

It's Debatable!

Presented by the Saskatchewan Elocution and Debate Association

Sample Workshop outline

9:30 What is SEDA?

Who we are. Outline the next two hours

What is Debate?

Introduction to Debate in the classroom

Defining basic principals of debate / What to watch for in the demo debate:

- tips for note taking (flow sheeting)
- resolution, affirmative and negative, clash, rebuttal
- case construction, signposting
- what is done well/what is not

9:45 Demo debate: Good debater/bad debater (what aiming for, what to correct)

2 minute speeches, (10 minutes)

deconstruct the debate (5 minutes)

10:00 Why should students learn to debate?

Q & A: Panel of debaters discuss their experiences, what drew them to it, benefits to their life...

What debate teaches / What it is about / Why debate is great:

10:15 Getting started on a classroom debate

Picking a topic and researching

Play Yak Back

10:30 Debate is just a dialectic essay - Case line approach to debate speech construction

How to develop a constructive debate speech with a thesis and arguments

10:45 Skill building activities to prepare students for public speaking and debating

Discuss skill-building resources: handout of games & activities

How to evaluate a debate

Play Triple speak

11:00 Variations of debate formats for a classroom setting

Divide into small groups for practice debate

11:25 Wrap up

Where to go next with debate:

- In-class workshops with SEDA staff
- Attending summer Debate Camps and Fall workshops
- Starting an extra curricular debate club, with SEDA debate consultant's assistance
 - Why? Students make like-minded friends, travel, and develop skills to use against their parents!
 - They learn to stand up for themselves and their beliefs so people respect them and what they are saying.

Visit www.saskdebate.com for more ideas and tools!

What is SEDA? What is Debate? Why should students learn to debate?

What is the Saskatchewan Elocution and Debate Association? SEDA:

- is a non-profit, volunteer-driven organization, funded by SaskCulture and the Saskatchewan Lotteries;
- promotes debate and speech activities in the province to all age levels;
- provides resources for teachers who want to do debate in the classroom:
 - web site
 - free in-class workshops
 - instructional and demonstration videos to borrow or purchase (VHS or DVD)
 - research packages on variety of subjects
 - printed guides and resource materials for students & teachers on debate & speech
- is best known for our program of extra-curricular debate for students grades 5 to 12 and:
 - organizes workshops, several regional tournaments (around 4-16 a year) and provincial championships;
 - assists club members to host tournaments, involving 10-40 teams; 50-80 community & student volunteers
 - qualifies students to national and world debate events, arranges for coaching and provides travel subsidies
 - supports or organizes special events like mock trials, Model Legislature, etc.

Visit www.saskdebate.com to order or download copies of the *Step-by-Step Guide*, *Teachers' Information Package (TIPs)*, *Games and Activities Guide*, **resource handouts**, *Introduction to Coaching*, *Advanced Coaching Guide*, and many other resources.

SEDA can be contacted by phone at 306-780-9243 or by email at info@saskdebate.com

Goals of this session and package of materials

- Introduce you to debate and provide reasons why students need to know the skills learned through debate
- Show you how to use debate & speech activities in the classroom
- Give some practical ideas for use with your students
- Provide samples of debate units and other resource tools
- Perhaps spark interest in extra-curricular debate & SEDA's program

For an in-depth, academic understanding of speech and debate register for one of SEDA's fall workshops or summer Camps.

What is Debate?

Debate is based on simple, logical concepts and does not need to be conducted in a formal and rigid way. The process is infinitely variable and whatever works in your class is fine. No matter what style or circumstance debate is done in, the basic principles are the same:

- Debate is simply two opposing viewpoints discussed in a prescribed specific respectful and polite manner
- There is an issue or "resolution" being debated
- The style, order and formality of the debate are variable
- Number of participants can range from 2 people to the entire class.
- Debate consists of 2 sides: the affirmative (supporting the topic) and the negative (opposing the topic).
- Debate comes to life through an alternating structure. Because debate is a comparison of ideas the 2 sides alternate who speaks
- Affirmative starts first to introduce the topic and explain why it is worth supporting. The negative then has a chance to present conflicting arguments.
- Really good debate has "CLASH" - interaction with the other side's arguments, direct reply to what is said. Debate is not just a bunch of speeches being made together.
- Sometimes the participants will ask each other questions

Visit www.saskdebate.com for more ideas and tools!

