

# Lesson 10 Each One Teach One and Each One Debate



To help pupils develop knowledge and understanding of key concepts through independent inquiry, and to help them explore perspectives through critical literacy



Begin to build independent research skills  
Define and interpret key concepts  
Explore perspectives through debate  
Begin to apply critical literacy to various perspectives



**Lesson Support Resource 10**  
*Each One Teach One Cards*

**Internet Access for Pupil Research Task**

**Lesson Support Resource 11**  
*Speaking Seats Labels*



**Activity 1:** 30 – 40 minutes

**Activity 2:** 30 – 40 minutes

## Links to Pupil Learning Framework

1. Developing Knowledge and Understanding of Local and Global Issues
2. Cultivating Skills and Values to acquire:
  - Critical Thinking
  - Emotional Literacy
  - Metacognition
  - A Growth Mindset: attitudes and dispositions
  - Universal Values



# Activity 1

- For this activity the strategy being employed is 'Each One Teach One'
- Give each pupil an Each One Teach One Card (see Lesson Support Resource 10)
- Ask them to research the meaning of their word and write it on their card
- Ask them to learn it off
- Explain that they are going to teach their word and its meaning to as many pupils as they can
- Ask the pupils to get into pairs
- They should teach the words and meanings to each other
- Give the signal, and ask them to move to another person to teach their word
- They should try and teach their words to as many people as possible until they are given the signal to stop

# Activity 2

- Arrange 2 'Speaking' seats back to back in a prominent place in the class. One seat should be marked 'Yes Because', and the other marked 'No Because' (see Lesson Support Resource 11)
  - Explain to pupils that they are going to debate various issues which are linked to the words they just learned
  - Explain that they will get a chance to sit on the 'Yes Because' seat or the 'No Because' seat
  - Explain that you will call out a statement. If they are on the 'Yes Because' seat, they must agree with the statement. If they are on the 'No Because' seat, they must disagree with the statement
  - Explain that they should argue from the seats' point of view, even if they do not believe in what they are saying. They are to imagine they are the voice of the seat
  - Each seat only gets 15 seconds to argue its point of view
  - Explain that they might all be thinking different points of view than their classmates, but it is important for them to simply listen to all points of view
  - Explain that at the end of the activity, they will get a chance to speak more about some of the issues
  - Pupils should be invited in pairs to take a seat each. Pupils can be alternated per statement. The teacher might wish to use the same statement with a number of pairs
- Recommended Statements**
- *Boys and Girls are equal*
  - *Our country should welcome refugees*
  - *It's a person's own fault if they are homeless*
  - *Owning lots of stuff is what makes you happy*
  - *It's ok to dig for oil even if it ruins the earth*
  - *We should grow our own food*
  - *Poorer countries should get more aid*
  - *Different cultures should mix together more*
  - *Women should get paid more than men*
  - *Young people can make the world a fairer place*

- *People fleeing from war should be given a home in our country*
- *We should care about people who make our clothes*
- *All children should have the right to education*
- *Children can be activists*
- *It's ok for a country to go to war*
- *It's ok for big companies to take land from poorer countries*
- *We should feel compassion for everyone*
- After all pupils have had the opportunity to occupy a 'Speaking Seat', the following debrief questions can be asked to encourage dialogue through a critical literacy approach

### **Prompt Questions**

- We've heard lots of different ideas/opinions through the 'Speaking Seats'. How might these opinions/ideas get into people's heads?
- Where do we learn some of the things we believe?
- How can we learn new ways of thinking about the issues?
- Why might some people, organisations and/or the media want us to believe a certain thing?
- Can we learn how to think about the issues in ways that are more compassionate and kind for everybody?

### **Tip**

*You might want to invite pupils to do a shake down to physically get out of the character of the 'Speaking Seat'*