

# Lesson Plan 6: D is for Discussing not arguing



## **Safe Space: Looking at discussion as an aspect of Safe Space**

In this lesson, students will learn that having discussions are tools for preventing and resolving conflict. They will identify similarities and differences between each other, recognising themselves in others to help build empathy.

**Total lesson length:** 50 mins

## Learning objectives

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- To understand what the difference between a discussion and an argument is
- To practice having meaningful discussions

## Preparation

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- PowerPoint presentation (included)
- Safe Space film (included)
- Discussion anagram worksheet, printed per table or pupil (included)

## Curriculum topics

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### RE

- Ethics and Values
  - / Relationships and families
- Religion and society
  - / Community cohesion

### PSHE

- Diversity
- Relationships

### RSE

- Respectful relationships

### Citizenship

- Community, Identity and Diversity
- Rights and responsibilities

Timings	Script	What you will need
2 mins	<p><b>Recap Safe Space agreement</b></p> <p>Or use BUILD principals and / or play the Safe Space film.</p> <p><b>Recap from previous lesson</b></p> <p>Explain that in the last lesson we explored how to listen with our whole body and learnt how to ‘actively’ listen to each other. Being respectful and understanding each other are the basics for us to be able to have a meaningful conversation with someone.</p>	Class Safe Space agreement
15 mins	<p><b>Topic introduction: the difference between a discussion and an argument</b></p> <p>Explain to the students that this lesson is going to look at the word ‘discussion’ and what it means, and the differences between discussing and arguing.</p> <p>Ask the class what they think the word ‘discussion’ means; what do they think the word ‘argument’ means?</p>	PowerPoint presentation images

### **Pair and Share activity**

Ask the students to discuss what the difference is between these two words in pairs and then bring the class back together and ask them to share their answers.

If you feel it is appropriate, use the pictures on the PowerPoint presentation to illustrate what it might look like when people are having a discussion or an argument.

Put the answers on the whiteboard / PowerPoint slide around the meaning of the words 'discussion' and 'argument'.

### **Writing activity (KS2)**

(For KS1, you can do this on the whiteboard as a class).

Get students to fold a page of their books in half and draw a line down the middle. Writing the heading 'Discussion' on one side and 'Argument' on the other.

Ask students to fill in the columns with examples of the difference between a discussion and an argument. This can be discussed on tables, but each student should fill in individual answers.

## **Prompt questions**

- What does a discussion look like?
- What does an argument look like?
- What are the feelings involved?
- How are people speaking to each other?

Get students to share their answers by choosing students to come and write on the whiteboard. Discuss and unpack any interesting answers.

The class should come to the conclusion that a discussion is a conversation, while an argument is a competition.

## **Potential answers from and to draw out of students**

- Discussion is a conversation
- Discussion is using I statements
- Discussion is listening, being polite and kind, engaging in conversation without shouting and screaming at each other
- Argument is all about winning and proving that you're right; putting your point across without caring for the opinion of others
- Discussion is more like a conversation

10 mins

### Activity 1: Let's discuss!

Inform the class that we are going to practise discussing.

Ask students to stand up and move to a space in the classroom, explain that you will ask them to walk around, slowly and when you say 'freeze' they need to stop where they are and then stand next to the person they are closest too.

A question will then appear on the PowerPoint / whiteboard and they need to have a conversation about this with their partner. Remind them it's a discussion and they should both be exchanging views without getting into an argument.

#### Questions

- Would you rather live in the city or the countryside?
- What superpower do you wish you had?
- How old would you like to be?
- Is crying a sign of being strong or weak?

Please change / add your own if more relevant to your class / school / community.

Give them two minutes per question to discuss and then get them to move around again before the next question.

Space to walk around

After the final question, ask the students to sit back down and ask for feedback on how it felt to discuss the questions.

- Were they listening with their whole body as learned in the previous lesson?
- Who found it hard not to argue?
- Who found out some similarities and differences about someone else?

**Thank the students for participating in a challenging activity.**

10 mins

## Activity 2: Discussion anagrams (KS2)

Hand out the discussion anagram worksheets to each table / pupil and explain that you want each table / pupil to come up with their own definition of what discussion is, or examples of a good discussions by completing the acronym.

Have the PowerPoint slide with the summary of 'the importance of discussion' up for students' reference.

You can choose to model the example below:

**D**iscussion is...

**I**mportant and meaningful conversations

**S**peaking for myself = I speak for myself, I statements

**C**arefully listening to others with our whole bodies

**U**nderstanding

**S**lowing down if others need us to

**S**miling

**I** like... but I want to know what you like too

**O**thers have interesting things to say too

**N**o one knows it all

Ask students / tables to share their anagrams to the whole class.

Discussion anagram worksheet printed per table or student (KS2)

## Extension questions

- What would happen if we could not talk to each other at all?
- What if we could not understand each other?
- Is the outcome good? Why / why not?
- What happens when *countries* stop talking to each other?

3 mins

### **Plenary / reflection**

Ask the class to write down 'one thing you'll do to make sure we always have respectful conversations, where we understand each other?'

### **Extension questions**

- Is there anything that will make discussions difficult or impossible? If yes, what?
- What do we need to do in order to have a discussion and avoid an argument?
- Why are discussions important?
- What would happen if people in your class always argued instead of discussing? What if your teachers always argued?

**Thank you for using F&BF resources.**

**We would love your feedback! Please fill in the feedback form on the**

**Skills for dialogue Primary webpage** (<https://faithbeliefforum.org/resources/schools-skills-for-dialogue-primary>).