

This part aims at finishing up some pivotal aspects of successfully developing DND skills. Since effective communication plays a central role in DND, it is crucial to create a favourable environment for it. This part will offer some essentials to facilitate the development of DND skills.



## Creating a safe climate for DND

When teaching dialogue, negotiating and debating skills you may find it useful to create the conditions for safe, open, respectful discussion. The following are some suggestions:

- Understand there are no 'right' and 'wrong' answers
- Understand agreement may not be reached in all discussions
- Search and critically examine evidence
- Give equal importance to conflicting views and opinions
- Be open-minded
- Understand all evidence is open to scrutiny and can be contradicted
- Challenge views of others
- Accept that views will be challenged
- Respond positively to criticism
- Justify views with a reasoned argument

## Establishing routines and procedures

These should include:

- ✓ Ground rules
- ✓ Small group work
- ✓ Appropriate strategies to encourage free expression including minority views
- ✓ Acknowledgement of disagreements and consensus
- ✓ Positive ways of dealing with spontaneous remarks from students

Students create ground rules:

- ✓ Reflect on and discuss students' experiences during participation in 'good' and 'bad' group discussions.
- ✓ For each positive characteristic students suggest three things to make sure these are present in group discussions.
- ✓ For each negative characteristic students suggest three things to make sure these are absent from group discussions.
- ✓ Use students' suggestions to draft ground rules.



## Discuss

- 1 How do you set up rules in your classroom?
- 2 What is the role of routines and procedures?
- 3 How is the environment in your classroom different from the one in the DND club?

### Key components of effective communication

#### Why is critical thinking important?

##### Critical thinking can help students to:

- ✓ Develop and improve their communication skills
- ✓ Develop their own views and understanding of others
- ✓ Improve reasoning
- ✓ Challenge assumptions
- ✓ Make more informed decisions
- ✓ Solve problems
- ✓ Improve self-awareness
- ✓ Become more discerning about information
- ✓ Ask more effective questions

### Examples of critical thinking skills

Selecting/analysing/synthesising information

Evaluating evidence

Asking questions

Developing a line of reasoning

Justifying decisions/views/arguments

Considering multiple perspectives

Drawing justified conclusions

Seeing patterns and relationships

Making predictions

Identifying and solving problems



## Discuss

- 1 What is the role of critical thinking in DND?
- 2 How do you encourage the development of critical thinking?
- 3 Which of the critical thinking skills from the table do your students need to develop first?

# Questioning

Lower Order Thinking Skills			Higher Order Thinking Skills		
Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Who were the main ...?	How would you explain and interpret your answer?	What approach would you use ...?	How did you analyse ...?	What are the advantages and disadvantages of ...?	How would you create ...?
Who was ...?	How would you classify ...?	How does this apply to ...?	What factors did you investigate?	How would you assess/measure the impact of ...?	How would you adapt/change/modify ... to ...?
What is ...?	How would you demonstrate ...?	How does this build on what you know ...?	How would you classify ...?	How do you judge the value of ...?	What ideas can you build on to ...?
When did ...?	How can you illustrate what ... means?	How will you construct an experiment to ...?	Can you distinguish between ...?	What reasons do you have to justify ...?	How many ways can you combine ...?
Where is ...?	How would you compare and contrast ...?	How could you develop these ideas?	What conclusion did you arrive at?	How do you rate ...?	What information can you compile about ...?
How did ... happen?	What would happen if ...?	What do you identify as the main ...?	What evidence did you find?	What evidence do you have to verify your answer?	Can you design/construct ...?
Why did ...?	Can you outline the main ideas?	What questions will you ask in your interview?	What was the motive behind ...?	What did you conclude?	What could you invent to ...?
How would you describe ...?	What does ... imply?	How will you test ...?	Why do you think ... happened?	Was the interpretation valid?	Imagine you have ..., what would you do?
Which one ...?	How could you rephrase the meaning of ...?	Have you considered ...?	What ideas justify ...?	How would you prove/disprove ...?	What can you do to improve ...?
Can you recall ...?	How would you summarise key points?	What is your hypothesis?	What is the relationship between ...?	What would you recommend?	What alternatives do you propose?

## Discuss

- 1 What types of questions do you use most often?
- 2 What types of questions do your students/participants use most frequently?
- 3 How can you use the table with your students/participants of DND club?
- 4 What are other ways to encourage students/participants to ask HOTS questions?

