



Rewarding Learning

TRAINING GUIDANCE NOTES

TEACHING CONTROVERSIAL ISSUES

AT KEY STAGES 3 & 4

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NOTE:
All CCEA resources cited throughout this publication are available at www.ccea.org.uk

Training Guidance Notes

Teaching Controversial Issues at Key Stages 3 and 4

Introduction

This training programme is based on our guidance on Teaching Controversial Issues at Key Stage 3, available at www.ccea.org.uk/curriculum. The guidance can also be used at Key Stage 4, as the same principles and practice apply. This training allows teachers to translate our guidance into classroom practice.

The Northern Ireland Curriculum at Key Stages 3 and 4 and our GCSE qualification specifications provide a range of opportunities for teaching controversial issues. Our training programme supports the development of a whole-school approach to teaching controversial issues at Key Stages 3 and 4.

Curriculum leaders can use the materials in this training programme as part of their school's Continuous Professional Development (CPD) programme for teachers. We actively encourage curriculum leaders to adapt and develop our training programme and materials to meet teachers' CPD needs in their own schools.

The training aims to encourage teachers to self-reflect and explore their views, feelings and values regarding teaching controversial issues in a supportive environment. It helps teachers to think about the challenges and benefits of teaching controversial issues. It also provides teachers with a range of practical classroom approaches to teaching controversial issues.

Why teach controversial issues?

Controversial issues are an unavoidable part of real life. They present pupils with opposing and conflicting views and arouse strong feelings and emotional responses. They can create tension and reinforce division between groups in society.

Teaching young people about controversial issues will help to reduce the possibility of tension and conflict. It will also help prepare them to engage with these issues. Young people need to explore and analyse why they feel the way they do about certain controversial issues. They need to be able to recognise and to manage their emotions when discussing these issues.

They also need to develop their knowledge, understanding and skills to be able to actively participate in society. They need to learn how to participate in discussions, to present reasoned arguments, listen to and respect the views of others. Teaching controversial issues will encourage young people to express their views. It will enable them to participate in the democratic process and support democracy.

Training Guidance Notes

Teaching Controversial Issues at Key Stages 3 and 4

Aims

The aims of the training are to:

- acknowledge the importance of providing opportunities for pupils to engage with controversial issues; and
- support teachers to successfully teach controversial issues arising from the Northern Ireland Curriculum and our GCSE qualifications, by developing their confidence and professional competencies.

The role of the facilitator

In preparation for the training, the facilitator should be familiar with school policies that relate to teaching controversial issues. The facilitator should recognise that teachers will have different levels of experience of teaching controversial issues. Some teachers will be more confident than others about teaching them. Some may feel prepared to teach certain issues and not others. The facilitator should consider this when planning and delivering the training.

The role of the facilitator is to:

- prepare and plan the training;
- be aware of their audience and any possible sensitivities;
- adapt and develop the training sessions to meet the needs of their school/teachers;
- include their own examples to illustrate points;
- create a safe environment and climate for discussing controversial issues;
- facilitate teacher discussion and encourage their participation in activities;
- summarise, highlight and reinforce key points;
- encourage teachers to self-reflect on their classroom practice; and
- encourage teachers to use a self-reflective journal.

Structure of the training programme

The controversial issues training programme consists of a training overview and seven training sessions. There is a PowerPoint presentation for each training session and accompanying facilitator notes. The facilitator notes include a list of resources referenced in activities.

How to use this resource

The facilitator should read this guidance document when planning the training. They should then review the PowerPoint presentation and accompanying facilitator notes for each training session.

We would encourage facilitators to adapt the training sessions to ensure they are appropriate for their audience and meet the specific training needs of teachers in their school.

Using a reflective journal

The facilitator should encourage teachers to use a notebook as a reflective journal during the training. Teachers can use the journal to record their thoughts, views, feelings, concerns, values, beliefs and learning experiences. They can note questions to ask and what areas they would like to explore further. This is the teacher's personal record and is not meant to be shared with others.

Training Guidance Notes

Teaching Controversial Issues at Key Stages 3 and 4

Teaching controversial issues: Training overview

As the facilitator, use this session as an introduction to the training. You should adapt this overview session to set the training in the broader school context. For example, consider informing teachers of the rationale for the training. Was the training identified as a result of school self-evaluation and development planning?

Explain the aims of the training programme (slide 2) and outline the structure of the training sessions for teachers (slide 3).

Encourage teachers to keep a reflective journal (slide 4). Give each teacher a notebook to use as a reflective journal throughout the training. Explain to teachers that this is for keeping their own personal records and they will not have to share it with others.

Slide titles

Slide 1 Teaching controversial issues: Training overview

Slide 2 Introduction and Aims

Slide 3 The structure of the training programme

Slide 4 Keeping a reflective journal

Resources needed

- PowerPoint presentation
- Notebooks for each teacher

Training Session 1

Exploring controversial issues

The aim of this session is to explore what makes an issue controversial.

OBJECTIVES

The objectives for this training session are to:

- develop teachers' knowledge and understanding about controversial issues;
- agree on a shared definition of a controversial issue;
- provide ways to frame the teaching of controversial issues; and
- encourage self-reflection.

OVERVIEW

Controversial issues by their nature are complex and diverse with no easy answers. When teaching controversial issues, teachers need to clarify and deepen their understanding of the issues in question. This training session will help teachers to do this through facilitated discussion activities (slides 1 to 6). Teachers then consider ways to clarify and frame controversial issues and devise questions so that pupils can explore the issues in a wider context (slides 7 to 9). The issue of abortion is used as an example to model the process of clarifying and framing a controversial issue (slides 11 to 15). The session ends with self-reflection and a debriefing discussion (slides 16 and 17).

SLIDE TITLES

Slide 1	Session 1: Exploring controversial issues
Slide 2	Introduction
Slide 3	Activity 1: What makes an issue controversial?
Slide 4	General characteristics of controversial issues
Slides 5–6	Activity 2: Exploring Controversial Issues
Slides 7–8	Framing controversial issues
Slide 9	Framing controversial issues: Questions
Slide 10	Northern Ireland Curriculum perspectives
Slide 11	Should abortion laws be changed in Northern Ireland?
Slide 12	Activity 3: Clarifying the issue
Slides 13–14	Some key points about the issue
Slide 15	Activity 4: Four corners debate
Slide 16	Self-reflection
Slide 17	Debrief: Self-reflection

RESOURCES NEEDED

- PowerPoint presentation
- Flip chart and markers
- Post-its
- Resource Sheet 1: Agree/Disagree cards (printed out)

APPROXIMATE DURATION

3 Hours

Training Session 1

Exploring controversial issues

NOTES FOR THE FACILITATOR

Activity 1 (slide 3) is a group discussion that explores what makes an issue controversial and asks teachers to agree on a shared definition of a controversial issue. This will help the Senior Leadership Team and teachers when developing a whole-school approach to teaching controversial issues. Encourage teachers to review and change their definition throughout the training sessions. Remind teachers to use their reflective journal to record their definition of a controversial issue.

You can use the discussion in Activity 1 to illustrate how difficult it is to agree on the meaning of a controversial issue. Explain that there is no single agreed definition of a controversial issue. It is important to emphasise at this stage that having a shared understanding in a department or school is essential, as it can help teachers to define a controversial issue in the context of their own school from the outset. Help teachers explore the complexities of controversial issues, emphasising the fact that there are no right answers.

Point out that the concept of a controversial issue is a social construct and depends on the social context. People's understanding of a controversial issue will depend on their own views, values, beliefs and the culture and values of the community and country where they live. Therefore, people can hold strong views and feelings about a particular issue. This can lead to irrational and strong emotional responses.

Slide 4 describes the general characteristics associated with controversial issues.

Activity 2 (slide 6) is a 'think, pair, share' activity. It asks teachers to decide which issues they consider controversial and explain their reasons why. Teachers can apply the general characteristics discussed in slide 4 and their own definition of a controversial issue to each given example to complete the activity.

Ask teachers to use their reflective journals to record their views on any particular controversial issues that they feel strongly about, and ask them to consider why they feel so strongly.

Explain that almost any topic can become controversial, but what is important is how teachers treat different viewpoints during class discussions. No single viewpoint should dominate the discussions and all viewpoints should be explored and considered equally valid.

As facilitator, you may wish to consider the idea of controversial issues from local and global perspectives. Global controversial issues common to many countries include animal rights, capital punishment, abortion, euthanasia, climate change, evolution, creationism, GM food, genetic engineering, stem cell research, globalisation, vaccinations, radicalisation, extremism and terrorism.

You can also discuss local controversial issues with teachers. In Northern Ireland, local controversial issues include parades, emblems, flags and commemoration. These issues are associated with the past, covering religion, identity and culture. In America, local controversial issues might include gun control, the death penalty, polygamy and race. In France, local controversial issues could include immigration, secularisation, Islam and integration.

Some controversial issues are longstanding, such as sectarianism, racism, evolution and abortion, while others are relatively recent, such as radicalisation, extremism and terrorism.

You may wish to consider some of the examples in slide 6 and other controversial issues in more depth using the following resource: [ProCon debate topics \(www.procon.org/debate-topics.php\)](http://www.procon.org/debate-topics.php)

Teachers can choose to frame a controversial issue in a broader context. This provides a framework for pupils to explore the issue (slide 6). Use some of the examples of issues from slide 6 and suggest how teachers can frame them as public, private or personal, moral or ethical issues.

You may wish to explore the difference between morals and ethics. While these terms are sometimes used interchangeably, there is an important distinction between the two.

Morals are the standards which individuals use to form judgements about what is 'right' and 'wrong'. Ethics is concerned with shared principles of right and wrong conduct and what is 'good' and 'bad' for individuals and society. Ethics is often referred to as moral philosophy. Visit the links below for more information about morals and ethics.

[BBC Ethics guide \(www.bbc.co.uk\)](http://www.bbc.co.uk)

[Business Insider: How the world feels about 8 moral issues \(www.businessinsider.com\)](http://www.businessinsider.com)

Discuss questions that teachers might like to consider when framing a controversial issue as public, private, personal, moral or ethical (slide 9). Encourage teachers to come up with further questions.

