



Mace Preparation		Lesson 6
Materials Needed: - Slide deck for presentation. - Session 6 preparation sheet, pens/pencils, stopwatch		
Learning Outcomes: By the end of the lesson, students will be able to: - Work collaboratively to prepare a debate case and allocate speaking roles. - Select and organise arguments around a clear line of clash. - Deliver and evaluate a short team debate using skills learned throughout the programme.		✓ I can work effectively with my team to prepare a debate case. ✓ I can organise arguments around a clear line of clash. ✓ I can contribute to a short debate using reasoning, rebuttal and delivery skills.
Key Vocabulary: Preparation, clash, case, opposition, proposition, rebuttal, summary, teamwork		
Warm Up Activity 3-5 mins	Slide 2-5: Mini motion panic. Students are put into pairs and choose a side to represent. After reading the motion, they have 1 min to think and defend their side. Repeat this for other examples while swapping Opp and Prop. Slide 6: Explaining how the warm-up mimics debate prep- you are given a motion and side and need to come up with arguments.	Students practise thinking under pressure, choosing a side and forming a simple argument quickly
Introduction 5-10 mins	Slide 7: Model how to unpack a motion by defining key terms and clarifying exactly what is being debated. Slides 8-10: Introduce the concept of a line of clash. Use the examples provided and discuss what both sides are likely to disagree about most. Slide 9 provides examples. Slide 11-15: Recap the Mace debate structure and speaker roles.	Students understand the importance of defining and interpreting motions accurately. Students can identify the central disagreement in a debate.
Activity 15 mins	Slide 16: Explain that strong teams prepare key ideas rather than writing complete speeches. Discuss definitions, arguments, rebuttals and closing lines. Slide 17: In groups of three, students receive a motion and side. They complete the preparation sheet, identify the clash, select arguments and allocate roles. Give them time to start researching. Encourage them to use time between sessions to practise together. Note: Depending on the size of the group, you can extend the amount of time each speaker has. If you have 6 people in your club, you can have 2 full groups. Extend the time to 3 mins for the 1 st and 2 nd speakers, and to 2 mins for the summary speaker. Adjust however necessary.	Students understand effective debate preparation strategies. Students collaborate to prepare a coherent debate case. Students understand how responsibilities are shared within a debate team.
Plenary/ Conclusion 2 mins	Slide 18: Complete the one-sentence plenary task to consolidate.	Students consolidate their understanding of debate preparation.

**Do you have more than 30 minutes?****Lesson 6****Extend the Team Preparation Phase**

Rather than moving quickly to speeches:

- Ask teams to refine and improve their arguments.
- Encourage teams to predict opposition responses.
- Discuss which argument is most likely to win the debate and why.

Extend Practice Debates

After each speech:

- Allow brief rebuttals from the opposing team.
- Encourage peer feedback using the success criteria.
- Give students an opportunity to improve and redeliver sections of their speeches.

Extend Reflection Activities

Ask students:

- Which argument was most persuasive?
- Which rebuttal was most effective?
- What would improve the team's chances of winning in a competition?

Want to extend a student?**Lesson 6**

For more confident students:

- Challenge teams to identify the single most important clash in the debate and structure all arguments around it.
- Require students to prepare likely rebuttals before hearing the opposing side.
- Encourage teams to prioritise arguments strategically rather than including every idea they brainstorm.
- Challenge students to write a strong closing statement that summarises why their side should win.
- Ask students to identify potential weaknesses in their own case and prepare responses.
- Encourage students to incorporate examples, evidence and stakeholder analysis into their speeches.

Need more support?**Lesson 6**

For less confident students:

- Provide a completed example of a preparation sheet.
- Use teacher-selected motions with familiar topics.
- Assign clear roles within teams so students know their responsibilities.
- Provide sentence stems:

"Our strongest point is..."

"This matters because..."

"The Opposition might say..."

"Our response would be..."

- Encourage students to focus on one strong argument rather than several weaker ones.
- Allow rehearsal time before delivering speeches.
- Pair less confident students with supportive teammates during preparation