

Position Paper Planning Worksheet

Choose a bounded issue, state a clear stand, build arguments, answer the other side, and prepare the required full outline.

Use this worksheet for individual planning before writing the position paper.

Issue

Position

Arguments

Counterargument

Rebuttal

Full Outline

What this worksheet helps you do

A position paper is not only choosing a side. It defends a stand using reasons, evidence, fairness, and a response to the other side.

Part 1 - Choose a Bounded Issue

Choose one issue that you can defend with reasons and evidence. This updated board focuses on concerns that affect student safety, school stay, and learning experience.

Possible issue	Why it matters	A different stand may say...
1. Should schools strengthen anti-bullying reporting systems even if some students fear false reports?	Bullying affects safety, attendance, confidence, and participation.	Reporting systems need safeguards so they are not misused.
2. Should schools use counseling and restorative action, not only punishment, for students involved in bullying?	Students need both protection and behavior correction.	Serious bullying may require firm disciplinary action for safety.
3. Should schools treat cyberbullying outside school hours as a school concern when it affects students in class?	Online harm can continue into classroom relationships.	Schools may have limited authority over online actions outside school.
4. Should anonymous reporting boxes or digital forms be used for bullying and harassment concerns?	Some students may not report openly because of fear or shame.	Anonymous systems can be hard to verify and may be misused.
5. Should ESMLE implementation include regular learner orientation, not only teacher or school-head orientation?	Students need to know their rights, duties, and reporting options.	Too many orientations may reduce instructional time.
6. Should every class have a visible and simple guide on where to report safety, bullying, or discrimination concerns?	Students may not know where to go when something happens.	Posting procedures is not enough without active support.
7. Should schools include mental health check-ins as part of regular class advisory activities?	Stress, anxiety, and family problems can affect performance and attendance.	Teachers may need training and time before handling sensitive concerns.
8. Should parent involvement sessions on learner well-being be required or strongly encouraged?	Student behavior and stress are connected to home and school support.	Required sessions may be difficult for working parents and guardians.
9. Should schools adopt stricter privacy rules before posting student photos, names, awards, or class sections online?	Public posts can expose personal data and affect student privacy.	Public posts can recognize achievement and inform the community.
10. Should schools limit public comment sections on official school social media posts involving learners?	Comment sections can become spaces for ridicule or personal exposure.	Open comments allow community feedback and quick questions.

Issue rule

A good issue is specific, appropriate, arguable, and possible to support with evidence. Avoid issues that are too broad, too personal, or based on attacking a person.

Part 1 - More Issue Choices (11-20)

These issues stay within Philippine public-school concerns and current education conversations. Use teacher-approved evidence when drafting.

Possible issue	Why it matters	A different stand may say...
11. Should schools require gender-sensitive language and examples in classroom materials and school programs?	Gendered examples can affect participation, confidence, and career choices.	Teachers may need training and time to revise materials.
12. Should schools intervene when jokes about gender, appearance, poverty, or family background become common in class?	Repeated jokes can normalize exclusion and shame.	Some may see strict intervention as over-control of student speech.
13. Should schools require career orientation to challenge gender stereotypes in strands, tracks, and occupations?	Students may limit choices because of gender expectations.	Career decisions should mainly depend on family plans and personal interest.
14. Should students have a stronger voice in planning school programs that affect their learning and safety?	Programs are more useful when students can share actual needs.	Students may need guidance before joining formal planning.
15. Should school rules on discipline focus more on positive discipline than public correction or embarrassment?	Discipline methods affect student dignity and classroom trust.	Some behavior problems may need immediate firm correction.
16. Should schools reduce non-teaching school events during periods with heavy academic requirements?	Too many events can interrupt lessons and increase unfinished outputs.	School events also build values, culture, and community participation.
17. Should schools maintain flexible learning tasks during typhoons, heat, transport strikes, or class suspensions?	Learning disruptions affect completion of competencies.	Some learners lack quiet space, internet, or materials at home.
18. Should schools adjust classroom activities during extreme heat even when classes are not suspended?	Heat affects focus, health, and participation.	Frequent adjustments may slow lesson progress.
19. Should overcrowded schools use temporary shifting schedules while waiting for new classrooms?	Congestion affects comfort, attention, safety, and teacher support.	Shifting can reduce contact time and create transport problems.
20. Should schools prioritize repair of comfort rooms and water access as learning-support concerns?	Poor sanitation affects attendance, health, and dignity.	Limited funds may require prioritizing classrooms or learning materials first.

Part 1 - More Issue Choices (21-30)

These issues stay within Philippine public-school concerns and current education conversations. Use teacher-approved evidence when drafting.