Why should students learn to debate?

Underlying Assumptions

- An essential purpose of education is to develop full participants in a democratic society.
- Debate is a relevant, empowering skill for adolescents.
- The trip itself is as important as the destination.
- Debate is a structure for which you can invent endless variations in the classroom.
- The use of language is a social behaviour. Therefore, the overall school program should provide opportunities for students to experience language in functional, artistic and pleasurable activities.

We believe that one useful way of integrating language learning is to focus on interdisciplinary processes. One such process which has been shown to be extremely successful is the use of speech and debate skills. It develops English skills. A partial list of objectives which can be addressed through this process are:

Learning

- debate is flexible, easy to understand, neither age nor subject specific.
- a debater is an active learner who must apply, synthesize, respond and evaluate
- good way to engage students in subjects (ex. Native Studies) where the challenge is dealing with sensitive issues using a polite level of discourse. Debaters learn about a wide variety of topics in-depth.
- debate is well suited to curriculum shifts away from the teacher-centered classroom to the student-centred classroom.

Skills

- expansion of language through active involvement in language situations
- use of language to communicate understanding, ideas and feelings to assist social and personal development and to mediate thought processes.
- lifelong application of language skills and other lifelong learning skills like teamwork, independent learning
- engaging and practical application of the *Inquiry Process* and SaskLearning's ideals of "*What Good Speakers, Writers, Representers, Listeners, Readers and Viewers Do*".
- ability to use research skills effectively- develops numeracy, interpretation of data, use of statistics
- use of higher level cognitive skills such as analysis and synthesis, in addition to basic thinking skills, logical reasoning, prioritizing, preparing arguments, creative and critical thinking, dialectic reasoning (clash), analysis of sources for validity and bias, listening, public speaking, note taking etc

Personal growth

- personal and social values - debate on (social) issues encourages students to think about the nature of what society values. Students must listen to both sides of the issue and develop their own opinions based on a multi-centric perspective which enables solid value judgments. Debate requires the students to internal monologue about how they view issues and why.
- Good outlet for self-expression

Citizenship

- skills taught in debate encourage debaters to become empowered and critical citizens through a wide coverage of the common essential learnings.
- develops social skills - team work, problem solving, communicating and learning constructive patterns of confrontation even in a situation where no one seeks to resolve the conflict.
- makes students think about issues and examine why they have the opinions they do, and to consider if they want to continue to have those opinions (do they believe something just because their parents do, or they've been told to, or have they examined their beliefs and can reasonably support having them?)
- students learn that it is okay to agree to disagree. Debate will make students defend an idea that they don't believe in, which ultimately opens their minds and teaches respect for differing points of view
- A practical skill for life if you have anything to do with people. You have to convey what you think, advocate or defend a position or stand up for your self (think tradespeople, store clerks, spouses, etc...)

Number one reason to debate?

- **Its fun!** Students often are wary at first, but most teachers find it becomes one of their favorite activities!

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Learning And Thinking Skills Acquired Through Debate

1. **The Resolution** (topic) Dictionary, Denotation, Connotation
2. **Brainstorming** CORT thinking skills, Co-operative learning, Divergent thinking
3. **Research** Analytical reading, Assessing what statistics mean and don't mean, separating fact from opinion, discovering editorial slant & bias, sorting information, prioritizing...
4. **Debate** Persuasive speaking, close analytical listening, logic, logical fallacies, synthesis, analysis, memory, rhetoric, humour, social skills.