### Ideas bank

- 1 Starbursting:  
[https://www.mindtools.com/pages/article/newCT\\_91.htm](https://www.mindtools.com/pages/article/newCT_91.htm)
- 2 Bloom's dice:  
<https://www.pinterest.com/nicoleg05/blooms-taxonomy-activities/>



## A reference table for developing HOTs

Lower Order Thinking Skills			Higher Order Thinking Skills		
Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Use questions to help pupils to remember information, for example, key facts.	Use questions to support pupils to explore and improve their understanding.	Use questions to support pupils to apply their learning.	Use questions to help pupils analyse and interpret information.	Use questions to encourage pupils to interpret and evaluate information.	Use questions to enable pupils to think creatively and generate new ideas.

Think about which keywords to use when formulating questions.

Examples of key words to stimulate thinking and learning:

who	explain	apply	analyse	evaluate	judge	create	imagine
what	classify	build	investigate	appraise	justify	adapt	improve
when	demonstrate	choose	examine	assess	rate	build	invent
where	illustrate	construct	categorise	determine	verify	change	make up
how	compare	develop	classify	conclude	deduce	combine	modify
which	contrast	experiment with	compare	monitor		compile	propose
why	extend	identify	contrast	interpret		compose	solve
describe	infer	interview	distinguish	prioritise		construct	test
name	interpret	make use of	discriminate	measure		design	
label	outline	model	discover	prove		develop	
list	relate	test	inspect	defend		elaborate	
choose	rephrase	consider	list	disprove		formulate	
select	summarise	organise	motive	recommend			
define	translate	plan	relate	criticise			
find		select	simplify	dispute			
recall		solve	survey				
relate		hypothesise					
show		predict					

## Effective Questioning Techniques

Analyse the suggested questioning techniques, tick those which you already use and those you want to develop. Explain your choices, giving specific reasons and examples.

Technique	I use	I want to develop
Make questioning a visible learning focus.		
Illustrate types of questions — use Blooms' Taxonomy.		
Model/illustrate effective questions.		
Students analyse examples of questions.		
Students create questions.		
Use self and peer review.		
Students use think time before asking questions.		
Think about possible responses.		
Self-reflection — question focus.		

Give students time to think before responding to the question.		
Focus questions.		
Ask open-ended questions that encourage a range of responses and stimulate thinking.		
Sequence and ask questions that range in their level of challenge.		
Ask big questions at the start of the lesson that students can answer at the end of the lesson.		
Use questions to build on ideas.		
Ask different students questions.		
Allow students to develop their responses and encourage discussion.		
'Phone a friend.'		
Hot-seating — a student agrees to sit on the hot seat and take questions from students and the teacher.		
Preview — display and share questions that you will ask at the start of the lesson.		
Pair rehearsal — students discuss the question and agree on their responses.		
Developed questions — students have to answer the question using key words or phrases or expand on previous responses.		

## Checklist for students

Tick the statements you agree with and cross out those you disagree with.

Asking questions	✓ or ✗
Never be afraid to ask a question.	
Ask questions respectfully.	
Remember that successful talking and listening often depend on people asking questions.	
Ask open questions that encourage others to contribute.	
Be positive about people asking you questions — it means they have confidence that you can answer.	
Use the basic question words: who, what, when, where, why, which and how.	
Ask rhetorical questions to encourage people to think more carefully about an issue.	
Ask a few short questions instead of one long one. If you don't understand a question that has been asked, say so.	



## Discuss/Reflect

- 1 Would you like to add anything?
- 2 How would you work with the checklist in your DND club?

## Paraphrasing and summarising



**If you can't explain it simply, you don't understand it well enough.**

Albert Einstein

Paraphrasing is repeating in your words what you interpreted someone else to be saying.

Paraphrasing is a powerful means to further the understanding of the other person and yourself and can greatly increase the impact of another's comments. It can translate comments so that even more people can understand them.

## Read the samples of paraphrasing starters. Which of them would you use and why?

“I believe what you meant to say was ...”.

“If I’m hearing you right, you conveyed that ...?”

“So, you’re saying that ...?”

“So, we probably all don’t get what we want, right?”

“If I’m hearing you right ...?”

or “If I understand you correctly ...?”

