



PARLIAMENTARY DEBATE

Complete Unit

Grades 7 - 12 | 4 Weeks | 20 Lesson Plans

- >> Motions & Speaker Roles (PM / LO / Whips)
- >> PEEL Argument Framework & Evidence Guide
- >> Rebuttals & Points of Information
- >> Flow Sheet & Speaker Notes Scaffolds
- >> 30 Debate Motion Cards
- >> Full In-Class Tournament with Bracket
- >> Adjudicator Rubric & Student Self-Assessment

Step-by-Step | No Prior Debate Experience Needed

UM Printables

Premium Teaching Resources

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SUPPLEMENTARY MATERIALS

Debate Motion Cards (30 Topics)

PEEL Argument Guide

Flow Sheet Template

Speaker Notes Scaffold
Tournament Bracket
Adjudicator Marking Rubric
Student Self-Assessment Form

UNIT OVERVIEW & TEACHER GUIDE

Welcome to the **Parliamentary Debate Complete Unit**, a comprehensive, step-by-step resource designed to introduce students in Grades 7-12 to the exciting world of parliamentary debate. Whether your students are complete beginners or have some public speaking experience, this unit provides everything you need to build confident, articulate, and critical thinkers.

Unit at a Glance

Grades	7 - 12
Duration	4 Weeks (20 Lessons)
Lesson Length	50 - 60 minutes
Debate Format	British Parliamentary (adapted for classroom)
Teams	2 teams per debate (Government & Opposition), 3 speakers each
Culminating Event	In-Class Tournament

Learning Outcomes

- Understand the structure, rules, and conventions of parliamentary debate.
- Analyze and interpret debate motions of varying types and complexity.
- Construct well-organized arguments using the PEEL framework (Point, Evidence, Explanation, Link).
- Deliver persuasive speeches with clarity, confidence, and appropriate rhetoric.
- Formulate and deliver effective rebuttals to opposing arguments.
- Offer and respond to Points of Information with poise and strategic thinking.
- Take structured debate notes (flowing) to track arguments across a debate.
- Collaborate effectively in debate teams, sharing research and strategy responsibilities.
- Adjudicate debates using a clear, criteria-based rubric.
- Reflect on personal growth in public speaking and critical thinking.

Materials Needed

- This resource (printed or projected)
- Whiteboard / chart paper and markers
- Timer (phone or digital display)
- Index cards for motion cards and speaker notes
- Copies of flow sheet template, speaker notes scaffold, and rubrics
- Access to research materials (library or internet) for tournament preparation

Assessment Overview

This unit uses a balanced assessment approach:

- **Formative Assessment:** Exit tickets, observation during guided practice, peer feedback, and teacher conferencing throughout Weeks 1-3.
- **Summative Assessment:** Tournament debate performance (adjudicator rubric), student self-assessment form, and reflective writing in Lesson 20.
- **Peer Assessment:** Students practice adjudication using the marking rubric during practice debates and tournament rounds.

Differentiation Strategies

- **For Struggling Learners:** Provide sentence starters and partially filled speaker scaffolds. Pair with stronger speakers. Allow shorter speaking times.
- **For Advanced Learners:** Challenge with more complex motions, require multiple Points of Information, assign adjudicator roles, or have them mentor peers.
- **For ELL Students:** Provide vocabulary lists with definitions. Allow use of notes during speeches. Pair with supportive partners. Offer visual debate aids.
- **For Introverted Students:** Emphasize that debate involves both speaking and listening. Start with small-group discussions before full-class debates. Offer research and writing roles within teams.

HOW TO USE THIS RESOURCE

This resource is designed to be **flexible and teacher-friendly**. Here are some guidelines for getting the most out of it:

- **Follow the Sequence:** Lessons are carefully scaffolded. Each builds on the previous one, so teaching them in order is strongly recommended for students with no debate background.
- **Adjust Timing:** Each lesson is designed for 50-60 minutes. If your periods are shorter, split a lesson across two days using the activity breaks as natural stopping points. If longer, extend guided practice.
- **Adapt the Motions:** The 30 motion cards span a range of topics and difficulty levels. Choose motions appropriate to your students' age, maturity, and background knowledge. Starred motions (*) are best for beginners.
- **Use the Scaffolds:** The PEEL guide, speaker notes scaffold, and flow sheet are designed to support students as they learn. Gradually remove these supports as students gain confidence.
- **Build a Debate Culture:** Encourage respectful disagreement, active listening, and intellectual curiosity. Model these behaviors yourself. Celebrate risk-taking and improvement, not just winning.
- **The Tournament is Key:** Week 4's tournament is the motivational centerpiece. Students work toward it throughout the unit. Make it feel special - consider invitations to other classes, certificates, or small prizes.

