Learning objective
• To develop debating and critical thinking skills.

Learning outcome
• A balloon debate between the five golden ticket winners and a reflection on the qualities of the arguments put forward.

Book reference
• Chapter 29: The Other Children Go Home.

Cross-curricular link
• Literacy, Drama, Personal, Health, Social and Citizenship Education, Philosophy, Critical Thinking.

Resources
• Chairs at the front of the class arranged as a panel.

Starter
• Use thesauri to create a mindmap of words to describe the five golden ticket winners.
• Look at Mrs Gloop’s reasoning from Chapter 6 (The First Two Finders):

“Eating is his hobby, you know. It’s all he’s interested in. But still, that’s better than being a hooligan and shooting off zip guns and things like that in his spare time, isn’t it? And what I always say is, he wouldn’t go on eating like he does unless he needed nourishment, would he? It’s all vitamins, anyway...”

• Working in pairs, the children discuss the following questions:
  - Do you agree or disagree with Mrs Gloop’s reasoning?
  - Does she have a strong argument? Why or why not?
  - What might you say in response to her?
  - Feedback ideas to the rest of the class.
**Main teaching activity**

- Divide the class into 5 groups. Each group is allocated one of the golden ticket winners – Augustus Gloop, Veruca Salt, Violet Beauregarde, Mike Teavee and Charlie Bucket. The groups prepare arguments as to why their character should win the chocolate factory and how their particular attributes and characteristics make them the best candidate.
- Look at Mrs Gloop’s use of rhetorical questions and prepare some rhetorical questions for the new character’s argument.

**Main student activity**

- Tell the children that we are going to run a balloon debate to decide which child should win the factory using reasoning and persuasive arguments.
- One child from each group comes up to the front of the class and sits in a chair on the panel, representing the group’s character.
- One by one, each character speaks for 1 minute.
- The character argues that he or she should be in charge of the factory. For example, Veruca Salt’s argument could be: “I am a very strong and forceful person and would make all the Oompa Loompas work hard!”
- The rest of the class ask the characters questions.
- At the end of the first round, everyone votes as to which characters should go through to the next round. Everyone must vote twice, otherwise everyone will just vote for their own group.
- Whoever has the least votes must leave the panel.
- Hold another round of arguments and questioning, with voting at the end.
- Continue like this until there is a winner.
Plenary

• Reflect upon the result of the balloon debate. Was the winner Charlie, or another character? What helped the particular character to gain votes?

• Evaluate the strengths of each argument and reflect upon what makes a good reasoned argument.

• Write a short piece saying who deserves to win the chocolate factory the most.

Other activities

• Read this extract below. Decide what careers the children will be able to excel at in the condition they are in by the end of the book. Write a letter in character applying for the job, stating how you have the perfect attributes for it.

  ‘And here comes Mike Teavee!’ said Grandpa Joe. ‘Good heavens! What have they done to him? He’s about ten feet tall and thin as a wire!’
  ‘They’ve overstretched him on the gum-stretching machine,’ said Mr Wonka. ‘How very careless.’
  ‘But how dreadful for him!’ cried Charlie.
  ‘Nonsense,’ said Mr Wonka, ‘he’s very lucky. Every basketball team in the country will be trying to get him.’

• Design new clothing outfits for the four children to wear for their new bodies.

• Decide what gift you would give each character for Christmas. Make a wrapped present from craft materials and write a note to the character on the label with an explanation as to how they should use the gift.

• Write a training programme for each character, giving recommendations as to how they should deal with their lifetime supply of sweets and chocolates.

• Role play a scene showing one of the horrid children being reunited with his/her parents, and the conversation they have in the car going home! What would they say? Have the characters changed their personalities in any way or are they just the same?

• The children take the role of one of the naughty children and write an apology letter to Willy Wonka for the way that he or she behaved in the factory. Take these letters in and disseminate them at random back to the children. Now in role as Willy Wonka, the children write a reply to the apology letter they have received!