

# EARLS COURT PROJECT

## Debating Urban Regeneration

SESSION ONE:

### What is a debate?

Expressing views using the point, reason, example model

English/Citizenship/Geography | Key Stage 3 | Duration: 1 hour

#### Objectives:

- To understand the differences between arguments, discussions & debates
- To present different views using the point, reason, example model
- To gain a basic understanding of the topic: The benefits and drawbacks of urban regeneration

#### Curriculum links

- English
- Citizenship
- Geography

#### Introduction:

- Show the students clip one (Monty Python's argument clinic)  
**Questions:** Was this a debate? What was it? How would you describe an argument?
- Show clip two (Question Time: Scrapping the Education Maintenance Allowance)
- Students identify some rules and format from the debate structure; discuss how and why some debaters' styles work better than others. List some top tips of successes from the clip

#### Main:

- Write a statement on the class board on a familiar topic - e.g. 'Under 13s should not be allowed Facebook accounts' - and take some initial student opinions, for and against the statement
- Give out large paper and pens, placing students into groups of 5/6, some groups for, some against
- Groups to brainstorm a range of responses to the statement. Students should follow the point, reason, example model - first make a point, then give a reason why, then use an example to back up the point.
- Groups feed back to the class, practicing using point, reason, example model
- Now place students into groups of 2/3 and give a set of evidence cards to each group.
- Ask students to read all cards, then group them as either in support of or opposition to the statement  
**Questions:** What makes good evidence? How does 'factual research' compare to opinion? Is some opinion also valid? Whose opinion, and in what instances?

## Plenary:

- Announce the topic you will be formally debating
- Run slides and introduce topic, covering some basic background and issues about urban regeneration
- Show final slide with the 'motion': The benefits of urban regeneration outweigh the drawbacks
- Distribute one poll card to each student. Ask them tick either agree, disagree or don't know on their cards, based just on what they know and think so far about this subject
- Collect poll cards; add up totals to feedback to the class next session

## Resources:

- Video clip: Monty Python's argument clinic  
<http://www.youtube.com/watch?v=hnTmBjk-M0c>
- Video clip: Question Time - Scrapping the Education Maintenance Allowance  
<http://www.youtube.com/watch?v=gK2qtrbTaFw>
- Large sheets of paper and pens
- Sets of evidence cards, some in support of and some in opposition to the statement
- Presentation slides outlining basic issues, arguments and context about the topic of urban regeneration
- Student poll cards, one per student



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## Debating Urban Regeneration

SESSION TWO:

### Local developments

Gains and losses with urban regeneration

Geography/Citizenship | Key Stage 3 | Duration: 1 hour

#### Objectives:

- To consider and balance some common 'gains and losses' of urban regeneration, in the round
- To meet a professional expert in the field with links to a real regeneration project in the local area
- To learn in more detail about plans for important local regeneration, with opportunities to ask questions

#### Curriculum links

- Geography
- Citizenship

#### Introduction:

- Hand out sets of venn diagrams and impacts cards, one between two.
- Ask students to reflect on the major regeneration of east London in preparation for the London 2012 Olympic site (as covered in presentation at the end of last session)
- Students read through all the cards, then discuss and decide in pairs which they think stand to gain or to lose from the development, placing those which may both gain and lose in the middle cross-over section
- Take feedback, e.g. asking students to explain in what way some areas may stand to both lose and gain

#### Main:

- Bring in your local expert for a lively presentation about real urban regeneration project/s taking place in your local area. This can be someone from a developers' company or the local council planning department, but it is helpful if they are experienced in talking to roughly this age group and can include some images (e.g. slideshow) in their presentation to help students visualise the future changes.
- Allow time and encourage students to ask plenty of questions and take some rough notes.

## Plenary:

- Feedback to students the results of their session one poll - how many students agreed, disagreed or didn't know about the 'motion' The benefits of urban regeneration outweigh the drawbacks?
- Discuss outcomes; are they surprised by their majority vote? Take students' reasons for their opinions and choices, asking some to try expressing these following the point, reason, example model.

## Resources:

- Venn diagram activity sheets and impacts cards: 'The gains and losses with urban regeneration'



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## Debating Urban Regeneration

SESSION THREE:

### Different perspectives

Responding to everyone's needs and hopes

Geography/Citizenship | Key Stage 3 | Duration: 1 hour

#### Objectives:

- To consider what different groups of people in the area might need and want
- To understand why/how different needs can come into conflict, and consider how solutions are found
- To look at proposals for local regeneration area and see how different groups' needs might be met

#### Curriculum links

- Geography
- Citizenship

#### Introduction:

- Explain that we will be thinking about some different kinds of regeneration projects, looking at some thoughts and concerns from before and since the changes and considering whether or not we think urban regeneration is usually of overall benefit, and worth the difficulties and costs it can bring.

