

# What argument?

This has been tried out a few times but I'd welcome additional suggestions and additions. The idea here is for different groups to work on different topics for argument. I've tried to come up with ones they are likely to engage with, but if you can think of others then we can add them. They need to separate the pros from the cons and then decide whether they are going to argue for or against. They then need to prioritise their arguments maybe using a diamond nines grid or sequencing grid (both included), add any arguments that they can think up and then select the arguments (say three or four) they want to put forward for their debate.

They can then use the debate framework to come up with points, consequences and evidence for the three points they have chosen.

Webaddress: <http://www.collaborativelearning.org/whatargument.pdf>

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## COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

## BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

\*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening . They provide teachers opportunities for assessment of speaking and listening.

\*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

\*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

\*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

\*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

\*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

## What argument

## For and against mobile phones in school

<p>They offer a quick and easy way to record sound, photos and short videos.</p>	<p>It is important to learn how to use them responsibly.</p>	<p>Predictive text helps your spelling to improve.</p>	<p>The alarm clock is useful to time group work.</p>	<p>At first they will be misused but then users will grow more mature.</p>
<p>Children are usually given old phones and hand me downs so they don't work well.</p>	<p>They are too valuable to be used in school.</p>	<p>They are not so useful as small digital cameras</p>	<p>They are all different so often not compatible when used together.</p>	<p>Not everyone has access to one so it is unfair on those that don't have them.</p>
<p>They contain private information so cannot be used in class.</p>	<p>Some children will make fun of those with old phones.</p>	<p>Their signals might interfere with the school's wi fi.</p>	<p>Children might use them to cheat in tests.</p>	<p>If you film people without permission you are invading their privacy.</p>

## What argument

## For and against Car Use

It would be safer to walk and cycle.	It would cut down on carbon emissions.	It would cut down on noise.	It kills and injures more people, especially children, than anything else.	It encourages laziness: people use cars to travel short distances.
Children are imprisoned in cars and don't exercise.	It prevents public transport from being frequent because it is not used enough.	Roads are clogged up and it takes a long time to go anywhere.	Cars give lots of opportunities to travel to interesting places.	Cars are more flexible than public transport.
You feel warm, comfortable and safe in a car.	Cars are cheaper when families travel together.	You don't need to plan trips. You can just go.	Public transport is often delayed and cancelled.	You can carry a lot more in a car.

# What argument

## For and against Graffiti

It is decorative.	If done well it can regenerate a run down area	It can deliver a powerful message.	When done by a well known artist it can attract tourists to an area.	It could be used for advertising
it works well when supported by the community.	It helps spray paint manufacturers.	When done badly it can make a area look run down or scruffy.	It can encourage other kinds of vandalism and destruction.	It can be dangerous to do on bridges or tops of buildings
It's illegal.	It costs a lot to remove.	Spray paint is poisonous and damages your brain.	Tracking down artists is a waste of police time.	It damages public property.

## What argument?

## For and against only having locally produced food

Shopping locally supports local people.	Your money stays in the area.	Food in season tastes better.	You get to know your small supplier.	You can check that the food is responsibly grown.
Food that travels a short distance doesn't damage the environment.	Buying food from abroad helps those who are less well off.	You get a bigger and better choice of food.	If you choose fair traded food you know it is responsibly produced.	Food is cheaper and you can spend your money on other things.
Food grown in heated green-houses can use more carbon than transporting food from hot countries.	In February you would have very little choice of fruit and vegetables.	Our houses are not suitable for storing food in summer and through the winter.	Growing food to export to Britain means farmers are discouraged from growing food for their families	There is risk that insects and pests are imported with the food.

## What argument?

## For and against CCTV in public places

It keeps you safe.	Provides jobs for people who can look for suspicious things all day and night.	Helps to keep crime down.	Stops traffic acting illegally.	Deters people from doing damage to property.
It is expensive and ugly.	It intrudes on people's privacy.	It could be used by the government to control your behaviour.	It's easy to wear a disguise or hood so you can't be recognised.	Better to provide playgrounds, youthclubs and other friendly public spaces.
It can be used to provide evidence in cases of serious crime.	It can provide evidence of police behaving illegally.	There are many faulty cameras.	The pictures are often grainy and of poor quality.	They make people feel safer.