You can explore framing in a different way by taking the examples of controversial issues in slide 6 and framing them within the context of the Northern Ireland Curriculum, as described in slide 10.

Use the issue of abortion laws in Northern Ireland to model the process of clarifying and framing an issue (slides 11 to 15). In Activity 3, teachers work in groups to clarify the issue.

The issue of abortion may arouse deep feelings of disagreement and resonate emotionally and personally with some teachers. Before introducing this issue, acknowledge this fact and allow teachers to voice any concerns they may have. You can suggest that teachers record their thoughts and feelings privately in their reflective journals. Alternatively, you can choose a different example of a controversial issue for discussion.

You may find the following links useful:

[Family Planning Association \(www.fpa.org.uk\)](http://www.fpa.org.uk)

[BBC News: Why are Northern Ireland's abortion laws different to the rest of the UK? \(www.bbc.co.uk\)](http://www.bbc.co.uk)

[Amnesty International UK: Northern Ireland: Abortion is not a crime \(www.amnesty.org.uk\)](http://www.amnesty.org.uk)

[ProCon.org: Should abortion be legal? \(http://abortion.procon.org\)](http://abortion.procon.org)

[Society for the protection of unborn children \(www.spuc.org.uk\)](http://www.spuc.org.uk)

[Precious Life \(www.preciouslife.com\)](http://www.preciouslife.com)

Training Session 1

Exploring controversial issues

Use Activity 4 and print out the cards in Resource Sheet 1 for a four corners debate (slide 15). Ask teachers to choose whether they agree or disagree with the question 'Should abortion laws be changed in Northern Ireland?' Encourage teachers to share their thoughts on the statement by asking questions.

Tell teachers that this activity considers the issue of abortion as a question and sets it within a legal framework. Make teachers aware that this approach is important and useful. Basing the discussion on a key question will help teachers to set learning objectives. These will help to define the parameters and direction of the discussion.

Ask teachers to review their earlier definition of a controversial issue, and make changes if necessary (slide 16). Then, allow teachers some time to self-reflect. Ask them to rate their confidence, competence and how comfortable they feel about teaching controversial issues on a scale of 1 to 10. Teachers can use this rating as a baseline and revisit their ratings at the end of the training. This will help them to assess if they improved in these areas as a result of the training.

End the session with a debrief (slide 17). Self-reflection is an important aspect of teaching controversial issues. It prompts teachers to think about their own values, views and feelings and helps to minimise bias when teaching controversial issues. Remind teachers to use their reflective journals to record any thoughts they might have about the training.

FACILITATOR'S NOTES

Training Session 2

Challenges and benefits of teaching controversial issues

The aim of this session is to explore the challenges and benefits of teaching controversial issues.

OBJECTIVES

The objectives for this training session are to:

- recognise the challenges associated with teaching controversial issues;
- find ways to overcome challenges;
- understand how teachers' attitudes impact on teaching controversial issues; and
- understand the benefits to the pupil and society.

OVERVIEW

In this training session teachers will have opportunities to explore the challenges (slides 3 to 7) and benefits of teaching controversial issues, both for pupils and for society (slides 8 to 10). The following references may be useful as background reading (Barton and McCully, 2007; Fournier-Sylvester, 2013). The session ends with a debrief (slide 12)

You may wish to refer to this research in the training session. These two particular reference works suggest that teachers may avoid teaching controversial issues for a variety of reasons, including lack of knowledge about the issue and lack of experience and confidence when teaching controversial issues. In addition, the issue may conflict with teachers' views, values and beliefs.

SLIDE TITLES

Slide 1	Session 2: Challenges and benefits of teaching controversial issues
Slide 2	Introduction
Slide 3	Teaching Controversial Issues
Slide 4	Research
Slide 5	Activity 1: Challenges
Slide 6	Barriers to teaching controversial issues
Slide 7	Enabling attitudes towards teaching controversial issues
Slides 8–9	Benefits to the pupil
Slides 10–11	Activity 2: Benefits to society
Slide 12	Debrief

RESOURCES NEEDED

- PowerPoint presentation
- Flip chart and markers
- Post-its
- Resource Sheet 2: The challenges of teaching controversial issues

APPROXIMATE DURATION

2 Hours

Training Session 2

Challenges and benefits of teaching controversial issues

NOTES FOR THE FACILITATOR

Remind teachers to use their reflective journals to record their thinking and learning at any time during the session.

Activity 1 is a 'think, pair, share' activity (slide 5). Give each pair a copy of Resource Sheet 2: The challenges of teaching controversial issues. This is a list of 16 statements related to the challenges facing teachers. Teachers can rate the level of challenge of each statement on the sheet from one to five, with one as the least challenging and five as the most challenging. You can draw on teacher responses to develop the discussion.

Explain the distinction between structural barriers such as lack of resources, time constraints and the lack of a whole-school approach, as opposed to personal or professional barriers such as teacher attitudes, views, values, beliefs and lack of knowledge and training. Acknowledge that some of these barriers will be beyond the teacher's control and focus instead on what they can do to teach controversial issues successfully.

Explain how teachers' attitudes can act as barriers to successfully teaching controversial issues (slide 6). Research findings show how teachers' beliefs and associated fears can create barriers to teaching controversial issues (Hess, 2004; Gallagher, 2011). Teachers may be afraid of being accused of indoctrinating pupils. In addition, there are conflicting ideas over what should be considered a controversial issue in the first place and disagreement over the purpose of this form of teaching.

Four attitudes identified in research which act as barriers include denial, privilege, avoidance and academic viewpoints. Teachers' attitudes will also depend on their experience and professional development.

Point out that holding these attitudes can prevent teachers from having serious discussions with young people on how to deal effectively with real and challenging political controversies. This avoidance can result in working with the relatively safe issues that tend to dominate the curriculum, without getting to any central issues or key questions.

Other research shows that teachers sometimes examine issues from a purely academic standpoint (Gallagher, 2011). This may be due to a conflict between the teacher's own stance and that of the school, community, or religious groups. This can become more complicated in the context of Northern Ireland where teachers have been affected by the same sectarian strife and community identities as the pupils. This type of thinking challenges the perceived norms and ways of thinking and causes internal struggle and a sense of uncertainty within teachers.

Next, discuss four teacher attitudes which might allow them to teach controversial issues successfully (slide 7). These attitudes include acceptance, remaining open-minded, pragmatism and being prepared.

Ask teachers to use their reflective journals to record their thoughts about their own attitudes to teaching controversial issues. Teachers should consider if they have attitudes of denial, privilege, avoidance or conform to academic viewpoints regarding a particular controversial issue. Ask teachers to think what has influenced their views and attitudes.

You may find the following resources useful:

Facing the Past, Shaping the Future: Ways of Thinking
(<http://facingthepastshapingthefuture.com>)

Exploring Issues with Students Despite the Barriers (www.socialstudies.org)

Explain why teaching controversial issues is important. You can discuss the benefits to the pupils (slides 8 and 9). Ask teachers to participate in Activity 2, a 'think, pair, share' activity to explore the benefits to society (slide 11).

Highlight the fact that teaching controversial issues will help to develop pupils' knowledge, understanding and skills required for participating in politics and society. Democratic societies support human rights and promote the right to free speech. A vital part of this is supporting young people to participate in public discussions about issues arising in politics, society, and the economy. Young people should be encouraged to express and share their views on issues, some of which will be controversial.

Young people receive a range of information from different sources, including social media. Learning about controversial issues will help them to think about bias and hidden agendas. It will also help them to make sense of this information and to form their own views.

In the debrief session (slide 12), ask teachers to reflect on the main challenges to teaching controversial issues in their school. Teachers can consider if they think teaching controversial issues is important. It is also an opportunity for you to gauge teachers' responses to the first two training sessions. Remind teachers to use their reflective journals to record their views about the importance of teaching controversial issues.

Training Session 2

Challenges and benefits of teaching controversial issues

FACILITATOR'S NOTES

Training Session 3

The role of the teacher

The aim of this training session is to explore the teacher's role when teaching controversial issues.

OBJECTIVES

The objectives for this training session are to:

- develop understanding about the teacher's role when teaching controversial issues;
- explore the challenges when teaching controversial issues; and
- encourage teachers' self-reflection.

OVERVIEW

This session offers teachers opportunities to explore their role when teaching controversial issues. Teachers reflect on their thoughts and experiences of teaching controversial issues (slides 3 and 4). This leads to a discussion about common teacher concerns (slide 5). Teachers consider different facilitator roles, the advantages and disadvantages of each and their role in facilitating discussion (slides 7 to 10). Teachers also discuss unconscious bias, ways to avoid bias in their teaching and reflect on their own values, views and feelings (slides 11 to 13). They explore ways to deal with their concerns regarding protecting pupils' sensitivities, their own lack of topic knowledge and managing pupil discussions (slides 14 to 16). The session ends with a debrief and questions about the teacher's role (slides 17 and 18).

SLIDE TITLES

Slide 1	Session 3: The role of the teacher
Slide 2	Introduction
Slides 3–4	Activity 1: Share your views
Slide 5	Common teacher concerns
Slides 6–7	The teacher as facilitator
Slide 8	Activity 2: Pros and cons of roles
Slide 9	Activity 3: Should you take sides in a discussion?
Slide 10	The six cards
Slide 11	Unconscious bias
Slide 12	Avoiding unconscious bias
Slide 13	Teacher self-reflection when planning teaching
Slide 14	Activity 4: Dealing with pupil sensitivities
Slide 15	Level of topic knowledge
Slide 16	Managing discussion strategies
Slide 17	Debrief: self-reflection
Slide 18	The role of the teacher: questions

RESOURCES NEEDED

- PowerPoint presentation
- Flip chart and markers
- Post-its
- Resource Sheet 3: Should you take sides in a discussion? (for slide 9)
- Resource Sheet 4: Reflecting on my values and views and feelings (for slide 13)

APPROXIMATE DURATION

3 Hours

Training Session 3

The role of the teacher

NOTES FOR THE FACILITATOR

The teacher's role is not to resolve controversial issues or reach a class consensus of views. Their role is to set the context and ground rules for discussion, to stimulate and direct discussion, and to ensure all pupils' views are considered equally valid. It is also important that teachers do not assume the role of all-knowing expert with all the right answers. Rather, teachers are there to guide pupils.