- Show the students clip 1 (Doubts about long term benefits of Olympics)

**Discussion/questions:** Which aspects of the redevelopment were interviewees most optimistic/concerned about? What sort of overall picture was the presenter painting? On what grounds was he less than positive? How recent do you think the report was? How might it look now/in five years?

- Show clip 2 (Positive spin on environmental credentials of Olympics)

**Discussion/questions:** How does this report differ in its representation of the development? What aspects did the report highlight in more optimistic ways? How convincing was this different take on things? When do you think this report was made? How does it look in contrast to the older clip?

- Explain that when analysing any kind of report/document/source material, we must also consider who has produced it, when it was produced and for what purpose: factual, educational, political etc...

#### Main:

Role-playing current projects - Adult support / direction for both groups is helpful

- Seat class in two groups; each group will look at a case study on a current proposed redevelopment:

**Local case study one:** plans for redevelopment of Shepherd's Bush Market

**Local case study two:** plans for extension of Westfield White City

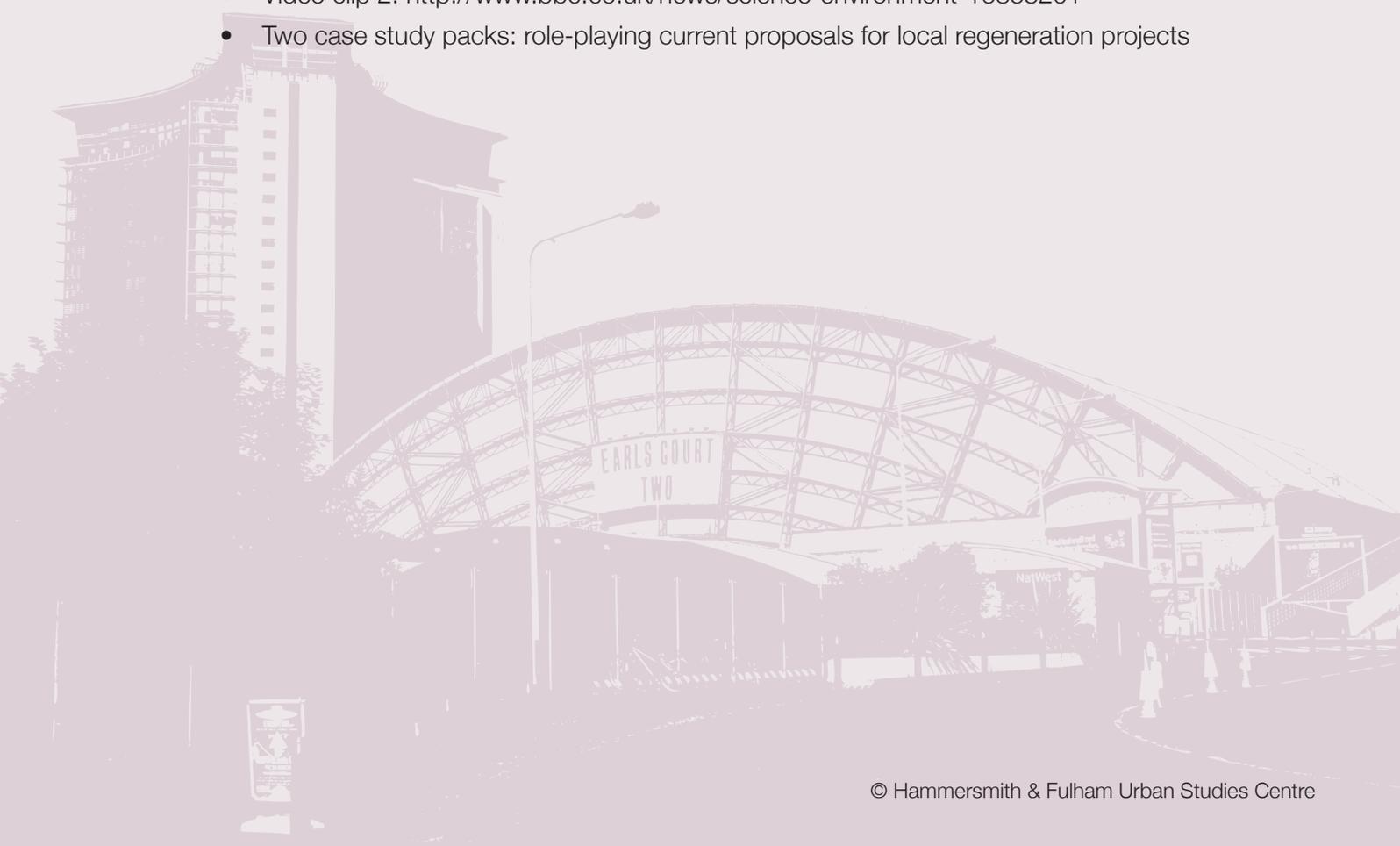
- Give each group their case study pack. Groups read out main information card/pass around pictures
- Each group needs to divide into five smaller groups, each then assuming the role of a key stakeholder. Stakeholder groups then read through their own character cards and briefly share thoughts.
- Students follow instructions on their information card, taking turns to role-play their character's position on the planned developments, getting their various concerns and needs aired and included.
- Supporting adult or volunteer student 'Chair' directs and guides discussions between stakeholders
- Give plenty of time for a good exchange of points and responses between all stakeholders.
- Groups wrap up by reflecting on the main points that came up, such as difficult issues, perceived injustices, possible solutions and longer term benefits, using questions on information card as a guide.

