

# CLEVER ESSEX BALLOON DEBATE

PART OF A SCHOOL'S EDUCATION PACK – PRODUCED BY **Metal** ([www.cleveressex.com](http://www.cleveressex.com))

## WORKSHOP / LESSON PLAN

### Who is the workshop for?

This workshop can be adapted to suit Year 7 all the way through to Year 13 students.

Although it has not been designed to hit criteria throughout the curricula it can be used to map to **HISTORY KS1 to KS4** and **CITIZENSHIP KS1 – KS4**

### How many can participate?

The workshop can be run with a whole class of 32 students (there is a Clever Essex character for each to represent) though we recommend that characters are represented in pairs to help with preparation, discussion and debate. The workshop can also be run with less students – just select which of the characters to focus on.

### Overview

Each student taking part selects one of our Clever Essex characters. They conduct some research into them and their life using our individual character crib sheets as a starting point. This can be done as homework, or as initial preparation in the classroom for the debate.

At the debate, students are asked to imagine that all of the Clever Essex characters they have selected are in a hot air balloon together. The balloon cannot cope with the weight and is losing height – the maximum load is for 8 people - someone has to go! It is each student's job to represent their character and defend their place in the balloon. Students can represent one character each – or to assist with debate and forming an argument – they can work in pairs. The argument they put forward to remain in the balloon (and therefore survive) must use the value of the contribution made by their character to life as we know it today. So – they must paint a picture of how life might look if electricity had never been invented / if women did not yet have the vote / if the exploration of space had been delayed due to the fact that the right lens had not been created. Once arguments have been put forward, a general vote is held using the Marking Sheet (template included). The characters with the most votes must go.

One by one, Clever Essex characters are voted out of the balloon – and ceremoniously thrown overboard. At the end of the session, only eight remain. The victors for this round of Clever Essex!

### In Detail

Of course, the debate can be organised in a number of ways using our prepared resources. We have found that the following works really well for a workshop or lesson that lasts an hour and a half. Though this template can be adapted according to the number of students and time that you have.

- 16 characters are selected / students represent in pairs. This means eight characters need to be voted out and eight voted in to remain.
- The character sheets are folded up, put in a hat and randomly selected. This way boys might get a female character to research, girls a male character – rather than selecting based on who they might naturally feel affinity to.
- Before voting, students are given 5/10mins to discuss/prepare their arguments and then 1.5 minutes each (timed) to put their arguments forward.
- Based on the strength of the arguments put forward students use their marking sheet to take notes and decide who is voted in and who is voted out.
- The scores are collected in – and the surviving 8 Clever Essex characters announced.

### Learning

- By the end of the session students will be able to demonstrate knowledge gained from researching an historic Essex character
- By the end of the session students will have listened to and understood the importance of a wide range of historic Essex men and women

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- By the end of the session students will have discussed the collective and individual importance of a group of Essex characters
- By the end of the session students will have prioritised the impact of a wide range of historic Essex characters
- By the end of the session students will have participated in the selection of 8 Essex historic personages

### Resources required:

- Character descriptions in envelopes (provided as a PDF print out by Metal from [www.cleveressex.com](http://www.cleveressex.com))
- A hat – from which to select folded up character sheets.
- An egg timer – to time the 1.5 minute arguments
- Character marking sheet and pens for each student (template provided by Metal at [www.cleveressex.com](http://www.cleveressex.com))

### Example of timings based on a workshop (duration length 1 hour and 30 minutes) with 16 characters / 32 students

Time	Activity	Participants
0.00	Introduction of session leader	Discussion leader
0.05 minutes	Explanation of activity – a balloon debate...it's a bit like Big Brother. Everyone makes a case for their character to stay in, but only 8 can stay in the balloon. 7 will be evicted.	Discussion leader
0.10	Discussion leader asks students to get into pairs or puts them into pairs.	Students get into pairs.
0.15	One by one students take a character out of a hat.	Students.
0.20	Discussion leader directs students to spend the next 10 minutes reading through the information and putting together a speech to appeal to their classmates to stay in the balloon.	Students research. Discussion leader and assistant circulate to help groups. Discussion leader sets egg timer for 10 minutes.
0.30	When the egg timer rings students must stop what they are doing. Either both or one of the students then presents a 1.5 minute speech on their characters. When the egg timer rings they MUST finish speaking. (Anticipate a minimum of 35 minutes to allow for students getting up, sitting down, trying to go over their time etc)	One by one students speak at front of classroom. Discussion leader sets timer for 1.5 seconds.
1 hour 5 minutes	When students have finished speaking the class discusses the presentations in pairs and make a list prioritising the 8 that they will keep in the balloon.	Students use marking sheet to make their selections. Discussion Leader sets egg timer for 6 minutes.
1.15	Discussion leader asks for votes, going through the characters in order.	Session leader and students
1.23	Session leader counts votes.	Session leader

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1.25	Announcement of winners. Brief reasoning as to why these characters have succeeded.	Session leader
1.24	Sums up Session leader thanks students	Session leader
1 hour thirty minutes	Session ends	

**This exercise can be mapped to the following criteria:**

### LINKS TO CURRICULUM FOR HISTORY

#### KS1 & KS2

<b>PURPOSE OF STUDY</b>	
A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.	✓
It should inspire pupils' curiosity to know more about the past.	✓
Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.	✓
History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.	✓
<b>CURRICULUM AIMS</b>	
Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	✓
Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	✓
Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military	✓
<b>SUBJECT CONTENT – KS1</b>	
They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	✓
They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	✓
Significant historical events, people and places in their own locality.	✓
<b>SUBJECT CONTENT – KS2</b>	
They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	✓
They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	✓
They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	✓
They should understand how our knowledge of the past is constructed from a range of sources.	✓

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A local history study	✓
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### HISTORY KS3 & KS4

<b>PURPOSE OF STUDY</b>	
A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.	✓
It should inspire pupils' curiosity to know more about the past.	✓
Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.	✓
History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time	✓
<b>CURRICULUM AIMS</b>	
Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	✓
Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	✓
Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	✓
<b>SUBJECT CONTENT – KS3 &amp; KS4</b>	
They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response.	✓
They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.	✓
A local history study	✓

### LINKS TO CURRICULUM FOR CITIZENSHIP

#### KS1 & KS2

<b>KS1: THIS PROGRAMME IS NON-STATUTORY: IT IS INCLUDED SO THAT SCHOOLS CAN PLAN A WHOLE CURRICULUM</b>	
They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people.	✓
As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying.	✓
<b>KS2: THIS PROGRAMME IS NON-STATUTORY: IT IS INCLUDED SO THAT SCHOOLS CAN PLAN A WHOLE CURRICULUM</b>	
Pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.	✓
They become more mature, independent and self-confident.	✓

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### KS3 & KS4

<b>PURPOSE OF STUDY</b>	
A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society.	✓
In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld.	✓
Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.	✓
<b>CURRICULUM AIMS</b>	
Are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.	✓
<b>SUBJECT CONTENT – KS3</b>	
Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens.	✓
Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.	✓
<b>SUBJECT CONTENT – KS4</b>	
Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions.	✓
They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.	✓
The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity	✓