Practical advantages to debate:

- cheap - no special equipment or extensive materials needed
- flexible and easy to understand
- can be used across the spectrum - its neither subject nor age-specific
- everyone has an opinion and this is a nice, structured method for expression
- good way to engage students in the classroom, especially when you want to have a discussion on an sensitive issue but you want to raise the level to something more formal

Misconceptions to eradicate

#1. "I have too many students in my class to teach debate."

ALL STUDENTS are participants at all times.

#2. "I have too much curriculum content to cover."

Let the students learn how to learn. It's their education, make them do the work. Use debate to teach the content.

They don't have to be "debate experts". The goal is to get them to do some research and independent thinking about debate, and then to get them talking, exchanging and participating in the discourse. How much focus you have on technical debate rules and things like strategy is up to you.

#3. "Its boring for the class to listen to all those debates."

True, so don't do that. The value of debate is in being an active participant, not a passive onlooker.

#4. "You expect me to evaluate all those debates!?"

No Way! The students learn to be debaters, judges and officials.

#5. "Some students are terrified of public speaking."

Of course. Are you going to let them go through life like that? It can be a very good opportunity to introduce these kids to speaking in less-threatening situation.

Incorporating debate into your teaching tool kit

Debate is a very flexible tool that can be used on many levels. There is no real wrong way to use debate in your classroom:

- Occasional use of various speech skills, but not debate itself
- One-time class of "this is debate" (often involves SEDA staff invited in for a free in-class workshop)
- Having a "debate" on a particular topic, with little background on debate theory, more focus on the topic (1 on 1; half class against the other; whole class against the teacher, small groups against each other, etc.)
- Multi-period unit introducing debate theory and culminating in a formal, well-researched debate
- Playing speech and debate games as "filler" at the end of a class/day to practice various skills
- A tool woven throughout every unit and lesson you teach, with frequent use of various debate skills in different variations (for example, using constructive speeches and case line to write an essay, etc.)
- Coaching an extracurricular debate club that encourages all students to attend and participate, whether you plan on attending competitive tournaments or not

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Getting started on a classroom debate

STRUCTURE OF A DEBATE

1. Constructive speeches set up the team's positions (*see handout on developing case lines and arguments*)
2. Exchange of ideas – questions & answers
3. Conclusion (Rebuttal)

First, select a resolution, either a Policy or Values topic

Policy (something specific):

- Canada should ban genetically modified food.
- Smoker should pay fees for the medical treatment of smoking related problems.
- The Canadian government should provide universal day-care.
- All schools should enforce a dress code.
- Mercy killing should be legal.
- Music should be available for free on the Internet.

Policy resolutions should call for a change. Usually in a policy debate the students advocating change must propose some method for effecting the change.

Values (or philosophical):

- Its okay to disobey an unjust law.
- Technology has outstripped morality.
- T.V. families are good role models.
- Competition brings out the best in people.

Values debates usually focus on “should we do this? Yes or No?” Or, is something “good” or “bad”. Doesn't necessarily suggest specific means for change, but may.

HINTS FOR GOOD RESOLUTIONS

- Keep it simple and direct.
- Make sure the topic is equally debatable on both sides (not one-sided)
- Avoid negations or double negatives in the resolution.
- Discuss the type of resolution with the students, so they know how to approach it.
- Use ideas from your subject matter: a theme in a novel, a scientific principle, a social or historical issue...

The **KEY** to a good debate is to learn about the topic. Here's how:

1. Talk to people who know something about the topic. They can tell you what is important about the issue. Ask teachers, professors, reporters, government offices
2. Gather Information. Government offices, library (books, magazines, newspapers), the Internet
3. Sorting the Information. You need to know when and how to use what you have found:
 - a) Read/skim the information
 - b) Discard useless information
 - c) Highlight which material is best for the Affirmative or Negative
 - d) Review the information so that you are very familiar with it. Put specific points of evidence where you can find them easily.
4. Develop your arguments.
 - a) Negative must prepare to attack the things that the affirmative might say. (Based on your research, you can predict what they will say). The negative will also have to argue for its own point of view.
 - b) Affirmative must pick the arguments which are best. Consider how the negative will respond to them.
5. Debate always starts with the Affirmative team because they are suggesting a change or raising concern about something.