### **Plenary:**

- Two groups feed back to whole class on main important outcomes from their discussions
- Encourage objective discussion and reflection:** Are some conflicts harder to resolve than others? Can some conflicting interests be worked through? How?

### **Resources:**

- Video clip 1: <http://www.bbc.co.uk/learningzone/clips/urban-regeneration-and-the-london-olympics-2012-pt-2-2/1433.html>
- Video clip 2: <http://www.bbc.co.uk/news/science-environment-16853201>
- Two case study packs: role-playing current proposals for local regeneration projects



# EARLS COURT PROJECT

## Debating Urban Regeneration

SESSION FOUR:

# Knowing all sides of the argument

Successful use of evidence

English/Citizenship | Key Stage 3 | Duration: 1 hour

### Objectives:

- To look at language and debating: new terminology and thinking critically about 'The proposition'
- To explore all sides of the argument; handling source materials and successful use of evidence
- To start preparing for the formal debate

### Curriculum links

- English
- Citizenship

### Introduction:

- Explain some basic terms of debating - motion, proposition, opposition etc
- Ask students to consider the proposition 'The benefits of urban regeneration outweigh the drawbacks'
- Discuss with questions: Is how the proposition is phrased important? Do certain interested parties (local people, developers) take particular sides? How can some interests appear more important than others?
- Explain that, as with writing a formal essay, all points made in a debate must be backed up with evidence, and it is important how you select and employ any source material as evidence in building your defense.

### Main:

Reviewing source materials as evidence

- Stick 4 large sheets on walls around room, with the headings positive, negative, useful and flawed sources.
- Seat students in several groups. Give each group a set of source materials and post-it notes. It is logical and best for drawing comparisons if each set of documents refers to a single regeneration project.
- Working in 'research teams' students should scan-read the materials, identifying documents or sections which seem to present a case/tell a story about urban regeneration, which is positive, negative, useful or flawed. By noting down key aspects from materials on the post-its (which elements of which documents) students work together to organise the materials, then attaching notes to different headings boards. Students can use this classification process in

beginning - and refer back to their post-it boards - to construct their final arguments, for or against.

- Take brief feedback from groups: e.g. which evidence seemed particularly helpful or flawed and why?
- Ask a volunteer to try to verbally defend or oppose an aspect of urban regeneration, using something compelling they've found in a document. Can anyone come back at this with something they've read? Students should practice using point, reason, example in phrasing what they want to say.

## **Plenary:**

- Prepare students for the final session, when they'll be practicing public speaking, sharing their draft presentations - with peer review, plus review from a panel of young debating expert volunteers.
- Reveal to class whether they'll be arguing the proposition (for) or the opposition (against the motion)
- Explain that students will need to organise themselves, with your help, into five 'task teams':
  - > Introductory team
  - > Main argument 1 team
  - > Main argument 2 team
  - > Questioners' team
  - > Summary team
- Read the task team allocation table and each team's research pack information beforehand - these will help you to advise students on what strengths and interests are best focussed in particular teams.
- Take sufficient time to agree members for all task teams; then allocate research packs to each team.
- Allow several days before your final session.
- Advise students that teams will be working independently to, between them, conduct good quality research, to plan and coordinate cohesive arguments and begin to draft their presentation speeches.