Activity 1 (slide 3) asks teachers to share their thoughts on their role when teaching controversial issues. This is a 'think, pair, share' activity. Begin the discussion and encourage teachers to share their experiences and views regarding teaching or dealing with controversial issues. Then ask teachers for their perspectives on four different teaching situations.

You can refer teachers to the following suggestions when considering their role. They should facilitate and support pupils to:

- think critically about controversial issues;
- recognise and manage their emotions;
- reflect on their own views and values;
- challenge the views of others;
- ask probing and critical questions;
- examine controversial issues from multiple perspectives;
- gather and select evidence from a range of sources;
- analyse, interpret and compare different sources of information;
- evaluate sources of information;
- identify prejudice, bias, stereotyping and propaganda;
- actively listen to, respect and respond constructively to the views of others;
- develop a well-reasoned and justified argument;
- communicate effectively, clearly expressing their views, ideas and feelings; and
- accept and act on criticism constructively.

Use this activity to lead into a discussion about common teacher concerns, and encourage teachers to suggest ways to overcome these challenges (slide 5). Ask teachers to use their reflective journal to record their concerns about teaching controversial issues and to note any actions they could take.

Explain the different teaching styles or roles a teacher can adopt when facilitating discussion in the classroom (slide 7). One of the challenges for teachers is deciding on an appropriate facilitator role or roles in a discussion.

Activity 2 is a group discussion activity for groups of four or five people (slide 8). Give each group a role to discuss from slide 6. In this activity, each group explores the advantages and disadvantages or pros and cons of their given role.

Activity 3 is a group activity for five or six people which considers whether teachers should take sides in a class discussion (slides 9 and 10). For this activity, print and cut out the cards from Resource Sheet 3. Give out one statement card to each group. Teachers should discuss and write down the advantages and disadvantages of each statement.

Then, each group moves to the next table in turn, reads the comments already written by the previous group and adds their own comments for the statement in question. Take feedback from each group at the end of the activity. You should emphasise the need for balanced discussions.

Teachers also face the challenge of recognising and avoiding their own unconscious bias (slides 11 and 12). Use some of the points on slide 10 as examples, before moving to slide 11 to discuss ways to avoid unconscious bias.

Teachers need to consider how their personal views, values and feelings can influence pupil responses during discussions (slide 13). Discuss how important it is for teachers to self-reflect in order to reduce the possibility of unconscious bias. Explain and discuss Resource Sheet 4: Reflecting on my values and views and feelings. This resource sheet has a series of prompt questions for teachers to use when planning how to teach controversial issues. Teachers do not need to complete the sheet during this session.

Activity 4 deals with pupil sensitivities (slide 14). This is a group discussion activity. Ask teachers to explore how they might deal with pupils' experiences and opinions, particularly where pupils and/or their families may be directly or indirectly involved in a controversial issue.

Encourage teachers to think about and discuss controversial issues that might elicit strong opinions and feelings from their pupils. Teachers should consider possible pupil responses during discussions. They should examine why their pupils might have these feelings and views and how this might affect their planning and teaching of the issue in question.

Teachers face another challenge regarding their level of knowledge and understanding about controversial issues (slide 15). Explain that the changing nature of society means that there may be new perspectives on older and current controversial issues. There are also emerging controversial issues to consider. Include your own examples to illustrate this. Therefore, appropriate resources may not have been developed yet to teach the issue.

This raises the question of how teachers can keep up to date with changing perspectives and new controversial issues. Encourage teachers to think about ways to overcome these challenges in the session. Refer to the facilitator notes in slide 15 for suggestions of ways to overcome challenges to discuss with teachers.

Teachers may also have to manage a discussion on a controversial issue where pupils have strong feelings and views about the issue in question (slide 16). Highlight the importance of planning activities and lessons and anticipating possible pupil responses. Discuss some of the approaches used to teach controversial issues suggested by research, using the facilitator notes in the PowerPoint presentation to help you.

In the debrief (slides 17 and 18), encourage teachers to self-reflect using the questions on slide 18.

Training Session 3
The role of the teacher

FACILITATOR'S NOTES

Training Session 4

Creating a safe climate for discussion

The aim of this session is to explore the conditions for creating a safe climate for classroom discussion.

OBJECTIVES

The objectives for this training session are to:

- explore the challenges around creating a safe climate for classroom discussion;
- encourage self-reflection; and
- provide ways to create a safe climate for classroom discussion.

OVERVIEW

This session highlights the importance of creating a safe climate for discussing controversial issues. Teachers begin by reflecting on their practice (slide 3). They participate in a role play to illustrate the challenges of creating a safe climate for discussion (slides 4 and 5). They consider the challenges of creating a safe climate for discussion, including dealing with spontaneous pupil comments (slides 6 to 8). Teachers explore ways to support pupils to develop their skills in making reasoned arguments (slides 9 and 10). They then focus on ways to create a safe climate for discussion by creating classroom procedures, routines and ground rules and managing classroom discussion (slides 11 to 15). The session ends with a debrief (slide 16).

SLIDE TITLES

Slide 1	Session 4: Creating a safe climate for discussion
Slide 2	Introduction
Slide 3	Activity 1: Review your practice
Slide 4	Activity 2: Role play
Slide 5	Activity 2: Role play debrief
Slides 6–8	Challenges to creating a safe climate for discussion
Slides 9–10	Creating a safe climate for discussion
Slide 11	Classroom procedures and routines
Slides 12–13	Creating ground rules
Slide 14	Activity 3: Managing group discussion – Diamond nine statements
Slide 15	Diamond nine
Slide 16	Debrief: self-reflection

RESOURCES NEEDED

- PowerPoint presentation
- Flip chart and markers
- Post-its
- Resource Sheet 5: Teaching a controversial issue – role play characters (for slide 4)
- Resource Sheet 6: Managing group discussion – Diamond nine statements (for slide 14)

APPROXIMATE DURATION

3 hours

Training Session 4

Creating a safe climate for discussion

NOTES FOR THE FACILITATOR

Teachers and pupils may find it uncomfortable to discuss controversial issues. The issue in question might conflict with their values and beliefs. Pupils may find it difficult to express and manage their emotions. Some pupils find it difficult to participate in class discussion because they lack the communication skills or the ability to think critically about the issue. They may lack confidence or worry about being ridiculed, making a mistake, or giving a 'wrong answer'. Therefore, it is essential that teachers create a safe environment for discussion, so that pupils feel confident and comfortable when expressing their views.

After outlining the aims and objectives of the training session, introduce Activity 1 (slide 3). This is a 'think, pair, share' activity. The purpose of the activity is to encourage teachers to think about how they currently manage discussion in their subject. Ask teachers (in pairs) to reflect on their classroom practice and share their views with their partner and others.

Activity 2 is a role play (slide 4). The purpose of the role play is to highlight some of the challenges of managing a group discussion of a controversial issue. Ask teachers to work in small groups of four or five. Each group should agree on a controversial issue to discuss. Use Resource Sheet 5: Teaching a controversial issue – role play characters (Appendix 4) for this activity. The resource includes ten role cards. Photocopy and cut out sets of these cards for each group. (The group does not have to use all ten cards for the activity.) Think about how the different role cards will affect the group dynamic, and select different role cards to match the number of teachers in each group. You might also consider amending some of the roles or adding your own pupil role cards.

Teachers play the role of the pupil card they select. One person in each group needs to agree to be the teacher during the role play. Each pupil card has brief cues about that particular character's role in a debate, and the person with that card should follow these cues when playing their role. Prior to the activity, you should give teachers five minutes to think about how they might play their pupil role.

Use this activity to illustrate the challenges of creating a safe climate for discussion and managing difficult discussions.

You can follow this activity with a discussion about teachers' experiences of the role play in the debrief session (slide 5).

One of the main challenges to creating a safe climate for discussion occurs when pupils make spontaneous comments (slide 7). Explain that the nature of controversial topics can provoke thoughts and feelings at a very personal level. As a result, pupils can end up expressing strong or extreme opinions which both teachers and other pupils may find unacceptable. The way they are expressed may make other pupils feel uncomfortable and unable to participate in the discussion.

You can ask teachers for examples of spontaneous comments and possible teacher responses.

Explore other challenges associated with creating a safe climate for discussion, and ask teachers to consider how they might deal with them (slide 8).

Discuss ways that teachers can support pupils to make reasoned arguments and develop their discussion skills (slides 9 and 10).

Discuss the procedures and routines teachers can establish to create a safe environment and refer to slide 11. Establishing these procedures and routines when they begin teaching controversial issues will set boundaries for the pupils and help them understand what is expected of them. They will also help to ensure that the teacher demonstrates a fair and consistent approach when teaching challenging controversial issues.

A common approach when teaching issues like these is to establish ground rules (slides 12 and 13). Usually, the teacher establishes ground rules in consultation with pupils. They can then be displayed on a classroom notice board. Slide 12 and 13 show an example of ground rules. Teachers can discuss these ground rules.

The purpose of the ground rules is to create an environment which is inclusive, where pupils are willing to share their views. Pupils need to know that their views are valued and that others will not ridicule them because of their views. However, they also need to understand that their views may be criticised, and need to understand the difference between this and ridicule.

Pupils also need to understand that there will be disagreements within the class or group about a controversial issue, and this is to be expected. It is also important that pupils are able to say when they feel uncomfortable about an issue. Teachers need to make clear what happens if pupils break the ground rules. Ideally, there should be a consistent whole-school approach to teaching controversial issues.

In Activity 3 teachers work in groups of five and participate in a diamond nine activity as outlined in slides 14 and 15. Use Resource Sheet 6: Managing group discussion – Diamond nine statements. Provide each group with a set of nine statements about managing group discussion. Ask teachers to discuss the statements and then agree on prioritising them. Use the questions in the debrief session to prompt discussion (slide 16).

Training Session 4
Creating a safe climate for discussion

FACILITATOR'S NOTES

Training Session 5

Teaching and learning approaches: Enquiry-based learning

The aim of this training session is to support teachers to use enquiry-based learning as an approach to teaching controversial issues.