Debate is just a dialectic essay - Case line approach to debate speech construction for the classroom

Pick a topic that is of interest to your students – a school rule or policy they disagree with or something going on in society: no hats, food, gum, cell phones etc. in class, playground rules, grad party policies, school uniforms or other dress codes, single gender classrooms

Form a typical and simple debate resolution: *Be it resolved that (BIRT) our school change the dress code policy.*

Brainstorm a list of ideas why. Do not judge any of the ideas, just list them all on the board. Divide the board into two columns and try to arrange them as for or against the resolution. You want to ask:

Why is the debate happening? What is the bigger issue at stake? What is the “right way” to solve this problem?

You will probably get a range of simple ideas to fairly sophisticated reasons. Ideas will be for or against the resolution.

It sucks, stupid uniforms, ugly, personal expression, too restrictive, cheaper, individuality, too sexy, distraction, saves time getting dressed, stop bullying

Once you have a good list, have students start grouping major ideas together and try to pick out the major theme of each group. You should get themes coming forth like: personal security and personal freedom. Use the “Why Well” technique to have them dig deeper. Some points will form the case line, others will form arguments or be discarded.

For both the “for” and the “against” side, have students develop a “case line” statement that supports a position (thesis). The statement should have 3 parts and is usually simple, catchy and clear.

State the important part of the resolution; State “because”; State the reason or thesis

Affirmative: We need to change the policy because we must ensure the personal security of students
Or We must change the policy because students need a secure environment to learn

Negative: We must keep the current policy because freedom of self-expression is essential to a student’s development

The case line statement will create a refrain that is the framework for the speech and should be easy to repeat often. Check your case line against the criteria:

- Can be backed up with arguments from at least 3 [SPLEEM categories](#)
- What things would have to be true for your thesis to be right (given assumptions)
- Takes the moral or practical high ground
- Solves a clear problem
- Is a philosophical position, not a point

Next, create three arguments to support the case line. Each argument should use SEDA’s **LEET** method.

An argument has four parts:

Label (catchy reference)

Explain (bulk of an argument showing the logic connections)

Examples/Evidence (statistics, quotations, studies, illustrative stories, etc.)

Tie-back (to case line – why this debate is important and how this argument supports that)

Check your arguments against the criteria:

- Your arguments support the case line statement (thesis)
- your arguments do not contradict the given assumptions
- your arguments prove the given assumptions

Discard any arguments that do not meet the steps, and be sure you have 3-5 arguments (not just points) when you are done

Remember SPLEEM: Social, Political, Legal, Economic, Environmental, Educational, Moral

Visit www.saskdebate.com for more ideas and tools!

The general outline of a debate

1. The first speaker on the Affirmative side has the following duties in their constructive speech:

- a) States the resolution
- b) “Defines the resolution” – States what the resolution refers to so that everyone is talking about the same thing! Must use fair definitions.
- c) States the case line. Tells everyone what the problem is and why (arguments) something has to be done.
- d) Suggest ways of solving the problem.