## **Resources:**

- A broad range of source materials (media coverage, report summaries etc) covering examples of urban regeneration projects current and past, smaller/local and larger/higher profile. These can also include relevant excerpts from accessible documents on issues of urban regeneration in general - changes in direction from the past, critiques, helpful educational summaries, and so on. Highlight helpful passages.
- Plenty of post-it notes and pens
- Large sheets of flip chart paper, blu-tack and marker pens
- Research packs for five task teams, including copies of source materials and helpful research links pages
- Task team allocation table

# EARLS COURT PROJECT

## Debating Urban Regeneration

SESSION FIVE:

# Presentation and debating skills

with peer and panel review

English/Citizenship | Key Stage 3 | Duration: 1 hour

### Objectives:

- To identify and understand successful presentation skills
- To critically review and refine the clear, cogent and distinct arguments for formal debate
- To consider successful approaches and ideas for debating questions and answers

### Curriculum links

- English
- Citizenship

### Introduction:

- Show YouTube example clips of good and bad student presentation skills; students identify and discuss strengths and weaknesses in delivery, body language, preparation, techniques for engaging/convincing.
- Scribe on board some agreed 'top tips' for successful presenting and public speaking

### Main:

Practicing speaking publicly

- Seat students in their task teams and establish which groups are ready to present first versions of their speech to the class. Allow time for teams to get organised; some may only be at an ideas-sharing stage.
- Ask one team at a time to present their draft speeches, or share notes/ideas. Offer advice where appropriate, such as on speaking pace and breathing techniques to combat performance nerves etc.
- Between each presentation refer to your 'expert panel' for constructive criticism. Teams to take notes.
- Also ask other student teams for feedback and advice.
- Feedback on presentations using following criteria:

CONTENT	FORM	DELIVERY
<ul style="list-style-type: none"> <li>• Main speeches 1 and 2 should be distinct ...are they? (minimal content cross-over)</li> <li>• All key points of both argument threads explored? What's missing? Research!</li> <li>• Is it balanced, persuasive and plausible?</li> <li>• Have they included any primary research: surveys, interviews etc? (Is there still time?)</li> <li>• Have they drawn on evidence? Is it reliable, appropriate?</li> <li>• Is any evidence cited properly?</li> </ul>	<ul style="list-style-type: none"> <li>• Does it follow point, reason, example model?</li> <li>• Structure/layout - 'Firstly... secondly..' etc</li> <li>• 'We believe', not 'I believe' - appropriate terms</li> </ul>	<ul style="list-style-type: none"> <li>• Allow practice time - Not reading 'word for word'... not still practicing on stage!</li> <li>• Timings importance - talking pace right? Need to flesh out or tighten up speeches?</li> <li>• Decide on format: Give speakers' names; introduce other team..?</li> <li>• Advice on delivery? Body language; eye contact, cue cards, relaxation, breathing</li> </ul>

Some helpful pointers about presentation content to bear in mind:

- Discuss and agree which come across as the strongest areas of focus your side should take.
- Main argument 1 and 2 groups' points should be separate and distinct. Groups must liaise with each other to avoid overlapping points. For example, those debating the proposition could choose to focus on:

**Group 1:** Regeneration benefits local/wider/nation ECONOMY (jobs etc)

Regeneration creates more HOUSING, including 'affordable'

**Group 2:** Regeneration 'rescues' areas from DECLINE / decay, lifts up depressed communities

Regeneration improves SOCIAL COHESION; mixing of communities (richer/poorer)

- It is also worthwhile considering which areas the opposition debaters might focus on. For example:

**Group 1:** ENVIRONMENT and SUSTAINABILITY: impacts V benefits

RAPID CHANGE: lost landscapes, detrimental experience, social alienation

**Group 2:** COST: Examples (Olympics?) where there may be unjustifiable public cost

SOCIAL IMPACTS: local disruption, rehousing, demographic change

- PowerPoint - See any prepared slides (see team packs advice) to be brought to debate by USB stick
- Questions - If Questioners' team have written questions, practice these - if not, work as a class to brainstorm four to five ideas for questions to put to your opposite debating team
- Answering questions - As a class, try to pre-empt some likely questions put to you by your opposite debating team. Guide and support students' practice responses to a range of different questions

## Plenary:

- Draw up simple plans of action for each team, with pending work and pointers from review process
- Designate team coordinators to check good communication between team and tasks being completed
- Your final debate can be a simple event but will require clear structure and an organised methodical approach on your part. Prepare students with some basic points about logistics and what to expect
- Depending on the ability and progress of your class, you may decide to include a follow-up session prior to your final debate, with opportunities for further supported practice, to check scripts, PowerPoints etc.

## Resources:

- Prepare some YouTube example clips of good and bad student presentation skills to show in session
- Invite some volunteers to form an 'expert' feedback panel for this practice session, ideally young people with some experience of debating or public speaking
- Plenty of paper and pens for note taking