OBJECTIVES

The objectives for this training session are to:

- develop teachers' understanding of enquiry-based learning;
- develop teachers' understanding of their role and the pupil's role in enquiry-based learning; and
- allow teachers to use the enquiry process to plan teaching controversial issues.

OVERVIEW

In this session teachers consider enquiry-based learning as an approach to teaching controversial issues. They discuss what enquiry-based learning involves and the teacher's role in it (slides 4 to 6). Teachers explore three models of enquiry and the advantages and disadvantages of each (slide 7). They then consider the enquiry process and use questions to help plan their teaching on a controversial issue (slides 8 to 10). In activity 3 teachers use a template for the enquiry-based process for planning (slide 11). The session ends with a debrief (slide 12).

SLIDE TITLES

Slide 1	Session 5: Teaching and learning approaches: Enquiry-based learning
Slide 2	Introduction
Slides 3–4	Enquiry-based learning
Slide 5	Activity 1: The role of the teacher
Slide 6	Five stages of enquiry-based learning
Slide 7	Models of enquiry
Slide 8	Activity 2: Identifying a question/problem to investigate
Slides 9–10	Using the enquiry process
Slide 11	Activity 3: Using the enquiry process for planning
Slide 12	Debrief

RESOURCES NEEDED

- PowerPoint presentation
- Flip chart and markers
- Resource Sheet 7: The role of the teacher (for slide 5)
- Resource Sheet 8: Using the enquiry process for planning (for slide 11)

APPROXIMATE DURATION

2 hours

Training Session 5

Teaching and learning approaches: Enquiry-based learning

NOTES FOR THE FACILITATOR

Explain the rationale and purpose of enquiry-based learning. Teachers can use enquiry-based learning to develop pupils' attitudes and dispositions, thinking skills, personal capabilities and their knowledge and understanding (slide 4).

Enquiry-based learning is an effective way to teach controversial issues. This is because pupils are not aiming to find the right answer. Instead, they are seeking information and posing questions to develop their understanding of the issue. This allows pupils to construct their own meaning and move forward in their learning. Enquiry-based learning can encourage critical thinking and support pupils to develop well-reasoned and justified evidence-based arguments.

Activity 1 is a group discussion activity (slide 5). Encourage teachers to share their ideas about the teacher's role in enquiry-based learning. Give out copies of Resource Sheet 7: The role of the teacher. Use this resource sheet to encourage further discussion.

Explain enquiry-based learning as a process (slide 6). Initially, pupils or teachers should ask questions about a controversial issue. This is the point where pupils clarify the issue and what it is they want to find out. Next, they use their questions to help them plan their research and investigations. Pupils then record, analyse, interpret and report their findings. The final stage involves self-reflection and asks pupils to focus on how to improve their learning.

Explain that there are three main types or models of enquiry-based learning (slide 7).

Discuss the enquiry-based learning models with teachers. Ask them to share their experience of using enquiry-based learning and to identify the advantages and disadvantages of each model.

Point out that teachers need to consider the level of structure to provide when planning an enquiry. This will depend on the time available and pupils' previous experience of enquiry-based learning along with their range and level of skills.

If pupils have limited experience of enquiry-based tasks or there is limited time, teachers could potentially begin with a structured enquiry process. As pupils gain more experience and skills, teachers can move them on to guided or open enquiry tasks. The nature of the enquiry should allow for differentiation and creative outcomes.

Activity 2 is a group work activity (slide 8). Ask each group to identify and think about a controversial issue and agree on a question as the focus for an enquiry. Each group writes down their question and passes it another group for comment. Encourage teachers to share and discuss their questions. In addition, ask teachers to think critically about their question. This will help to make teachers aware of the importance of planning and selecting questions.

Explain how teachers can use the enquiry process (slide 10). Consider the five stages of the enquiry process and present questions that teachers can use to help them plan their teaching. Encourage teachers to think of their own questions.

Use the enquiry process in Activity 3 (slide 11). This is a group activity. Give each group a printout of Resource Sheet 8 (the enquiry process template). Teachers should complete this template by answering the questions for each part of the enquiry process.

Debrief (Slide 12) – use the debrief to prompt discussion around key questions.

Training Session 5

Teaching and learning approaches: Enquiry-based learning

FACILITATOR'S NOTES

Training Session 6

Teaching and learning approaches: Methods and strategies

The aim of this training session is to provide teachers with a range of methods and strategies for teaching controversial issues.

OBJECTIVES

The objectives for this training session are to:

- illustrate the launch, activity, debrief model;
- explore how to use active teaching and learning methods;
- enable teachers to plan and teach skills and personal capabilities;
- enable teachers to promote the development of pupils' attitudes and dispositions; and
- recognise the importance of metacognition in the learning process.

OVERVIEW

In this training session, teachers consider and use the launch, activity, debrief model to teach controversial issues (slides 3 and 16). Before using the model, teachers consider the skills, personal capabilities, attitudes and dispositions that pupils can develop when discussing controversial issues (slides 4 to 9). Teachers then examine the role of metacognition in learning about controversial issues (slides 10 and 11). They reflect on strategies and active teaching and learning methods for teaching controversial issues (slides 12 to 15). At the end of the session, there is a debriefing session which allows teachers to reflect on their experience of the training (Slides 17 and 18).

SLIDE TITLES

Slide 1	Session 6: Teaching and learning approaches: methods and strategies
Slide 2	Introduction
Slide 3	The launch, activity, debrief model
Slides 4–5	Developing Communication Skills, Thinking Skills and Personal Capabilities
Slide 6	Developing critical thinking skills
Slide 7	Bloom's Revised Taxonomy
Slide 8	Promoting attitudes and dispositions
Slide 9	Communication Skills, Thinking Skills and Personal Capabilities, Attitudes and Dispositions
Slide 10	Metacognition: knowledge and control
Slide 11	Developing pupils' metacognitive abilities
Slide 12	Seven strategies for teaching Thinking Skills and Personal Capabilities
Slide 13	Using effective questioning
Slides 14–15	Active learning and teaching methods
Slide 16	Activity 1: Using the launch, activity, debrief model
Slides 17–18	Debrief and self-reflection

RESOURCES NEEDED

- PowerPoint presentation
- Resource Sheet 9: Using the launch, activity, debrief model (Slide 3)
- Resource Sheet 10: Communication Skills, Thinking Skills and Personal Capabilities, Attitudes and Dispositions (Slide 4)
- Resource Sheet 11: Using effective questioning (Slide 13)
- Resource Sheet 12 Using the launch, activity, debrief model (Slide 16)
- Selection of active teaching and learning methods from our resources:
 - [Active Learning and Teaching Methods for Key Stage 3](#)
 - [Guidance on Teaching Controversial Issues at Key Stage 3](#)

APPROXIMATE DURATION

2 hours

Training Session 6

Teaching and learning approaches: Methods and strategies

NOTES FOR THE FACILITATOR

Before the session

You should ensure that you are familiar with statutory Cross-Curricular Skills, especially Communication Skills. Consider consulting your school's literacy coordinator and colleagues in your school's English department. Teaching controversial issues should be linked to promoting literacy in the school. Teachers in the English and Drama departments are likely to have experience of using active teaching and learning methods in their lessons. You may find it helpful to discuss with them how to apply these methods when teaching controversial issues.

You should also be familiar with the resources presented in Resource Sheet 10: Communication Skills, Thinking Skills and Personal Capabilities, Attitudes and Dispositions (slide 8). You may find it useful to illustrate how teachers can use some of these resources to support teaching controversial issues. For example, the Key Stage 3 Thinking Skills and Personal Capabilities Progression Maps and the Progression Framework in our [Thinking Skills and Personal Capabilities Guidance Booklet for Key Stage 3](#) are useful for identifying and selecting Thinking Skills and Personal Capabilities to teach and develop in activities.

You should review our guidance booklet on [Active Learning and Teaching Methods at Key Stage 3](#) in relation to slide 14. You should also review the section on using active teaching and learning methods (pages 43 to 50) in our resource, [Teaching Controversial Issues at Key Stage 3](#). For this session, you could download [Active Learning and Teaching Methods at Key Stage 3](#) and provide copies for teachers. Alternatively, you could select and provide teachers with a few methods from the booklets.

During the session

Remind teachers to use their reflective journals at the beginning of the session.

For slide 3, refer to the previous session on enquiry-based learning. Give teachers an overview of this training session. Explain the launch, activity, debrief model for teaching controversial issues and expand on each of the three stages. Give out copies of Resource Sheet 9: Using the launch, activity, debrief model. Tell teachers that they will apply this model to teaching in a later activity.

For slide 4, discuss how enquiry-based learning techniques help pupils to develop communication and thinking skills at Key Stage 3 and Key Stage 4. Emphasise the importance of developing these skills and personal capabilities.

Developing these skills and capabilities will allow pupils to deepen their understanding of controversial issues. It allows them to move beyond surface learning and simply recalling information to deep learning. Teaching skills and personal capabilities alongside knowledge and understanding will support pupils to progress in their learning about controversial issues. This will enable them to:

- know and understand more – in quantity, breadth and depth about controversial issues;
- think more critically about controversial issues – research, question, analyse, evaluate and synthesise information, break ideas apart and piece information together;
- apply their learning to unfamiliar controversial issues;
- communicate better – structure responses in clearer and better ways; and
- become more capable – think about thinking and learning, learn from mistakes, manage their own learning and work with others.

(For more detail, see our resource [Guidance on Teaching, Learning and Assessment at Key Stage 4.](#))

For slide 5, highlight the importance of planning. When teachers have decided on a controversial issue as a focus for their enquiry, they should then think about the activity or the different stages of the enquiry and what methods they intend to use to teach it. Refer to Activity 3: Using the enquiry process for planning that teachers used in Session 5. This will help teachers to identify a particular focus for skills and personal capabilities.

For slide 6, emphasise the value of critical thinking skills and outline what critical thinking means for teachers. Describe the skills involved in critical thinking, as outlined on the PowerPoint slide.

Critical thinking skills can be developed through our Key Stage 3 and Key Stage 4 Thinking Skills and Personal Capabilities progression frameworks, using the following resources: [Thinking Skills and Personal Capabilities Guidance Booklet at Key Stage 3](#) and [Guidance in Teaching, Learning and Assessment at Key Stage 4](#). These resources are also listed in Resource Sheet 10 which specifies resources for Communication Skills and Thinking Skills (slide 9).

