

Lesson 9: Stance Piece and Walking Debate: Identity and Relationships

60 minutes · workshop lesson

WHAT THE CLASS SHOULD LEAVE ABLE TO DO

- Take and defend a stance on an identity or relationship prompt
- Listen to or consider an opposing view without shutting it down
- Write a structured 150-word stance piece

TERMS THE CLASS MEETS

Term	What it means
Stance	A clear position you are willing to stand over and explain, not just a feeling in the moment.
Counter-argument	A serious reason someone on the other side would give, that you take seriously instead of dismissing.
Walking debate	A debate where you stand on a side of the room for your view and may move when a good argument lands.

BEFORE YOU TEACH IT

Before the Lesson

- **Timing first:** this plan is written for 60 minutes (double period or full hour). Most LCA slots are 40–50 minutes. Cut path for a single period: protect the three-part write; run one prompt only on the line; send redraft or polish home; confirm the portfolio filename before dismissal.
- Prepare the classroom to allow free movement for the walking debate.
- Have prompts on identity and relationships ready for display.

Suggested Timing (60-minute full run)

- Getting Started: 5 minutes
- The Brief: 10 minutes
- Write Your Stance Piece: 25 minutes
- Hold It Up to the Room: 12 minutes
- Think About It: 3 minutes
- What You Covered: 5 minutes

Teaching Tips

- Circulate during writing to support students with structure and clarity.
- Model a clear stance sentence at the start of the brief.
- Students write first; the walking debate pressure-tests the third section. If a point lands, they update m1_u2_l9_stance_<initials> before leaving. Verify that version.

- During walking debate, default to one prompt; encourage movement when a point lands and limit to key voices.
- Reflection is paired talk only in the three-minute slot; no whole-room share.

Common Mistakes

- Using slogans without reasons; prompt for specific explanations.
- Insincere 'what might change my mind' entries; guide towards honest reflection.
- No clear opening stance; remind to begin with a direct position statement.
- Filing the first draft and never updating after the line; remind them the pressure-tested third section is the one that stays.

Differentiation

- Support: sentence starters for the three parts: What I think: "I think...", "I mostly agree that...", "My stance is...". Why: "One real moment is...", "I saw this when...", "For me this landed when...". What might change my mind: "I would rethink this if...", "A point that would move me is...", "I would shift if someone could show...".
- Extension: name two counter-arguments and keep the stronger one; or add one sentence on why the counter does not fully overturn the stance; or rewrite the third section after the line using a named classmate's point.
- Support: allow initial paired discussion before writing for additional help.
- Family prompt: offer a swap prompt without spectacle if needed; never force public sharing of family detail; the written stance can stay private-to-portfolio; It depends or skipping the speak-out needs no explanation.

Pastoral note

Identity and relationship prompts can surface difficult personal material. If a contribution or private reaction suggests distress or a safeguarding concern, follow the school's pastoral procedures and guidance counsellor process. Do not name outside support services on the student page or improvise external referrals.

RUNNING THE LESSON

Step 1: Getting Started · 5 min

Open with a quick show of hands on one prompt only, for example online friendship, then park the answers. Students write their stance first so they have a real position on the page. The walking debate later is a pressure-test on the third section (what might change my mind), not the fuel for the first draft.

If anyone wants a quieter start, they can go straight to choosing a prompt in their head rather than speaking.

Step 2: The Brief · 10 min

Suggested Timing

- Getting Started: 5 minutes
- The Brief: 10 minutes
- Make It: 25 minutes
- Hold It Up: 12 minutes
- Think About It: 3 minutes
- What You Covered: 5 minutes

Read the exemplar aloud once. Ask what makes the middle section land before you name it: it is a real moment, not a slogan. Keep this step to the structure and the one model. The writing time is next and must not shrink.

Cross-curricular note: the same three-part shape (position, reason, what would move me) transfers cleanly into VPG interview answers and any Student Task reflection that asks for a justified view.

Step 3: Write Your Stance Piece · 25 min

This is the piece that goes in the folder. Protect the full 25 minutes. Circulate for the common wobbles: a slogan instead of a reason, a fake "what might change my mind", or a piece that never actually takes a side.

Prompt a stuck writer with one question only: *Tell me one real moment that sits behind this view.* Pair talk is fine for one minute if someone is frozen, then back to the page.

Sentence starters (support):

- What I think: "I think...", "I mostly agree that...", "My stance is..."
- Why: "One real moment is...", "I saw this when...", "For me this landed when..."
- What might change my mind: "I would rethink this if...", "A point that would move me is...", "I would shift if someone could show..."

If your period is shorter than 60 minutes, protect this build and send the polish home. Students file a working version now; after the line they may revise the third section so the folder holds the pressure-tested piece.

Step 4: Hold It Up to the Room · 12 min

In class, run this as a short walking debate on one prompt at a time: agree wall, disagree wall, middle for "it depends". Default to one prompt on a single period; add a second only if time is generous. Students may move when a point lands. Keep each round to a few voices. On a 40–50 minute period, run one prompt only on the line.

On the page, the opinion line does the same job for anyone working alone and keeps all three statements available so you can choose. The look-for is honest listening: can they name a counter-argument without sneering at it?

End by asking two or three students what, if anything, would now change the third section of their written piece. If it shifted, they update m1_u2_l9_stance_<initials> before they leave. Verify the portfolio holds that pressure-tested version. No full showcase of essays here.

Identity and relationship prompts (especially family) can surface difficult personal material. Offer a swap prompt without spectacle if someone needs it, and never force public sharing of family detail. The written stance can stay private-to-portfolio. Remind the room quietly that It depends or skipping the speak-out is allowed with no explanation. If a contribution or private reaction suggests distress or a safeguarding concern, follow the school's pastoral procedures and guidance counsellor process. Do not name outside support services on the student page or improvise external referrals.

Step 5: Think About It · 3 min

Keep this to paired talk only (or quiet solo think). No whole-room share: three minutes will not hold both. The honesty question often surfaces more than the change-your-mind one. Journal is optional and stays off the lesson page.

Step 6: What You Covered · 5 min

Confirm the filename is in the portfolio folder before they leave, and that any post-debate rewrite of the third section is the version on file. A one-line check is enough: position, reason, what might change my mind. No grading of the view itself.

MODEL ANSWERS AND WHAT TO LOOK FOR

Students' wording will differ. These are the points a full answer reaches, not the only correct form.

Step 3: Write Your Stance Piece

Have you said what you think in one clear sentence?

Is your reason a real moment or example, not a slogan?