



# Debate Lesson on Neutering to link with Upper Key Stage 2 Literacy

## Main welfare aims

To encourage the students to consider the benefits of neutering and to understand why animal charities believe neutering cats and dogs is a responsible thing to do.

## Resources needed

[Neutering Debate worksheet](#)

## Curriculum links

Spoken Language, Years 1-6. Pupils should be taught to:

- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- participate in discussions, presentations, performances, role play, improvisations and debates
- consider and evaluate different viewpoints, attending to and building on the contributions of others



## Introduction (20 minutes)

- Introduce self and Blue Cross. Explain that an important part of Blue Cross' work is educating future pet owners, and today they're going to be debating an important decision that pet owners need to think about.
- Write the word 'Neutering' on the board.
- Ask if anyone knows what it means.
- If no one does, explain that it is the special operation that pets can have to stop them having puppies or kittens. With girl dogs we often call it 'Spaying'. Does anyone know if their pets have been neutered?
- Explain that Blue Cross thinks that neutering is a very important thing to do. However, not everyone agrees. Does anyone have any ideas why they think that some people might not want their pets to have this special operation? Start writing their suggestions down on the board under the heading 'Against'. Try and get three points.
- So, why would Blue Cross think neutering is a good thing to do? What are the benefits for the animals and the pet owners do they think? Write their suggestions down on the board under 'For'. Try and get three points. If they don't get that there are too many dogs and cats that don't have homes in the country already, try and add this point on.

## Main (25 minutes)

- Split the class up into groups of no more than 6 in a group – preferably 3 or 4.
- Allocate each group to be either for or against neutering. Even if they really think that they agree more with the side they will be arguing against, they must still try and think of all of the points they can argue about for the side they have been allocated. It's a really important skill to be able to do that so this will be good practice.
- In their groups they need to think about as many points as they can about why their side is right.
- They then need to decide how they can put these together as a speech that one person in their group can read out. This needs to sound like a persuasive argument, not just a list of points. They get to decide who will read it out.
- As they are working in their groups, try and give a bit of time to each group, to help with their points and make some suggestions.

## Plenary (15 minutes)

- Ask the teacher to choose two groups – one for and one against.
- Each spokesperson gets to speak first.
- The rest of the class can then ask the two teams any questions, who must try to answer as best they can – anyone in the team can answer.
- End the lesson with a vote. Does the class agree that neutering is a good thing to do?

## Homework

Give out the framework for writing a balanced argument. They need to write the balanced argument within the framework for homework, and then on another lesson, or for homework, once checked, their teacher will give them time to write out the argument neatly.

# Should most pet dogs and cats be neutered?

Framework for a balanced argument

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**Introduction:** (Explain what this argument will be about and what both sides think)

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**Reasons for:** (Give two or three reasons for neutering. Good starters for sentences might be 'Some people think...' 'Another reason...' or 'Also...')

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**Reasons against:** (Give two or three reasons for neutering. Good starters for sentences might be 'Some people think...' 'Another reason...' or 'Also...')

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**Conclusion:** (Say which side you agree with and why. Good paragraph openers are 'Overall, I think...' 'After looking at both sides of the argument, I think...' or 'I believe that...')

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