2. The debate moves to the Negative team. The first speaker on the Negative team has the following duties:

- a) Introduced the Negative team’s position (case line)
- b) Argues with the Affirmative’s definitions, if they are unfair
- c) Attack the Affirmative team’s arguments
- d) Provide own arguments
- e) Attack the suggested solutions

4. The debate returns to the Affirmative team. The second speaker on the affirmative team has the following duties:

- a) Talk more about affirmative’s arguments and solutions to the problem
- b) Explain benefits of the solution
- c) Attack the Negative’s case line and arguments
- d) Respond to attacks from the negative

6. The debate returns to the Negative team. The second speaker on the Negative team has the following duties:

- a) Continue to attack the Affirmative’s arguments
- b) Attack the Affirmative’s proposed solutions
- c) Continue to argue for their point of view and provide the rest of their arguments
- d) Re-emphasize strong points made by the Negative team

7. If questions are asked, the debaters may answer them in their speeches or during time allowed for questions

8. Closing speeches. Each team is given a chance to do a “rebuttal” or closing speech. One person from each team will deliver this last speech. This last speech should include the following:

- a) Remind the audience of you team’s strongest arguments
- b) Point out weaknesses in the other team’s logic or arguments
- c) Show that the other teams arguments are do not support their case line or thesis while showing that you have
- d) Show that the proposed solutions will not work (neg.). Show that the proposed solutions are good (aff.).

GUIDING PRINCIPLES IN TEACHING DEBATE:

1. The teacher does not have to hear and evaluate everything.
2. In any activity, each student must have a specific duty.
3. All events are timed.
4. At first, give insufficient time for the activities
5. Get a whistle or bell to signal the end of time.
6. Depending on circumstances, debates may work better if you use teams of 3, 4 or more students. Consider the maturity of your students, the time available and the class size.

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Skill building games and activities to prepare students for public speaking and debating

Toolkit

Create your own toolkit of ideas, resolutions, speech topics, pictures, etc. geared towards your students' grade level, ability, and even specific to particular units or lessons you are teaching:

- Bell or whistle; Clock/watch and time cards
- Envelope of pictures homework assignment: have students bring pictures from magazines/newspapers)
- List of controversial topics

30 second sprints

In partners, give students a word (blue, Christmas, happy). They must speak for 30 seconds, then switch.

Good speech/bad speech

Deliver a terrible speech and have students critique it. The terrible speech also leads to making a list of the components public speaking.

Word snaps

Give them a list of words (common nouns, etc.). One partner starts and must talk about the first word for as long as possible without pausing or saying "um", like, you know, etc. (trouble words you have identified). As soon as they pause or use the key word, the partner snaps their fingers. Keep track of the number of snaps. Variation: every time a key word is used, switch speakers and topics. Set a one minute time limit, or have them time each other to see how long they can go or keep track of the number of switches.

Taking sides

Give them a simple resolution (school is important, Christmas is fun) and each partner takes a side. The Affirmative one speaks for 30 seconds, then the Negative one speaks for 30 seconds.

Dueling replies

Have each pair choose sides, same as above, but this time they must listen to their partner and clash with as many points as possible. It's not quite a debate, just: Affirmative speech (1 min), Negative reply (30 sec), Negative speech (1 min), Affirmative reply (30 sec)

Learn the Term

Make a record of what you need for a good speech if not already done. Include what is needed for a good argument as well (consistency, logic, proof, etc.). The Step-by-Step Guide has this information. Assign a term to each student and have them each describe it. List the key debate terms on the board (definitions can be found in the *Step-by-step Guide*) discuss them and have students record them.

Resolution, define the terms, affirmative team, needs for change, arguments, case line, support the status quo, outline the plan, clash, Question Period/Cross-Examination, reply, summary, rebuttal, Moderator, Judges, Timekeeper

Just picture it

Line students up in two rows, facing each other. Students in one line are each given a magazine picture and one minute to study it. When the clock starts (counting down from 1:30) the students with the pictures start describing it to their partner. They must speak for at least one minute but not more than 1 ½ minutes, again without pausing or fillers. (Their partners may judge this.) Optional: give the listening partners the chance to "counter" or "clash" with what they just heard by speaking for 30-40 seconds about the same picture. (They might create an alternative interpretation or story about it.) Switch roles, allowing the second row to select, study, and speak about a picture. Alternative: 1st speakers describe the picture, changing details. The listeners then have 30 seconds to look at the picture and then 30-45 seconds to identify all the changes.