You might also find the following resources useful:

[Global Digital Citizen Foundation: 26 Critical Thinking Tools Aligned With Bloom's Taxonomy](https://globaldigitalcitizen.org) (<https://globaldigitalcitizen.org>)

[Curriculum and Leadership Journal: Skills for the 21st century: teaching higher order thinking](http://www.curriculum.edu.au) (<http://www.curriculum.edu.au>)

[Idea Papers: Helping Your Students Develop Critical Thinking Skills](http://ideaedu.org) (<http://ideaedu.org>)

[ProCon.org: Books, Articles, and Studies about Using Controversial Issues to Stimulate Critical Thinking](http://www.procon.org) (www.procon.org)

For slide 7, refer to Bloom's Revised Taxonomy. Distinguish between higher and lower order Thinking Skills. Higher order Thinking Skills are required for progression in learning. (For more detail, see our booklet [Guidance on Teaching, Learning and Assessment at Key Stage 4](#).)

You might find the following resources useful:

[The Second Principle: Anderson and Krathwohl – Bloom's Taxonomy Revised](http://thesecondprinciple.com) (<http://thesecondprinciple.com>)

[YouTube: Critical Thinking Skills: Bloom's Taxonomy \(9 minutes\)](http://www.youtube.com) (www.youtube.com)

For slide 8, ask teachers to consider including attitudes and dispositions when teaching controversial issues. Explain to them the difference between an attitude and a disposition, as described in the PowerPoint facilitator notes for this slide. Attitudes and dispositions are also part of the Northern Ireland Curriculum at Key Stage 3 and Key Stage 4.

Teachers can support the development of attitudes and dispositions alongside the Skills and Personal Capabilities when teaching controversial issues. Together they will support pupils to become critical thinkers and independent learners.

You might find the following resource useful:

[Virginia Tech Integrated Design + Education + Arts Studio: Attitudes and Dispositions](http://www.ideas.soe.vt.edu) (www.ideas.soe.vt.edu)

For slide 9, give out Resource Sheet 10: Communication Skills, Thinking Skills and Personal Capabilities, Attitudes and Dispositions. Explain that this resource will help teachers to identify which Communication Skills, Thinking Skills and Personal Capabilities and attitudes and dispositions they wish pupils to develop when teaching them about controversial issues. Ensure teachers have enough time to read the resource sheet.

Training Session 6

Teaching and learning approaches: Methods and strategies

As facilitator, you can include some of the resources cited in this resource sheet and illustrate how to use them during the session if desired. When teachers get to the stage of more detailed planning, they will use these resources.

Ask questions and encourage discussion about the Skills and Personal Capabilities, attitudes and dispositions outlined in Resource Sheet 10.

For slide 10, define metacognition and explain the relationship between Thinking Skills and Personal Capabilities and metacognition, as described in the PowerPoint facilitator notes for this slide. You can describe metacognition as knowledge and control of thinking and self.

For slide 11, consider how teachers can support pupils to develop their metacognitive abilities. Inform teachers that, for practical purposes, the training session considers the following areas separately:

- Communication Skills;
- Thinking Skills and Personal Capabilities;
- Critical Thinking Skills;
- Attitudes and dispositions; and
- Metacognition.

Each category should be considered holistically, and each one complements the others.

For slide 12, outline seven strategies that teachers can use to teach Thinking Skills and Personal Capabilities. Use the facilitator notes in the PowerPoint slide to help you. Explain what each of the strategies are and how they can be applied when teaching controversial issues. Emphasise the importance of planning these strategies when teaching controversial issues. The purpose of using these strategies is to develop pupils' metacognitive abilities, along with their Thinking Skills and Personal Capabilities. This will allow pupils to think critically and deepen their understanding about controversial issues.

For slide 13, give out Resource Sheet 11: Using effective questioning. Explain that effective questioning is one of the seven strategies used for teaching Thinking Skills and Personal Capabilities.

For slide 14, give out a selection of printed activity ideas. These can either come from our resources [Active Learning and Teaching Methods for Key Stage 3](#) or [Guidance on Teaching Controversial Issues at Key Stage 3](#), (pages 43 to 50). There are some activities in the Controversial Issues resource which are not in the Active Learning and Teaching booklet. For example, it would be useful to consider analysing text, images and writing and using 'silent conversation' (a technique where pupils have a silent conversation in writing with their peers). Allow teachers adequate time to review the activities before asking questions and discussing them. Select at least two examples of activities and explain how teachers might use them to develop skills, Personal Capabilities and attitudes and dispositions.

For slide 16, introduce Activity 1: Using the launch, activity, debrief model. Explain that this activity aims to help familiarise teachers with the methods they can use to teach controversial issues. It will also help them to think about planning how to teach controversial issues.

Tell teachers that they will use the launch, activity, debrief template (Resource Sheet 12) to identify the Communication Skills, Thinking Skills and Personal Capabilities, and attitudes and dispositions they want pupils to develop when teaching controversial issues. Teachers can review the enquiry process documents which they created in Activity 3 in the previous training session (Resource Sheet 8). At the end of this activity, teachers will have an outline of a model which they can develop for teaching controversial issues.

For slides 17 and 18, there is a debrief and time for teachers to self-reflect. Encourage discussion and ask questions about teachers' experience of the previous activity.

Training Session 6

Teaching and learning approaches: Methods and strategies

FACILITATOR'S NOTES

Training Session 7

Teaching and learning approaches: Supporting pupils' emotional development

The aim of this training session is to provide teachers with a range of methods and strategies for supporting pupils' emotional development.

OBJECTIVES

The objectives for this training session are to:

- review learning from the previous training sessions on dealing with the emotional dimension of controversial issues;
- enable teachers to use methods and strategies to support the emotional development of pupils;
- develop understanding of how developing skills, personal capabilities, and attitudes and dispositions are connected to pupils' emotional development;
- reflect on the pupils' learning experiences; and
- think about assessing pupils' learning.

OVERVIEW

Inform teachers that this training session is about the personal development of pupils, focusing in particular on their emotional development (slide 4). Teachers reflect and recap on learning from previous sessions, which explored dealing with pupils' emotional responses (slides 5 to 6). Teachers get an overview of teaching and learning approaches to support the emotional development of pupils (slides 7 to 9). They then consider examples of these approaches in more detail in slides 10–17.

In the debrief session, (slides 18 and 19) teachers consider how different components of teaching and learning about controversial issues are related. They also consider how these components impact on the pupil experience. Teachers then explore how they might assess pupils' learning.

SLIDE TITLES

Slide 1	Session 7: Teaching and learning approaches: supporting pupils' emotional development
Slides 2–3	Introduction
Slide 4	Personal development
Slides 5–6	Recap: Learning from previous training sessions
Slides 7–9	Supporting the emotional development of pupils
Slide 10	Building a vocabulary for communicating feelings
Slide 11	Create and use a feelings gauge
Slides 12–13	Activity 1: Using images to communicate and develop understanding of feelings
Slide 14	Activity 2: Using media articles to communicate and develop understanding of feelings
Slide 15	Using role play to develop understanding and communicate feelings
Slide 16	Other active teaching and learning methods
Slide 17	Developing coping strategies
Slide 18	Debrief: Activity 3
Slide 19	Further consideration: assessing controversial issues

RESOURCES NEEDED

- PowerPoint presentation
- Flip chart paper, markers and Post-its
- Resource Sheet 13: Communicating feelings (Slide 10)
- Resource Sheet 14: Euthanasia: a personal story

APPROXIMATE DURATION

4 hours

Training Session 7

Teaching and learning approaches: Supporting pupils' emotional development

NOTES FOR THE FACILITATOR

This training session explores the emotional dimension of controversial issues and considers how to support pupils' emotional development. This session should complement school policies related to pastoral care and pupils' personal development. The teaching and learning approaches used in this session will support pupils' personal and emotional development.

We suggest that you consult with the person in the school with responsibility for pastoral care, along with colleagues who teach the Personal Development component of Learning for Life and Work. This will allow you to make appropriate connections to aspects of learning which focus on supporting pupils' emotional development.

Point out that although the structure of the training sessions treats the different aspects of teaching controversial issues separately, this is only for practical reasons. In reality, teachers need to think about the relationships between all the different aspects of teaching and learning about controversial issues. They should also consider how these components will affect pupils' experiences.

For slide 4, explain that this training session will focus on the emotional dimension associated with teaching controversial issues. Teachers often find this one of the most challenging aspects of teaching controversial issues. However, this does not mean that they should avoid teaching them. Explain that teachers need to have confidence and gain experience in dealing with pupils' emotional responses to controversial issues. Use the facilitator notes for slide 4 in the PowerPoint to expand on this point.

Ask questions about teachers' experiences of dealing with and managing their pupils' emotional responses.

When discussing the nature of emotions and feelings, you might find these resources useful:
[Paul Ekman: Atlas of emotions \(www.paulekman.com\)](http://www.paulekman.com)
[Being human: Emotions \(www.beinghuman.org\)](http://www.beinghuman.org)

For slides 5 and 6, recap learning from the previous training sessions. These focused on dealing with controversial issues in the classroom rather than supporting pupils' emotional development.

For slides 7 to 9, discuss how teachers can support pupils' emotional development when teaching controversial issues. Explain how these are related to developing Cross-Curricular Skills and Personal Capabilities. Tell teachers that they will consider these in more detail in the following slides.

Slide 10 introduces words that can be used for building a vocabulary for communicating feelings. Give out Resource Sheet 13: Communicating feelings. Explain that if pupils are going to communicate their feelings, they need to have the words to describe them. You may find the following resources useful for slide 10:

[Vocabulary.com: In the Mood? 100 ways to describe how you feel \(www.vocabulary.com\)](http://www.vocabulary.com)
[Ryerson University: Feeling Vocabulary \(www.ryerson.ca\)](http://www.ryerson.ca)

For slide 11, explain the concept of a 'feelings gauge' which lets pupils identify and communicate how strongly they feel about a controversial issue. Explain that pupils can even create their own feelings gauges. Alternatively, teachers can explore the range of feelings gauges or barometers available online.