TOURNAMENT BRACKET

Instructions: Write the team names in the first column. The winner of each debate advances to the next round. The final winner is the Tournament Champion.

Quarter-Finals	Semi-Finals	Finals	Champion
Team 1: _____ vs Team 8: _____	Winner Q1: _____ vs Winner Q2: _____		
Team 4: _____ vs Team 5: _____			
Team 3: _____ vs Team 6: _____	Winner Q3: _____ vs Winner Q4: _____	Winner S1: _____ vs Winner S2: _____	_____ CHAMPION
Team 2: _____ vs Team 7: _____			

ADJUDICATOR MARKING RUBRIC

Criteria	Excellent (A)	Proficient (B)	Developing (C)	Emerging (D)
MATTER (40 pts) Content, Logic, Evidence, Rebuttal	35-40 pts. Arguments are highly persuasive with strong, credible evidence. Rebuttals directly and logically dismantle opponents' points. Deep, impactful analysis.	28-34 pts. Arguments are clear with relevant evidence. Rebuttals address opponents' points effectively. Solid analysis with minor logical gaps.	21-27 pts. Arguments are present but lack sufficient evidence or explanation. Rebuttals attempt to address opponents but miss key flaws. Superficial analysis.	0-20 pts. Arguments are weak, unsupported, or illogical. Fails to rebut opponents' key points. Relies on assertion rather than evidence.
MANNER (30 pts) Delivery, Tone, POI Etiquette	26-30 pts. Highly persuasive delivery; excellent eye contact and vocal variety. Confident and respectful. POIs are sharp and offered/accepted strategically.	20-25 pts. Clear delivery with adequate eye contact. Persuasive tone. Respectful demeanor. POIs are relevant and mechanics are followed correctly.	14-19 pts. Read from notes frequently. Monotone or unclear at times. POI mechanics are flawed (too long, disruptive, or rarely offered/accepted).	0-13 pts. Inaudible, entirely read from notes, or disrespectful. Fails to offer or accept POIs. Distracting delivery.
METHOD (30 pts) Structure, PEEL, Signposting, Teamwork, Whip Summary	26-30 pts. Flawless PEEL structure. Clear signposting and time allocation. Team case is cohesive. Whip effectively crystallizes clashes and compares teams.	20-25 pts. Clear PEEL structure with minor omissions. Adequate signposting. Team case is mostly cohesive. Whip summarizes well but lacks deep comparison.	14-19 pts. Disorganized or lacks clear PEEL elements. Poor signposting. Team case feels disjointed. Whip brings up new arguments or just repeats points.	0-13 pts. No clear structure. No signposting. Teammates contradict each other. Whip fails to summarize the debate effectively.

Total Score: _____ / 100

Winner of the Debate: _____

STUDENT SELF-ASSESSMENT FORM

Name: _____

Date: _____

Motion: _____

Rate your performance in each area using the scale: 4 = Excellent, 3 = Proficient, 2 = Developing, 1 = Emerging

Skill Area	1	2	3	4
I used the PEEL framework to structure my arguments clearly.				
I provided strong, credible evidence to support my points.				
I listened carefully and delivered effective rebuttals.				
I offered and/or accepted Points of Information strategically.				
I spoke clearly, with good eye contact and vocal variety.				
I collaborated well with my team and followed my specific role.				

Reflection Questions

1. What is one thing you did really well in this debate?

2. What is one specific skill you want to improve for the next debate, and how will you practice it?

THANK YOU!

Thank you for purchasing and using the **Parliamentary Debate Complete Unit**! It is my sincere hope that this resource helps your students find their voices, sharpen their critical thinking, and discover the thrill of debate.

Your feedback is incredibly valuable!

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