Using the Mini-Minute format: Have students bring news articles instead of pictures. You will have to specify that the articles must involve some sort of controversy or issue with two sides. The student must speak 1-1 ½ minutes, starting with a summary (5 Ws), then presenting the two sides of the issue involved, followed by their opinion. Optionally assign another student to be the active listener who must get up and "clash" with the presenter for 30-45 seconds. This could be a Friday activity or a class opening/closing activity. It could also be tied in with Language Arts (persuasive writing, paragraph organization, opening/closing sentences...)

Double Speak & Triple Speak

Materials:

- Double Speak: slips of paper with speech topics (statements, etc); second pile of slips with just one word
- Triple Speak: Topics that are *Person*, *Place* and *Thing* – Examples are in the *Step-by-step Guide*, but please modify this list to the grade, subject and ability level.
- Three topics copied on different coloured paper
- Optional: Time Keeper with timer & time cards (numbers ½ - 10 and STOP)

The purpose of Double or Triple Speak is to connect dissimilar topics (topic/random word or person, place & thing) into a coherent, logical and entertaining speech. In order to speak coherently and fluidly for 3 – 5 minutes speakers need to elaborate on the topics and think quickly on their feet. The grade and ability level will determine how long the students will have to speak on each individual topic. Typically, each topic is handed to the student between 45 seconds to 90 seconds. If handing the topic to the student mid speech is too much of a distraction, having the student pre-selecting the three topics and laying them face down is an alternative. Rotate through class. Warn them to keep it appropriate!

Yak Back Game

- Divide the class into two lines and have them stand facing each other
- Select a diametrically opposite topic: bath vs. showers; town vs. city life, etc.
- Assign each line a side to advocate for
- The students don't need to take notes – it is about listening and remembering
- The first person gives one point in favour
- The next person on the other side gives another argument or a direct reply to refute the previous point
- Alternate between the lines, bringing up new and refutation points
- If a person repeats a point or can not think of a new or rebuttal point they must sit down – teacher can use a buzzer/bell, etc. when the player has had enough “thinking time”
- The side with the most players standing at the end wins
- The teacher can determine the time limit and speaking no-nos that can disqualify a speaker
- Variations: at the end of the specified time, have each side select a “leader” to give a final rebuttal speech. Give the two teams a few minutes to form a rebuttal. Only the remaining players are allowed to contribute to the speech. After, the whole class can vote on which team should win (just for fun!) Have the students write a paragraph after. This format can be adapted as desired by the teacher. More complex issues can also be debated with more advanced groups.

You be the parent

Select two students (volunteers or chosen by you). One plays the parent, the other is the teenager. Setting: Teenager asks permission to go out with some friends for the evening. Parent replies “Yes, you may go, but don't stay out too late.” Teenager arrives home at 3:00 a.m. Role-play: the conversation at 3:01 a.m. (The point is that nobody defined “late”.) Discuss as a class.

Devils advocate

Students will likely enjoy the challenging the adult authority figure, so try a simple class-against-the-teacher argument on a popular topic. Advantages: students take interest in the process of constructing arguments.

Constructive criticism

Give students an opportunity to speak in a non-threatening environment. Have students pair up and try the following exercise: Student A speaks on interesting topic (my parents are embarrassing, a really good/bad movie I saw) for 30 seconds after two minutes preparation. Student B prepares for a different topic while A prepares. When A is speaking, B will record three strong points and three areas for improvement. B debriefs A. Then they switch and A records B. Since whole class is doing this with teacher timing, no one is on the spot. This exercise provides speaking, constructive criticism and opportunity for Analysis.

Going with the flow

Explain the process of a flowchart (Guide). Give a brief speech and have students record your three main points and how they would argue with them. Then pair the students up and have student A prepare a speech. When A gives the speech, B will record the main points on a flowchart. They switch and when done compare the flowcharts to the speeches to see how accurate they were. Flowcharting encourages good use of prepared notes, close listening, good communication and public speaking.