## What argument?

## For and against Facebook

Makes people feel important.	It helps your webskills.	Keeps you in good contact with friends.	You can meet people you knew a long time ago.	It helps you to make new friends.
It helps you to find people with similar interests to you.	People invent false identities.	Your identity can be stolen.	Nothing is secure on the internet.	Lots of people don't tell the truth about themselves.
Once you have put an image on facebook you can never completely erase it.	It makes bullying very easy.	If you put an image of yourself at a party your parents or your boss may see it.	It wastes a lot of time.	Twitter is much better for sharing information

## What argument?

## For and against downloading free music

It lets you try out new bands without having to spend money.	It means you can have a big music collection.	Musicians don't get money for their work.	Because people are not buying CDs, shops are closing.	It helps new bands find an audience.
Bands end up making their money at live concerts and performances.	Having more concerts means bands stay in touch with their fans.	Everybody expects music to be free now, so they don't see it as theft to copy.	It is easier to get music with offensive lyrics because there are fewer controls	Technology is always changing and people have to adapt.
If your computer breaks and you lose your MP3 player you lose all your collection.	Your music collection does not take up much space.	People with no internet access are not able to join in collecting music with their friends.	It uses up a lot of broadband space.	



# What argument?

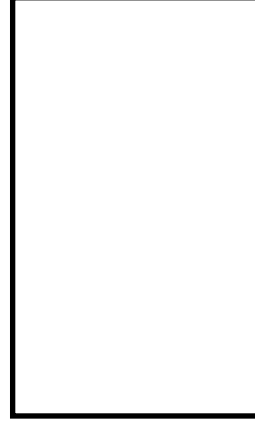
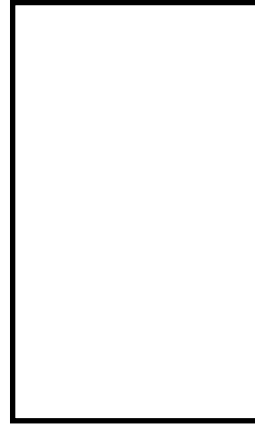
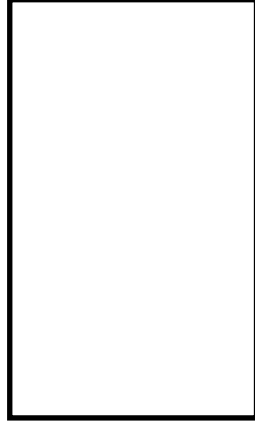
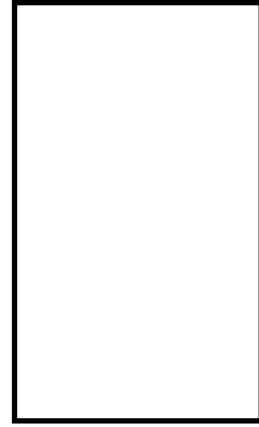
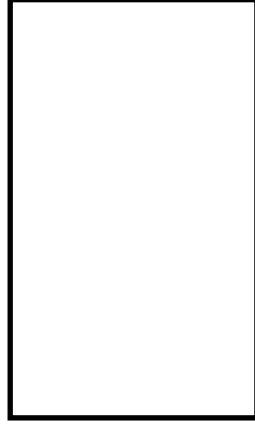
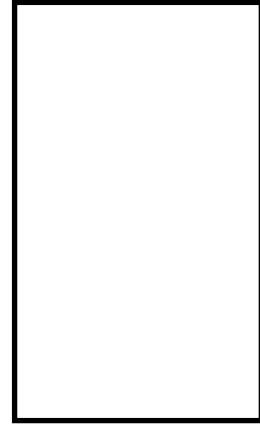
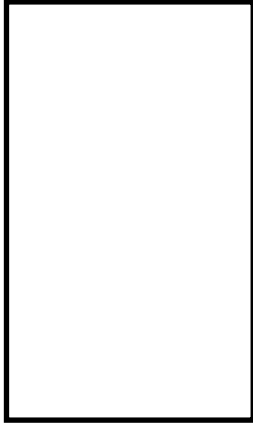
# For and against school uniform

<p>There would be less pressure on pupils to wear fashionable clothes.</p>	<p>It would cost too much for some families.</p>	<p>The pupils would get fed up with wearing the same kind of clothes every day.</p>	<p>It would encourage pupils to take a pride in their school.</p>	<p>Everybody would look smart all the time.</p>
<p>If pupils were misbehaving outside school people would be able to tell which school they came from</p>	<p>Pupils would not have to decide what to wear every day.</p>	<p>There would be less rivalry about who had the latest 'designer' clothes</p>	<p>People would feel that they are not individuals.</p>	<p>The pupils would not have the chance to express their personality through their clothes.</p>
<p>Pupils grow fast and parents would need to keep buying new uniforms.</p>	<p>Teachers would spend too much time making sure the pupils were wearing the correct uniform.</p>			

Arguments for	Strongest argument					Least strong argument
Arguments against	Strongest argument					Least strong argument



Strongest argument



Least strong argument

Introduction	First point or reason	Consequence	Evidence	Second reason	Consequence	Evidence	Third reason	Consequence	Evidence	Counter argument	Rebuttal	Conclusion	Warning