Possible issue	Why it matters	A different stand may say...
21. Should school canteens be required to offer affordable healthy food even if profit becomes lower?	Food access affects energy, attention, and health.	Canteens may struggle with cost and food waste.
22. Should feeding programs include selected high school learners who are nutritionally at risk?	Hunger and poor nutrition also affect older learners.	Limited resources may need to focus on younger or most at-risk learners.
23. Should schools provide menstrual health support such as emergency pads, private disposal bins, and clinic access?	Menstrual needs can affect attendance, comfort, and dignity.	Schools may need budget, privacy systems, and health guidance.
24. Should schools create clearer rules for use of generative AI in assignments instead of fully banning it?	AI affects academic honesty, learning support, and equal access.	Some teachers may prefer a ban because checking misuse is difficult.
25. Should students be allowed to use AI only for planning and revision, not for writing final answers?	This distinction may protect learning while allowing support.	Even limited AI use may make originality hard to verify.
26. Should public schools teach students about Pax Silica and similar national technology projects as part of civic and media literacy?	Students are affected by future jobs, technology, environment, and public decisions.	The issue may be too complex or political for short classroom treatment.
27. Should students support large technology projects like Pax Silica only if environmental and community safeguards are clearly explained?	Development can affect jobs, resources, land, energy, and future careers.	Large projects may be needed for jobs and national competitiveness.
28. Should schools connect SHS career guidance to emerging fields such as AI, semiconductors, and data work?	Students need to see future career options beyond familiar jobs.	Schools should first focus on available local opportunities and resources.
29. Should strengthened SHS implementation give more attention to learner choice rather than fixed strand expectations?	Students may have mixed academic, technical, and business interests.	Too much flexibility may be hard for schools with limited teachers and facilities.
30. Should work immersion prioritize quality of tasks over number of required hours?	Students need meaningful workplace learning, not only attendance.	Longer hours can still help students experience workplace routines.

Part 1 - More Issue Choices (31-40)

These issues stay within Philippine public-school concerns and current education conversations. Use teacher-approved evidence when drafting.

Possible issue	Why it matters	A different stand may say...
31. Should schools require workplace-safety orientation before any immersion or practical training?	Students may face unfamiliar equipment, spaces, and expectations.	Too much pre-orientation may reduce time for actual immersion.
32. Should schools collect student feedback after major programs before repeating the same activities?	Students experience whether programs are useful or tiring.	Feedback may become unreliable if students do not answer seriously.
33. Should school-based leadership groups be consulted before new rules affecting students are implemented?	Rules affect daily student experience and compliance.	Some rules may need fast implementation for safety or policy compliance.
34. Should public schools provide more quiet study spaces during vacant periods?	Vacant time can become productive if students have a safe place to work.	Schools may lack rooms, supervision, and furniture.
35. Should schools regulate noise in corridors near classrooms during ongoing classes?	Noise affects attention, comprehension, and teacher delivery.	Strict control may be hard during crowded schedules and transitions.
36. Should schools use student data, such as attendance and output completion, to identify learners needing support?	Early support can prevent failure and dropout.	Data use must protect privacy and avoid labeling students.
37. Should schools require a short orientation on misinformation before students use social media posts as evidence?	Position papers and reports need credible evidence.	Students may learn credibility checking through normal research practice.
38. Should schools limit the number of simultaneous performance tasks across subjects near the end of term?	Overlapping tasks can reduce quality and increase stress.	Each subject still needs enough evidence for grading.
39. Should public schools prioritize textbooks and learning materials before adding new digital platforms?	Students need reliable materials for independent review.	Digital platforms can widen access to updated resources.
40. Should schools give learners more structured support when shifting from concept papers to position papers and reports?	Sudden task changes can confuse students and weaken output quality.	Students also need independence and adjustment to different writing purposes.

Selection safeguard

Do not choose an issue only because it sounds controversial. Choose one you can explain calmly, support with evidence, and answer fairly when another person disagrees.

How to Use This Scaffold

Answer on a separate sheet

Do not copy the whole table. Write only the answer code and your answer. Example: A1 - My issue is about learner safety because bullying affects attendance and confidence.

Step	What you answer	What it becomes in the paper
A. Issue and context	What is the issue? Why does it matter? Who is affected?	Introduction and issue background
B. Position	What side do you defend? What action or belief do you support?	Clear position or stand
C. Argument 1	What is your first reason? What evidence supports it?	First argument with evidence
D. Argument 2	What is your second reason? What evidence supports it?	Second argument with evidence
E. Other side	What might a reasonable person on the other side say?	Counterargument
F. Response	How will you answer the other side fairly?	Rebuttal
G. Ending	What final recommendation or call to action follows from your position?	Conclusion and recommendation

What short answers should do

- 1 - Name a specific issue.
- 2 - Explain why it affects learners.
- 3 - Give reasons and evidence.
- 4 - Answer the other side fairly.