For slides 12 and 13, introduce Activity 1. This activity shows how to use thought-provoking images to encourage pupils to communicate their feelings. Encourage teachers to consider the image, ask them questions about it and initiate discussion. In this activity, teachers work in groups of four. They write down and then share their thoughts and feelings. We advise you to review the source article before the session to provide a context for the image:

[The Telegraph: When it comes to integrating immigrants, friendship is the key \(24 January 2016\) \(www.telegraph.co.uk\)](http://www.telegraph.co.uk)

For slide 14, present Activity 2: Using media articles to communicate and develop understanding of feelings. Give out copies of Resource Sheet 14: Euthanasia: a personal story. This article is from the Daily Mail dated 20 June 2012.

[Daily Mail: My life is miserable, demeaning and undignified says locked-in sufferer as he asks High Court judges to give him the right to die \(20 June 2012\) \(www.dailymail.co.uk\)](http://www.dailymail.co.uk)

The news story deals with Tony Nicklinson, aged 58, who suffers from locked-in syndrome. At the time this article was written, Tony was taking his case to court to argue for his right to die.

You may wish to read the follow-up story about Tony Nicklinson in the Daily Mail dated 23 August 2012 for context.

[Daily Mail: Goodbye world, my time has come: 'Locked-in' man Tony Nicklinson refuses treatment for pneumonia and achieves the death the courts had denied him \(23 August 2012\) \(www.dailymail.co.uk\)](http://www.dailymail.co.uk)

After reviewing the first article, teachers should discuss the related questions in Resource Sheet 14.

For slide 15, discuss the benefits of using role play to teach controversial issues.

For slide 16, use your own examples of active teaching and learning methods that can help pupils communicate feelings. For more information, refer to our resource, [Active Learning and Teaching Methods for Key Stage 3](#).

For slide 17, explain different coping strategies that pupils can use when they are finding it difficult to deal with their emotions. You might find the following resources useful in relation to this slide:

[PBIS World: Coping strategies \(www.pbisworld.com\)](http://www.pbisworld.com)

[Samaritans: Coping strategies \(www.samaritans.org\)](http://www.samaritans.org)

For slide 18, introduce Activity 3, a group activity which includes a debrief session. Ask teachers to get into groups of four and follow the instructions on the slide. You should prompt discussion and summarise key points.

For the final slide, move the discussion from developing pupils' capability to engage with controversial issues to thinking about how teachers might assess controversial issues.

Training Session 7

Teaching and learning approaches: Supporting pupils' emotional development

FACILITATOR'S NOTES

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APPENDICES

WHAT ARE CONTROVERSIAL ISSUES?

Resource Sheet 1: Agree/Disagree Cards

(For Session 1, Activity 4, Slide 15)

Cut out and use the agree/disagree cards for a four corners debate.

Agree

Strongly
Agree

WHAT ARE CONTROVERSIAL ISSUES?

Resource Sheet 1 (continued): Agree/Disagree Cards

(For Session 1, Activity 4, Slide 15)

Cut out and use the agree/disagree cards for a four corners debate.

Disagree

Strongly Disagree

CHALLENGES AND BENEFITS OF TEACHING CONTROVERSIAL ISSUES

Resource Sheet 2: The challenges of teaching controversial issues

(For Session 2, Activity 1, Slide 5)

Give out Resource Sheet 2 to teachers. Ask them to rate each of the statements below on a scale of one to five, with one as least challenging and five as most challenging.

The challenges of teaching controversial issues	1 to 5
1. Teachers may lack confidence and experience of teaching controversial issues	
2. Teachers may lack knowledge and understanding about an issue or the skills to effectively engage pupils in discussion	
3. Dealing with pupils' emotional responses	
4. Diffusing confrontation	
5. Dealing with unexpected responses and outcomes	
6. Managing discussion beyond the classroom	
7. Teaching these issues may lead to complaints from parents/carers and others in the wider community	
8. Responding to pupils' different/conflicting claims about truth	
9. Avoiding bias	
10. Being fair, allowing all pupils to freely express their views	
11. Time constraints: little or no time for planning or using enquiry-based learning and active teaching and learning approaches	
12. No whole-school approach	
13. Lack of resources	
14. Teacher attitudes	
15. Conflict with teachers' views, values and beliefs	
16. No training or support on teaching controversial issues	

THE ROLE OF THE TEACHER

Resource Sheet 3: Should you take sides in a discussion?

(For Session 3, Activity 4, Slide 9)

Cut out and give one card to each group.

1.
Always make your views known

2.
Never let anyone know your views
– be brutal

3.
Give a wide variety of views

THE ROLE OF THE TEACHER

Resource Sheet 3 (continued): Should you take sides in a discussion?

(For Session 3, Activity 4, Slide 9)

4.

Challenge pupils by arguing the opposite view

5.

Support pupils by arguing on their behalf

6.

Always give the official view

THE ROLE OF THE TEACHER

Resource Sheet 4: Reflecting on my values and views and feelings?

(For Session 3, Slide 13)

Clarifying my values

You may wish to reflect on your values and how these might influence your thinking and teaching about an issue. You might find these prompt questions useful.

1. What is important to me?
2. What values do I hold?
3. What conflicting values do I hold?
4. Who or what influences my values?
5. How do my values influence my views?

Clarifying my views and feelings

You may also wish to think about your views and feelings and whether it is appropriate for you to share these on a particular issue. You might find these prompt questions useful.

1. What are my views and feelings about the issue?
2. What are my views and feelings based on?
3. How do I justify my views and feelings?
4. How are my pupils likely to respond to my views and feelings?
5. Are my views and feelings likely to be in conflict with my pupils' views?
6. Would others agree with my views and feelings? Who? Which groups of people?
7. Are my views and feelings likely to undermine my ability to teach the issue in an unbiased way?
If so, how will I address this?

CREATING A SAFE CLIMATE FOR DISCUSSION

Resource Sheet 5: Teaching a controversial issue – role play characters

(For Session 4, Activity 4, Slide 4)

This activity is a role play. Agree on a controversial issue for the role play. The pupils are a Year 10 or Year 11 class. The activity is for groups of four or five and should last approximately 30 minutes.

- Cut out and put the cards below in an envelope.
- Ask teachers to select one card (unseen) from the envelope.
- The person playing the teacher role needs to declare their role. The others should not reveal their roles.
- Give everyone five minutes to think about how they will play their character before the person in the teacher role begins the activity.
- Ask teachers to think about their character's tone of voice and body language.

Teacher

Your role is to facilitate and manage the discussion and ensure pupils learn from their experience. You should:

- reflect on your own views, values and feelings about the issue;
- develop success criteria for this activity;
- assume at least two different facilitator roles;
- ensure everyone contributes meaningfully to the discussion; and
- ensure everyone shows respect for the views of others.

Pupil 1: pulling teeth

You are not interested in the discussion. You sit quietly and do not contribute to the discussion. You will answer questions if asked but give short vague answers.

Your objective

- Avoid engaging in the discussion.

Pupil 2: the controller

You like the sound of your own voice. You will try to dominate the discussion. You do not think too much about your responses and give your opinions. You do not listen to others and talk over them.

Your objective

- Be the first pupil to engage in discussion.
- Take control of the discussion on at least two occasions.

CREATING A SAFE CLIMATE FOR DISCUSSION

Resource Sheet 5 (continued): Teaching a controversial issue – role play characters

(For Session 4, Activity 4, Slide 4)

Pupil 3: over-sensitive

You tend to take everything personally. You may genuinely take offence at comments that most others would not see as offensive. However, you may use this tactic to gain sympathy and make others feel compromised.

Your objectives

- Take offence at least once to a comment.
- Make someone feel uncomfortable because of a comment they have made.

Pupil 4: the sniper

You are cynical about everything. You enjoy group discussion. You see it as an opportunity to pick on others and put them down. However, you do not like being challenged or criticised and can get annoyed and angry.

Your objectives

- Pick on at least two people. Criticise or put down their views as being stupid.
- When criticised, look annoyed, defend your position, raise your voice or shout something about being picked on.

Pupil 5: the thinker

You are confident and enjoy participating in group discussion. You have good communication skills. You offer evidence-based arguments and provide useful, well-reasoned justified responses. You are patient, listen to others, build on their responses and accept constructive criticism.

Your objectives

- Try to get your views across to the group.
- Respond to others' views in a constructive way.
- Try to arbitrate between pupils with opposing views.

CREATING A SAFE CLIMATE FOR DISCUSSION

Resource Sheet 5 (continued): Teaching a controversial issue – role play characters

(For Session 4, Activity 4, Slide 4)

Pupil 6: the interrogator

You are confident and enjoy participating in group discussion. You have good communication skills. You like testing others. You are more interested in what others think and why they think this than sharing your own views. You like asking questions. Often these may be challenging and personal.

Your objectives

- Avoid answering questions by asking questions.
- Ask and press at least two pupils for their views about an issue. Push the idea that these are based on some personal issues.
- Ask two challenging questions with the purpose of making others feel uncomfortable.

Pupil 7: spaghetti

You want others to think that you are cleverer than you are. You have some valid points. Your expression is convoluted. You use words and phrases which are verbose. The points you make are often unrelated to each other and the issue being discussed. Your argument is like spaghetti, difficult for others to unravel and follow.

Your objectives

- Make a lengthy comment, using 'big' words, leading to an irrelevant question.
- Wrongly reinterpret and restate other pupils' views when justifying your position.
- Attempt to move the focus of the discussion to a side issue by suggesting that this really is the issue that needs to be discussed.

CREATING A SAFE CLIMATE FOR DISCUSSION

Resource Sheet 5 (continued): Teaching a controversial issue – role play characters

(For Session 4, Activity 4, Slide 4)

Pupil 8: the bubbler

You enjoy talking in all situations. Given the chance you will talk about anything. You can offer an endless stream of often inane comments. However, you can be quite sensitive. You tend to take comments personally.

Your objectives

- Focus on the quietest one in the group and try and engage them.
- Always offer an opinion.
- Get upset at least once.

