

GRADE 4 LEARNING PACK

The Debate Chair

Read dialogue and infer how active listening changes collaborative decision-making.

LEARN • PRACTISE • CREATE • REFLECT

Original BrightPencil Kids resource - adult-led where appropriate

A4 edition • 12 purposeful pages • review copy

Print. Learn. Grow.

Grown-up guide

Learning objective

Read dialogue and infer how active listening changes collaborative decision-making.

Use this pack well

- Model the first example aloud, then let the learner try.
- Ask “How do you know?” more often than “Are you finished?”.
- Use real objects, talk, movement or observation when the activity suggests it.
- Stop or shorten the session if attention or enjoyment drops.
- Open-ended pages can have many successful answers.

Quality note

This resource was written originally for BrightPencil Kids. Curriculum sources informed scope and progression only; no third-party worksheet or story text is reproduced.

Read the story

PART 1

During a discussion about a fictional playground redesign, Eoin strongly preferred a climbing wall. Maya preferred a quiet garden area.

PART 2

Their first discussion became a list of reasons each person liked their own idea. The chairperson asked them to switch tasks: each had to summarise the other person's strongest reason before speaking again.

PART 3

Eoin explained Maya's point about children who wanted quieter play. Maya explained Eoin's point about physical challenge and limited existing climbing equipment.

PART 4

They still disagreed, but their next proposals became more useful. One suggested dividing the space; another suggested rotating activities after a trial period.

PART 5

The chairperson's rule had not forced agreement. It had made each speaker show that they understood the other viewpoint before arguing for a decision.

Read section 1: During a discussion about a fictional playground redesign, Eoin strongly preferred a climbing wall. Maya preferred a quiet garden area.

Read section 2: Their first discussion became a list of reasons each person liked their own idea. The chairperson asked them to switch tasks: each had to summarise the other person's strongest reason before speaking again.

Read section 3: Eoin explained Maya's point about children who wanted quieter play. Maya explained Eoin's point about physical challenge and limited existing climbing equipment.

Read section 4: They still disagreed, but their next proposals became more useful. One suggested dividing the space; another suggested rotating activities after a trial period.

Try it beyond the page

Real-world / hands-on connection

Retell the story to a trusted adult in under one minute, then name the moment that changed the direction of the story.

Before you finish

What did you notice?

What evidence, object or example helped you?

What would you change if you tried again?

Create something

Your project

Create a six-frame evidence storyboard showing setup, problem, evidence, turning point, decision and learning idea.

Use this space for planning, drawing, mapping, designing or notes.

CHALLENGE

Think deeper

1. What rule changed the discussion?

2. Did the learners have to agree?

3. How did understanding another viewpoint improve the proposals?

Quick review

1. In one sentence, explain the big idea of “The Debate Chair”.

2. Draw or write one example that shows you understand.

3. Choose one activity from this pack and explain the strategy you used.

4. Write one question you still have.

Answer & discussion notes

Use these as guidance, not scripts. Open questions can have different successful responses when the reasoning is sensible and evidence-based.

1. Suggested response

Use details stated or strongly supported by the story.

2. Suggested response

Equivalent evidence-based wording is acceptable.

3. Suggested response

Open responses should explain reasoning using story evidence.

Review before publication

Check age fit, factual accuracy, clarity, accessibility, rights provenance and whether the activity works in practice. This file remains a review copy until those checks are signed off.

FINISH

My learning reflection

I finished this BrightPencil learning pack.

One thing I understand better now:

A strategy that helped me:

Something I created or noticed:

My next small question or goal:

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