“If I understand you right, you’re saying that ...?”

“I think we should do more planning around here.”

“Do you mean you can’t do it?”

“I wonder if you really believe that?”

“Does it mean you disagree with me?”

“So, you were frustrated when ...?”

A summary is a concise overview of the most important points from a communication, whether it’s from a conversation, presentation or document. Summarising is a particularly important skill for an effective communicator. A good summary can verify that people are understanding each other, can make communications more efficient, and can ensure that the highlights of communications are captured and utilized.

When summarising, consider the following guidelines:

- When listening look for the main ideas being conveyed.
- Look for any one major point that comes from the communication. What is the person trying to accomplish in the communication?
- Organise the main ideas, either just in your mind or written down.
- Make a summary that lists and organises the main ideas, along with the major point of the communicator.
- The summary should always be shorter than the original communication.
- Do not introduce any new main points into the summary — if you do, make it clear that you’re adding them.

Adapted from: <https://managementhelp.org/blogs/personal-and-professional-coaching/2012/01/26/useful-communications-skills-how-to-paraphrase-and-summarize/>



## Discuss/Reflect

- 1 How can you create opportunities for your students/ participants to develop paraphrasing skills?
- 2 To what extent do you agree with the summarising guidelines?
- 3 What are the main challenges of paraphrasing and summarising?

## Ideas bank

### 1. Play the game: Revoice — Restate — Reason

You need a soft ball. Say the statement, then throw the ball to a student, saying 'revoice' ('Revoice': repeat what the person who threw the ball said in the same words). The student repeats what you said, then throws the ball to another student, saying 'restate' ('Restate': say what the person said in your own words) or 'reason' ('Reason': give your own opinion on the statement). Give students the option to say 'pass' and throw the ball back to you if they are unable to answer.

### 2. Practice paraphrasing

Read a statement, formulate your own paraphrasing, compare with a partner, analyse the suggested paraphrasing.

Sentence	Your paraphrasing	Suggested paraphrasing
Her life spanned years of incredible change for women as they gained more rights than ever before.		She lived through the exciting era of women's liberation.
Giraffes like Acacia leaves and hay, and they can consume 75 pounds of food a day.		A giraffe can eat up to 75 pounds of Acacia leaves and hay daily.
Any trip to Italy should include a visit to Tuscany to sample the region's exquisite wines.		Be sure to make time to experience Tuscan wine-tasting when visiting Italy.
Symptoms of influenza include fever and nasal congestion.		A stuffy nose and elevated temperature are signs you may have the flu.
The price of a resort vacation typically includes meals, tips and equipment rentals, which makes your trip more cost-effective.		All-inclusive resort vacations can make for an economical trip.
He has tons of stuff to throw away.		He needs to get rid of a lot of junk.

Adapted from: <https://examples.yourdictionary.com/examples-of-paraphrasing.html>

## Building a strong argument: reasoning and justification

Another feature of good DND skills is being able to use connecting words. Therefore, it would be important for students to build up this language skill.

However...

Therefore...

It follows...

Yes, but...

Because...

Of course...

That said...

Given that...

One of the key features of a good debate and when negotiating is the speaker's ability to use persuasive language. So, one teaching and learning strategy is to involve students in activities to build up a vocabulary of persuasive words and phrases.

Clearly...

Research shows...

It is essential...

Of course...

Obviously...

You already know...

You're right, of course, but...

We all agree...

## Developing a line of reasoning

One of the ways we can support students in the development of a line of reasoning is to use a thinking frame. This is a temple which helps them to organise their thinking. In this example, students/participants look for evidence to support their claim and then provide their reasoning. At this stage you can ask questions.

Claim	Evidence	Reasoning
Young people make a positive impact on the community.	Statistics on youth volunteering indicate 20% of young people aged 16–24 volunteer in the community.	Young people work to help others and the community. This will have a positive impact on the community.
	A local government survey shows that 65% people aged 60 and over said they benefited from the help of a young person.	Young people have made a difference to the lives of older people by helping them.



## Discuss

- 1 What are other means of expressing reasoning and justification?
- 2 Do you encourage students/participants to use them regularly? Why/Why not?
- 3 To which extent do you agree that they improve DND?
- 4 Do you think your students could use the thinking frame? Why/Why not?