Pupil 9: the conformist

You like to be in the majority group, even if this involves compromising your real values, views and feelings. You try to gauge and side with the majority view. This leads to you making contradictory points as you switch views during the development of the discussion.

Your objectives

- Change your views at least once to agree with the majority or popular view.
- Make at least two contradictory points.

CREATING A SAFE CLIMATE FOR DISCUSSION

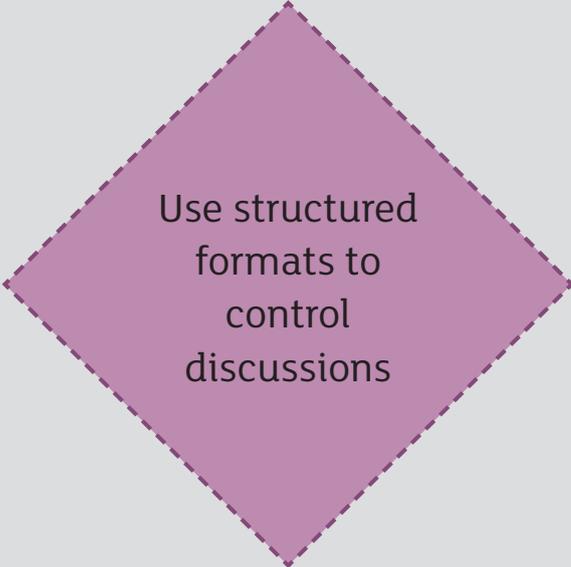
Resource Sheet 6: Managing group discussion – Diamond nine statements

(For Session 4, Activity 2, Slide 14)

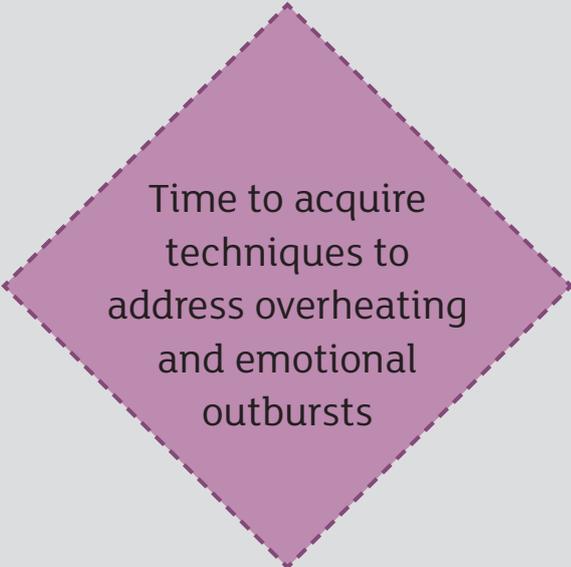
Cut out the nine cards and make one set for each teacher group. Ask teachers to prioritise the cards in a 'diamond nine' ranking (see slide 15).



Time to research
background
information
about an issue



Use structured
formats to
control
discussions



Time to acquire
techniques to
address overheating
and emotional
outbursts



Use enquiry-
based interesting
activities

CREATING A SAFE CLIMATE FOR DISCUSSION

Resource Sheet 6 (continued): Managing group discussion – Diamond nine statements

(For Session 4, Activity 2, Slide 14)

Train pupils in
the skills of
discussion and
debate

Provide a safe
space for pupils
with minority views
to freely express
their views

Self-reflect
and encourage
self-reflection

Establish classroom
procedures for
handling heated
situations

Use a range
of teaching
strategies

TEACHING AND LEARNING APPROACHES: ENQUIRY-BASED LEARNING

Resource Sheet 7: The role of the teacher

(For Session 5, Activity 1, Slide 5)

The teacher's role involves:

- engaging all pupils in the learning process;
- creating a trusting classroom environment where pupils feel able to share and exchange ideas and work co-operatively by:
 - respecting and taking individual differences into account;
 - discussing what they do not understand and viewing their mistakes as learning opportunities;
 - becoming resilient and persistent to overcome challenges to their learning; and
 - respecting each other's views and accepting, responding and acting on constructive criticism;
- setting the parameters for the enquiry;
- making thinking important and explicit;
- asking effective questions to stimulate thinking, exploration and discussion;
- encouraging pupils to ask questions;
- supporting and motivating pupils to engage in the learning process and tasks;
- challenging pupil thinking, extending the boundaries of their understanding and supporting them to find answers to questions and solutions to problems;
- valuing all pupil contributions;
- providing pupils with opportunities for self-reflection and review; and
- assessing progress, identifying gaps in pupils' learning and supporting them to close those gaps.

(Source: CCEA [Guidance on Teaching, Learning and Assessment at Key Stage 4](#))

TEACHING AND LEARNING APPROACHES: ENQUIRY-BASED LEARNING

Resource Sheet 8: Using the enquiry process for planning

(For Session 5, Activity 3, Slide 11)

Complete the table below by responding to the questions. You can add your own questions in the blank rows.

Questioning

What type of enquiry model will you use? Why?

What should be the focus of the investigation?

What do we want pupils to learn about?

What do we want pupils to find out?

TEACHING AND LEARNING APPROACHES: ENQUIRY-BASED LEARNING

Resource Sheet 8 (continued): Using the enquiry process for planning

(For Session 5, Activity 3, Slide 11)

Planning

How will pupils plan and manage the investigation?

What information will pupils need to have?

Where can pupils find the information?

What attitudes, skills and capabilities will pupils develop?

TEACHING AND LEARNING APPROACHES: ENQUIRY-BASED LEARNING

Resource Sheet 8 (continued): Using the enquiry process for planning

(For Session 5, Activity 3, Slide 11)

Investigating

How long should the enquiry take?

What research methods should pupils use?

How will pupils gather their research evidence?

How will pupils analyse and evaluate the information?

TEACHING AND LEARNING APPROACHES: ENQUIRY-BASED LEARNING

Resource Sheet 8 (continued): Using the enquiry process for planning

(For Session 5, Activity 3, Slide 11)

Recording and communicating

What information will pupils record?

How will pupils record and communicate the information?

TEACHING AND LEARNING APPROACHES: ENQUIRY-BASED LEARNING

Resource Sheet 8 (continued): Using the enquiry process for planning

(For Session 5, Activity 3, Slide 11)

Reflecting

Did pupils answer the main question about the issue?

What did pupils learn about the controversial issue?

What attitudes, skills and capabilities did pupils develop?

What would you do differently?

TEACHING AND LEARNING APPROACHES: METHODS AND STRATEGIES

Resource Sheet 9: Using the launch, activity, debrief model

(For Session 6, Slide 3)

Launch, activity, debrief lesson model

You can use this model when planning your teaching on controversial issues. You can adapt this model and include your own teaching strategies for infusion.

Lesson stage	Strategies for infusion
<p>Launch Use this stage to set up the controversial issue enquiry/activity.</p>	<ul style="list-style-type: none"> • Reframe the controversial issues as a question for an enquiry. • Share the learning intentions and expectations. Include Communication Skills, Thinking Skills and Personal Capabilities in the learning intentions. • Connect the learning to previous learning/activities. • Provide time for pupils to seek clarity about the controversial issue and to ask questions. • Model skills/capabilities that pupils need to demonstrate.
<p>Activity Engage pupils in an activity/challenge where they develop knowledge, understanding and a particular skill/capability in the context of the subject.</p>	<ul style="list-style-type: none"> • Have pupils plan and organise how they will complete their enquiry. • Have pupils 'think, pair, share' ideas and opinions. • Use effective questions to seek clarification about the controversial issue, to probe for reasons why the issue is controversial, or to explore the causes and consequences of the issue. • Have pupils work in groups on the task.
<p>Debrief This stage presents an opportunity for pupils to reflect on their learning.</p>	<ul style="list-style-type: none"> • Conduct a well-planned plenary that includes a review of the skills and capabilities used to complete the activity. • Use a set of questions to allow the pupils to think back on what knowledge, understanding and skills and capabilities they demonstrated (for example, 'What did you find difficult?' or 'What really made you think?'). • Create a whole-class closing activity that recaps and/or also re-emphasises the main learning points about the controversial issue. • Connect learning to other contexts.

TEACHING AND LEARNING APPROACHES: METHODS AND STRATEGIES

Resource Sheet 10: Communication Skills, Thinking Skills and Personal Capabilities, Attitudes and Dispositions

(For Session 6, Slide 4)

This resource sheet provides an outline of the statutory Communication Skills and Thinking Skills and Personal Capabilities at Key Stage 3. It includes the attitudes and dispositions promoted at Key Stage 3.

You can help pupils develop these Cross-Curricular Skills by teaching controversial issues. It is important to plan these as an integral part of your activity/lesson. Pupils should develop these skills alongside knowledge and understanding.

Thinking Skills and Personal Capabilities

The Thinking Skills of Managing Information, Thinking, Problem-Solving and Decision-Making and Being Creative are tools that help pupils to go beyond acquiring knowledge. They enable pupils to:

- search for meaning;
- apply ideas;
- analyse patterns and relationships;
- create and design something new; and
- monitor and evaluate their progress.

Developing thinking skills means designing learning so that pupils think more skilfully and engage in better quality thinking.

The Personal Capabilities of Self-Management and Working with Others underpin success in all aspects of life. Developing personal capabilities means creating opportunities for pupils to:

- experiment with ideas;
- take initiative;
- learn from mistakes;
- work collaboratively; and
- become more self-directed in their learning.

Key Stage 3

Communication Skills

Talking and Listening

Help your pupils discover how to:

- listen to and take part in discussions, explanations, role plays and presentations;
- contribute comments, ask questions and respond to others' points of view, and communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;
- structure their talk and speak clearly so that ideas can be understood by others;
- adapt ways of speaking to their audience and situation; and
- use non-verbal methods to help express ideas and engage with the listener.

Reading

Help your pupils discover how to:

- read a range of texts for information, ideas and enjoyment;
- use a range of strategies to read with increasing independence;
- find, select and use information from a range of sources;
- understand and explore ideas, events and features in texts; and
- use evidence from texts to explain opinions.

Writing

Help your pupils discover how to:

- talk about, plan and edit work;
- communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;
- develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes; and
- write with increasing accuracy and proficiency.