Battle Bars

Materials:

- a 20-piece bag of Snickers Fun Size candy bars / a 20-piece bag of Kit Kat Fun Size candy bars
- chalkboard or dry erase board and chalk/marker & writing utensils and paper

Procedure:

Split the class down the middle, and students on one side will receive Kit Kats while students on the other side will receive Snickers. [**Author's Note:** You may allow students to choose sides, but you must have (closely) equal representation on each side. Also, tell students **not** to eat the candy bars.]

Lay a candy bar on each student's desk, n. Tell the students that they need to imagine that there are only two brands of candy bars in the world -- the ones being discussed. Tell them that their candy bar is the best value, and it is their job to come up with as many "logical" reasons why their candy bars are the best value. Have them just focus on the question, "Why is my candy bar the best value?" Encourage them to work together to make a list of the top 10 points for why their candy bars are the best.

After they have come up with their lists, have each group elect a representative to write their 10 reasons on the board. The result will be a split board with Kit Kat best-buy points on one side and Snickers best-buy points on the other side. Next, have students vote on which of their side's three reasons best represent why their respective candy bars are the better value. Erase all the others. This will result in a split board with three strong points for each side. Then, tell the groups that they are to individually, or in teams of two or three, write a thesis statement which expresses the idea that their candy bar is the best value. Then they are to craft two short paragraphs of three or more sentences (the paragraphs must be linked with transitional expressions) for each point they've chosen for their side. While students are working, assist each group and view their progress. The result will be a thesis statement and two paragraphs which support it. Allow students to eat their candy bars if they choose at this time. (Sugar may help them write faster!)

After the paragraphing is complete, tell the students how important it is when arguing to be fair and to demonstrate that others may have differing opinions. Then, direct them to individually, or in teams of two or three, assume the position of the other side and identify what they consider to be that side's strongest point about why they have the best value bar. Kit Kat groups will write a paragraph supporting Snickers and vice versa. Encourage students to spend a few minutes in discussion with members of the opposing groups, so they can adequately explain and support their points. Kit Kat members will solicit information from Snickers members and vice versa. While they are working, assist each group and view their progress. The result will be one paragraph, linked to the first two, which demonstrates the opposing position. If students request an opposing side's candy bar, allow them to have one (if there are ones left) to eat.

Finally, explain to students that their job after identifying a strong differing opinion is to directly and convincingly challenge it. Using what they know about candy bars, nutrition, packaging, and logic, they must try to construct one short paragraph (including transitional element) to disprove the other side. Kit Kats will challenge Snickers' strongest point and vice versa. While students are working, assist each group and view their progress. The result will be one challenge paragraph linked to the previous three paragraphs. Encourage students to share their completed paragraphs.

Four Corners

Materials:

- 4 large pieces of paper with these words written on them: Strongly Agree, Somewhat Agree, Strongly Disagree, Somewhat Disagree

Procedure:

Post the four pieces of paper in the four corners of the classroom. Write a controversial topic on the board (for example: Schools should eliminate report cards). Have students move to the corner that best matches their position (Strongly Agree, Somewhat Agree, Strongly Disagree, Somewhat Disagree). If social cliques are a problem, have students write their choice on a card first in order to ensure honest reactions. Each corner will have 2 minutes to discuss and solidify their reasoning/logic. Each group selects a spokesperson to express the group's position. He/she has 30 seconds to express thoughts concisely and persuade their classmates. Other groups must listen intently. After the first corner presents, invite those who have been persuaded to move to the appropriate corner. Direct each group to present their group's position in turn. Allow students to move to the appropriate corners if they have changed their minds.

Assessment: Each student will write a 5-paragraph persuasive essay. In order to receive a maximum score, the student must express his position clearly, use appropriate logic, and address opposing viewpoints.