## Functional language in DND

**Analyse functional language with students. Choose the phrases which are more appropriate for DND. Give reasons.**

### Expressing opinion

I think....  
 I believe....  
 I feel....  
 I suppose....  
 I guess....  
 According to me....  
 In my view....  
 In my opinion....  
 In my eyes....  
 It seems to me that....  
 From my perspective....  
 From my point of view....  
 From my viewpoint....  
 As far as I'm concerned....  
 Personally, I think....  
 I'd like to point out that....  
 What I mean is....  
 Generally, it is thought that....  
 Some people say that....  
 Well, it is considered that....  
 It is generally accepted that....  
 My impression is that....  
 It goes without saying that....  
 I hold the view that....  
 I'm of the opinion that....

### Expressing agreement

I agree....  
 I totally agree....  
 Definitely....  
 I couldn't agree more....  
 Absolutely....  
 Precisely....  
 I see your point....  
 I see what you are getting at....  
 I'd go along with that view to a point...  
 Sure, that's one way of looking at it....  
 I have to side with you on this one....  
 I suppose so....  
 I think so too....  
 I'd go along with that....  
 That's a good point....  
 I see exactly what you mean....  
 You're right, that's a good point....  
 Actually, I think you're right....  
 That's true....  
 Well, I agree with you here....  
 You have my full agreement....  
 I second that....  
 Ok, that's convincing....  
 I'll take your word on that....  
 You took the words right out of my mouth...

## Expressing disagreement

I see your point, but...  
 I see what you are getting at, but...  
 That's one way of looking at it, however...  
 I completely disagree....  
 Well, I see things rather differently...  
 Umm, I'm not sure about that...  
 I'm not sure I go along with that view...  
 I don't really agree with that idea....  
 I agree up to a point, but...  
 You could say that, however...  
 I wouldn't quite put it that way myself...  
 I still have my doubts....  
 I can't/couldn't go along with that....  
 That's out of question....  
 You've got to be kidding....  
 Well, I don't quite agree with you....  
 I find that difficult to accept....  
 We don't seem to agree here....  
 Not necessarily....  
 That's not always true....  
 There is no way I could agree with that....  
 I don't think so...  
 No, I'm not sure about that because....  
 I'm afraid I disagree....  
 We don't seem to be in complete agreement....

## Expressing interruption

Sorry to interrupt, but....  
 Can I add something here....  
 Is it ok if I jump in for a moment....  
 If I might add something....  
 If I may interrupt...  
 Can I throw my two cents in...  
 Do you mind if I add something....  
 Umm, well, not really...  
 Excuse me, but in my opinion...  
 Are you telling that...  
 Excuse me for a second, but...  
 Sorry, but I'm not done yet...  
 Let me finish what I have to say first....  
 May I say something here...  
 Excuse me for interrupting, but...  
 Sorry to cut you off, but...  
 Well, that reminds me that...  
 So, you're telling me...  
 I don't mean to intrude, but...  
 Well, if that is the case...  
 Sorry, but can you let me finish...  
 Wait a minute...  
 Before you go on, I'd like to say something...  
 Before you move on, I'd like to say something...  
 Just a moment, I'd like to add something here....

## Asking for an opinion

What's your idea?  
 What are your thoughts on all of this?  
 How do you feel about that?  
 Do you have anything to say about this?  
 What do you think?  
 Do you agree?  
 Wouldn't you say?

## Settling an argument

Let's just move on, shall we?  
 Let's drop it.  
 I think we're going to have to agree to disagree.  
 (sarcastic) Whatever you say./  
 If you say so.

Source:  
<http://myenglishonline.ca/wp-content/uploads/2014/08/100-Phrases.pdf>



## Discuss

- 1 What is the role of functional language for DND?
- 2 How do you encourage your students to use it on a daily basis?



## Ideas bank

- 1 What's going on in this picture?  
<https://www.nytimes.com/column/learning-whats-going-on-in-this-picture>
- 2 You are going on a cycling trip in the countryside with a group of friends. You need to decide what things would be useful to put in your backpack and take with you. Talk together about the different things it would be best to take.

# Summing up

Developing English dialogue, debating and negotiating skills, support students to:

- ✓ Think about and discuss the processes involved in learning these skills.
- ✓ Learn how to identify ways to improve these skills.
- ✓ Self-reflect and manage their learning.



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