Thinking Skills and Personal Capabilities**Managing information (Thinking Skill)**

- Questioning and planning
- Finding and selecting sources
- Grouping, sorting and evaluating information
- Recording and adapting information

Thinking, Problem-Solving and Decision-Making (Thinking Skill)

- Seeing relationships and patterns
- Developing a line of reasoning
- Examining evidence
- Analysing multiple perspectives
- Making decisions/solving problems

Being Creative (Thinking Skill)

- Curiosity
- Exploration
- Flexibility
- Resilience

Working with Others (Personal Capability)

- Learning with and from others
- Roles and responsibilities
- Influencing and negotiating

Self-Management (Personal Capability)

- Review and improve
- Time management
- Goals and targets

Attitudes and Dispositions

- Personal responsibility
- Concern for others
- Commitment
- Determination
- Resourcefulness
- Openness to new ideas
- Self-belief
- Optimism
- Pragmatism
- Curiosity
- Community spirit
- Flexibility
- Tolerance
- Integrity
- Moral courage
- Respect

Key Stage 4

Communication Skills

Help pupils to develop skills in:

- communicating meaning, feelings and viewpoints in a logical and coherent manner;
- making oral and written summaries, reports and presentations, which take account of audience and purpose;
- participating in discussions, debates and interviews;
- interpreting, analysing and presenting information in oral, written and ICT formats; and
- exploring and responding, both imaginatively and critically, to a variety of texts.

Thinking Skills and Personal Capabilities

Problem-Solving (Thinking Skill)

- Seeing relationships and patterns
- Developing a line of reasoning
- Examining evidence
- Analysing multiple perspectives
- Making decisions, solving problems

Self-Management (Personal Capability)

- Goals and targets
- Review and improve
- Time management

Working with Others (Personal Capability)

- Learning with and from others
- Role and responsibilities
- Influencing and negotiating

Attitudes and Dispositions

- Personal responsibility
- Concern for others
- Commitment
- Determination
- Resourcefulness
- Openness to new ideas
- Self-belief
- Respect
- Optimism
- Pragmatism
- Curiosity
- Community spirit
- Flexibility
- Tolerance
- Integrity
- Moral courage

Resources

There are a range of CCEA resources which support teaching, learning and progression in Communication Skills and Thinking Skills and Personal Capabilities. All of the resources referred to below are available for download at www.ccea.org.uk

Key Stage 3

Communication Skills

Communication Skills: Levels of Progression in Communication across the Curriculum: Key Stage 3

Although these are associated with summative assessment of these skills, they can also be used for teaching and learning and for formative assessment.

Ready Reckoners

- [Ready Reckoner for Talking and Listening](#)
- [Ready Reckoner for Reading](#)
- [Ready Reckoner for Writing](#)

Teachers can use these resources to support teaching, learning and progression in these modes of communication. Do this by identifying what level you think your pupils are at in one of these modes and plan your teaching and learning strategies to move them to the next level.

Communication checklists

- [Talking and Listening Checklist](#)
- [Reading Checklist](#)
- [Writing Checklist](#)

These are cards which teachers and pupils can use to reflect and improve their communication skills in each of these modes.

Thinking Skills and Personal Capabilities

Subject Progression Maps for Thinking Skills and Personal Capabilities

For each subject there are progression maps for the Thinking Skills and Personal Capabilities. These illustrate what progression might look like in each strand of the Thinking Skills and Personal Capabilities in each subject. You can use these when planning which strands of the Thinking Skills and Personal Capabilities you want to develop when teaching controversial issues.

Thinking Cards

This resource contains a series of cards for each strand of the Thinking Skills and Personal Capabilities. The thinking cards can be used in activities to develop pupils' Thinking Skills and Personal Capabilities.

You can use the cards in different ways, for example:

- as a stimulus for thinking at various points in a sequence of activities/lessons;
- for ideas when planning;
- to guide and structure discussion during a group activity; or
- to prompt reflection.

Key Stage 4

Guidance on Teaching, Learning and Assessment at Key Stage 4

This resource includes guidance on progression in learning, developing skills, personal capabilities and active teaching and learning methods.

You may find the Thinking Skills and Personal Capabilities Progression Maps useful (Appendix 3 of the above resource). These are progression frameworks for developing each of the strands of the Thinking Skills and Personal Capabilities at Key Stage 4. You can find them on page 96. You can use these when planning which of these strands you want to develop when teaching controversial issues.

TEACHING AND LEARNING APPROACHES: METHODS AND STRATEGIES

Resource Sheet 11: Using effective questioning

(For Session 6, Slide 13)

Teachers may find the following questions helpful when reflecting on their use of effective questioning to improve teaching and learning.

- Have you ever consciously thought about how you ask questions?
- Do you plan questions in your lesson?
- How well do your questions link to your intended learning outcomes?
- Do you involve all pupils in questioning?
- Do you think about bias in questions?
- What types of questions do you use?
- Do you use a range of lower and higher order questions?
- Do your questions meet the ability range of your pupils?
- Are your questions challenging?
- Do your questions stimulate thinking and learning?
- What questioning techniques do you use?
- Do you allow pupils enough time to respond to questions?
- How often do you ask further questions that really probe understanding?
- Do you provide model answers?
- How do you respond to pupils' answers? How often do pupils ask questions?
- To what extent do pupils ask insightful and probing questions?
- How many questions do you ask to which you don't know the answer?
- To what extent does your approach to questioning support improvements in learning for all pupils?
- What could you do to improve your questioning technique?

When using effective questioning, teachers may find the following techniques helpful.

- Use the 'no hands up' rule, mini whiteboards or digital voting systems to encourage everyone to keep thinking, as you could ask anyone for a response.
- Give pupils time to think before responding to the question, allowing them to think about others' responses and to reflect on their own. If pupils do not respond, do not give the answer. Ask a prompt question instead.
- Focus questions – if a pupil is having difficulty answering a question, support the pupil by leading her or him through the steps to find the answer. This will help the pupil to understand the thinking process.
- Ask open-ended questions that encourage a range of responses and stimulate thinking. Sequence and ask questions that range in their level of challenge.
- Ask big questions at the start of the lesson that pupils can answer at the end of the lesson. These could be value-based and require interpretation of information, discussion and collaborative thinking.
- Use questions to build on ideas. Ask different pupils questions and allow them to develop their responses and encourage discussion.
- 'Phone a friend' – if a pupil cannot answer a question, allow them to nominate a friend to answer. This encourages whole-class listening and participation.
- Hot-seating – a pupil agrees to sit on the hot-seat and take questions from pupils and the teacher. This encourages active listening and challenges the pupil.
- Preview – display and share questions that you will ask at the start of the lesson. You can use this method to signify key concepts and learning. This helps pupils to focus and think about what they are learning.
- Pair rehearsal – pupils discuss the question and agree their responses. This encourages interaction and exchange of ideas and thinking.
- Target questions to groups – listen to group discussions and ask each group specific questions. This allows teachers to adapt their questions to suit the level that pupils are working at.
- Developed questions – pupils have to answer the question using key words or phrases or expand on previous responses. This helps to develop their thinking and communication skills.

(Source: CCEA [Guidance on Teaching, Learning and Assessment at Key Stage 4](#), p.57.

See also Appendix 4 in this guidance document.)

TEACHING AND LEARNING APPROACHES: METHODS AND STRATEGIES

Resource Sheet 12: Using the launch, activity, debrief model

(For Session 6, Activity 1, Slide 16)

Launch, activity, debrief lesson model

You can use this model when planning teaching about controversial issues. You can adapt this model and include your own teaching strategies for infusion.

Lesson Stage	Strategies for infusion
<p>Launch Use this stage to set up the controversial issue enquiry/activity.</p>	
<p>Activity Engage pupils in an activity/challenge where they develop knowledge, understanding and a particular skill/capability in the context of the subject.</p>	
<p>Debrief This stage presents an opportunity for pupils to reflect on their learning.</p>	

TEACHING AND LEARNING APPROACHES: SUPPORTING PUPILS' EMOTIONAL DEVELOPMENT

Resource Sheet 13: Communicating feelings

(For Session 7, Slide 10)

Brave	Cheerful	Angry	Bored
Curious	Confused	Surprised	Proud
Disappointed	Frustrated	Embarrassed	Silly
Excited	Uncomfortable	Fantastic	Worried
Friendly	Stubborn	Generous	Shy
Ignored	Satisfied	Impatient	Safe

Important	Relieved	Unhappy	Interested
Restless	Pained	Peaceful	Jealous
Overwhelmed	Lonely	Confused	Tense
Angry	Calm	Confident	Comfortable
Amazed	Fortunate	Optimistic	Pleased
Delighted	Provocative	Sympathetic	Overjoyed
Clever	Frustrated	Interested	Surprised

Satisfied	Terrified	Content	Relaxed
Reassured	Eager	Anxious	Unsure
Infuriated	Sulky	Uneasy	Pessimistic
Fuming	Indignant	Fearful	Sorrowful
Suspicious	Alarmed	Weary	Dejected
Lonely	Nervous	Rejected	Desperate
Scared	Frightened	Victimised	Dismayed

Doubtful	Appalled	Humiliated	Wary
Enraged	Indifferent		

TEACHING AND LEARNING APPROACHES: SUPPORTING PUPILS' EMOTIONAL DEVELOPMENT

Resources

Resource Sheet 14: Euthanasia: a personal story

(For Session 7, Activity 2, Slide 14)

'Goodbye world, my time has come: 'Locked-in' man Tony Nicklinson refuses treatment for pneumonia and achieves the death the courts had denied him', *Daily Mail* (online), (23 August 2012), available at: www.dailymail.co.uk/news/article-2161494/Tony-Nicklinson-euthanasia-My-life-miserable-undignified-says-locked-syndrome-sufferer.html

Questions to think about and discuss:

1. Write down the feelings you might associate with this article.
2. How is Tony likely to feel about his condition?
3. How might Tony's daughter feel about her father's wish to end his life?
4. What might the person who tweeted 'Hi Tony – I will pray that you that you will reconsider as every life is a celebration...' think and feel about euthanasia?
5. How does this story make you feel?
6. Would your feelings about this issue be in conflict with your values and/or thinking?

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