What short answers should avoid

- 1 - Only saying good, bad, agree, or disagree.
- 2 - Attacking a person or group.
- 3 - Using rumors as proof.
- 4 - Listing facts without explaining them.

Main reminder

A good position paper sounds reasoned. Each answer should help the reader understand the issue, the stand, the evidence, and the fair response to disagreement.

Part 2 - Narrow the Issue and State Your Position

Topic

A broad subject area. Example: learner safety.

Issue

A debatable question. Example: Should every class have a visible guide on where to report safety concerns?

Chosen issue Write the issue as a question.	Should _____ be allowed, required, improved, continued, limited, or changed?
Bounded focus Make the issue smaller.	My issue focuses on _____, not the whole topic of _____.
Target reader Who should understand or be convinced?	My target reader is _____ because _____.
Position statement Answer the issue clearly.	_____ should / should not _____ because _____.

Position rule

A strong position answers the issue directly. It should not stop at words like good, bad, important, or useful. It should explain what action or belief you support.

Guide Questions A-B

Code	Guide question	Use your answer for...	Turn it into writing
A1	What exact issue did you choose from the board?	Title and introduction	The issue selected for this paper is _____.
A2	Why does this issue matter to students' school stay or learning experience?	Issue background	This issue matters because _____.
A3	Who is affected by the issue?	Issue background	It affects _____ because _____.
A4	What situation, rule, program, or event makes the issue current or important?	Context	The issue is important now because _____.
B1	What side will you defend?	Position	This paper argues that _____ should / should not _____.
B2	What is the strongest reason for your position?	Position preview	This position is reasonable because _____.

Quick Strength Check

Weak	Stronger
Bullying should be stopped.	Schools should strengthen anti-bullying reporting systems because students need clear and safe ways to ask for help.
Students need guidance.	ESMLE implementation should include learner orientation because students need to understand their rights, duties, and reporting options.

Part 3 - Build Two Arguments

An argument explains why your position is reasonable. Each argument should have a claim, reason, evidence, and explanation.

Part	Meaning	Question
Claim	The point you want to prove.	What do I believe?
Reason	Why the claim makes sense.	Why should the reader agree?
Evidence	Support from facts, examples, observation, or sources.	What proves or supports the reason?
Explanation	Your discussion of the evidence.	How does this evidence support my position?

Argument Planner

Argument 1 First reason supporting your position.	My first argument is _____ because _____. Possible evidence is _____. This supports my position because _____.
Argument 2 Second reason supporting your position.	My second argument is _____ because _____. Possible evidence is _____. This supports my position because _____.

Evidence rule

Evidence must match the argument. A detail may be true but still weak if it does not support the reason you are using.

Evidence may come from...	Use it when...
observation	you directly noticed a classroom, school, product, or process situation
short feedback	the issue involves student experience or preference
teacher-provided text/data	the class has a controlled source or data pack
school rule/material	the issue involves an actual policy, form, poster, product label, or process

Part 3A - Build Argument 1

Answer these questions on a separate sheet. Then combine the answers into one argument paragraph.

Code	Guide question	Use your answer for...	Turn it into writing
C1	What is your first reason for your position?	Claim or topic sentence	The first reason is that _____.
C2	Why does this reason make sense?	Explanation	This is reasonable because _____.
C3	What evidence can support this reason?	Evidence	This can be seen in _____.
C4	What does the evidence show?	Analysis	This evidence shows that _____.
C5	How does this support your stand?	Link back to position	Therefore, this supports the position that _____.

Argument 1 paragraph frame

The first reason is that _____. This is important because _____. For example, _____. This detail shows that _____.
Therefore, _____ should / should not _____.

Weak discussion	Stronger discussion
Bullying is bad and should be reported.	Stronger reporting systems can help because students who feel unsafe may avoid class participation or attendance. If reporting steps are clear, students have a safer way to ask for help before the problem becomes worse.
Mental health is important.	Regular check-ins can matter because stress and anxiety may affect output completion, attendance, and classroom behavior. This makes learner well-being part of academic support, not a separate concern.

Part 3B - Build Argument 2

Your second argument should not repeat the first. It should show another reason why your position is reasonable.

Code	Guide question	Use your answer for...	Turn it into writing
D1	What is your second reason for your position?	Second claim	Another reason is that _____.
D2	How is this reason different from Argument 1?	Development	Unlike the first reason, this focuses on _____.
D3	What evidence can support this second reason?	Evidence	A possible evidence is _____.
D4	What should the reader understand from this evidence?	Analysis	This suggests that _____.
D5	Why does this make your position stronger?	Link back to position	This strengthens the position because _____.

Argument 2 paragraph frame

Another reason is that _____. Unlike the first reason, this focuses on _____. A possible evidence is _____. This suggests that _____. This strengthens the position because _____.

Do not repeat

If Argument 1 is about safety, Argument 2 may discuss learning, fairness, access, privacy, resources, or long-term effect. Two arguments should support the same position from different angles.

Part 4 - Counterargument and Rebuttal

Counterargument

A reasonable opposing view. It answers: What might someone on the other side say?

Rebuttal

Your fair response to the opposing view. It explains why your position still stands.

Useful pattern

Some may argue that _____. This concern is valid because _____. However, _____. Therefore, _____.

Counterargument and Rebuttal Planner

Counterargument State the other side fairly.	Some may argue that _____ because _____.
Valid concern Admit what is reasonable if needed.	This concern is valid because _____.
Rebuttal Answer the opposing view.	However, _____.
Return to position Bring the reader back to your stand.	Therefore, _____ should / should not _____.

Code	Guide question	Use your answer for...	Turn it into writing
E1	What is the strongest reason someone may disagree with you?	Counterargument	Some may argue that _____.
E2	Why might that opposing reason sound fair or practical?	Counterargument	This concern is understandable because _____.
F1	What evidence or reason answers that concern?	Rebuttal	However, _____.
F2	Why does your position still remain stronger?	Return to stand	For this reason, _____ remains the better position.

Fair tone

Use phrases like some may argue, this concern is valid, however, and still. Avoid insulting the other side.

Weak rebuttal

The other side is wrong. This is weak because it does not answer the actual concern.

Part 5 - Final Position Paper Outline

Use this required full outline to begin writing the final paper. This worksheet does not use a shorter alternate outline.

Required full outline	What to write
1. Title	Name the issue and position clearly.
2. Introduction and issue background	Introduce the issue and explain why it matters.
3. Clear position or stand	State what side you defend.
4. First argument with evidence	Give your first reason, evidence, and explanation.
5. Second argument with evidence	Give your second reason, evidence, and explanation.
6. Counterargument	State the opposing view fairly.
7. Rebuttal	Respond to the opposing view and return to your stand.
8. Conclusion and recommendation	End with a final judgment, recommendation, or call to action.

Minimum worksheet output

Before writing the full paper, you should have one chosen issue, one position statement, two arguments, possible evidence, one counterargument, one rebuttal, and the required full outline.

Why the full outline matters

The full outline prevents the paper from becoming only opinion. It forces the writer to introduce the issue, defend a position, recognize the other side, answer it, and end with a clear recommendation.

Part 5B - Turn Your Answers into the Paper

Use this page after answering the guide questions. Combine related answers instead of copying the worksheet word for word.

Paper section	Use these answers	How to build the discussion
1. Title	A1 and B1	Name the issue and hint at your position.
2. Introduction and issue background	A1, A2, A3, A4	Explain the issue, who is affected, and why it matters now.
3. Clear position or stand	B1 and B2	State your stand directly and preview why it is reasonable.
4. First argument with evidence	C1-C5	Move from reason to evidence, then explain what the evidence proves.
5. Second argument with evidence	D1-D5	Give a different reason, evidence, and explanation.
6. Counterargument	E1-E2	Present the strongest opposing view fairly.
7. Rebuttal	F1-F2	Answer the opposing view and explain why your stand still holds.
8. Conclusion and recommendation	B1, C5, D5, F2	Restate the position, connect the main reasons, and recommend an action.

Conclusion guide questions

G1 - What should the school, students, parents, or community do? G2 - What benefit may happen if the recommendation is followed? G3 - What final reminder should the reader remember?

Conclusion frame

Overall, _____ should / should not _____ because _____. The most important reasons are _____ and _____. Therefore, _____ should _____ so that _____.

Final Checks Before Drafting

Check	Question	Ready if...
Issue	Is my issue specific and arguable?	It is written as a clear question with two possible sides.
Position	Does my stand answer the issue?	It clearly says should, should not, must, may, or needs to.
Arguments	Do my reasons support my stand?	Each argument explains why the position is reasonable.
Evidence	Does my evidence match my argument?	The evidence is connected to the reason, not just related to the topic.
Counterargument	Did I show the other side fairly?	The opposing view sounds reasonable, not silly or insulting.
Rebuttal	Did I answer the counterargument?	The response explains why my position still stands.
Tone	Does the paper sound academic?	It avoids personal attack and unsupported claims.

Drafting reminder

A position paper is strongest when it sounds reasoned. Do not only choose a side. Defend the side with arguments, evidence, fairness, and a clear response to the other side.

Next step

Use your worksheet plan to write the position paper. Keep the issue bounded and the paper short enough to finish within the remaining schedule.