Freedom vs. Order

Using board/overhead/poster show them a continuum with “Freedom” on one end and “Order” on the other, with 1 – 10 in between. Assign various parts of the room to correspond with 1 –3, 4 – 7, and 8 – 10. For each social activity, have students secretly indicate whether it should be governed by total freedom (lack of rules) or total order (everything is tightly controlled) or somewhere in the middle. Have students move to the part of the room that corresponds with their opinion on each of the following topics (looking at one topic at a time). Once they have all moved, have 2 –3 students from each area tell why (in 30 seconds or less) they chose that part of the continuum. They should be trying to convince others to join them by persuasive speech.

FREEDOM vs. ORDER

	Freedom									Order
Traffic	1	2	3	4	5	6	7	8	9	10
Sports	1	2	3	4	5	6	7	8	9	10
Music	1	2	3	4	5	6	7	8	9	10
Work	1	2	3	4	5	6	7	8	9	10
Laws	1	2	3	4	5	6	7	8	9	10
Family	1	2	3	4	5	6	7	8	9	10
School	1	2	3	4	5	6	7	8	9	10

Two person speeches

Students choose or are given a topic to discuss. They can spend between 10 minutes and 4 days preparing (depending on what you want). Students take opposing sides and each person speaks twice as follows:

Affirmative speaks (2 min) → Negative (4 min)

Negative speaks (4 min) → Affirmative (2 min)

Because so many students are speaking at once, teacher evaluation is primarily observation or anecdotal, although peer-making is easy to do.

Mini-debate

- Divide class into teams and assign 1 (or 2) resolutions. (Brain storm possible topics/resolutions)
- Give them 5 minutes to come up with definitions, needs for change, and support for the status quo. They must be prepared to argue both the affirmative AND negative sides of the resolution. Choose affirmative/negative/judges.
- Allow debaters 30 seconds each, alternating from affirmative to negative. It is better to give them LESS time for their first debate, so that they WANT to say more. Remind them that each must first “clash” with something the other team said, before making their own, new point.
- After each student has spoken ONCE, give them a two-minute discussion period (3 minutes if the teams are quite large). Remind them that at this point they must ASK QUESTIONS, not make speeches. Alternate from side to side.
- Allow 1-2 minutes to prepare the final rebuttals; only one student from each team will speak, starting with the NEGATIVE. The affirmative team always gets the last word, as their job is more difficult: they have to convince the judges that the resolution is true/necessary.
- OPTIONAL: have the “judges” (the teams who were the audience) vote in a secret ballot to decide which team won. Switch roles, allowing the judges to present their debate.

Visit www.saskdebate.com for more ideas and tools!

Variations of debate formats for a classroom setting

Classroom discussion style – two groups (2 or more class periods)

Divide class into two teams. A reluctant student can be the moderator. An explanation of discussion style principles is in the Guide and you will need to explain the discussion period to your students. Have all students do research for 1 to 5 days. After everyone has researched, a team of 13 can be divided as follows:

- 1 team leader, responsible for keeping the team on task
- 3 students preparing speeches (1st, 2nd, and rebuttal)
- 4 students preparing questions to ask the other team
- 1 student preparing a list of rules from the Guide and informing the team of the rules and watching for infractions
- 4 students preparing arguments in anticipation of the other side's points. Each sheet of paper has potential argument on it and an explanation of a Response.

The order for the debate is the same as in the Guide, but the times vary. 1st Affirmative starts and speeches alternate between the teams, with each speech taking 3 minutes. This is followed by a 20 minute discussion period, where the teams are asking each other questions back and forth. There is a five minute break to consolidate arguments and then the concluding (rebuttal) speeches are given.

Classroom discussion style – groups of six (3 class periods or more)

Explain the idea of a resolution. Have the students develop them (one period). Once the resolutions are prepared, students divide into groups of six to study the implications and set the basis for the research. Teacher should provide a template or general guide for the students to use (KWL, PMI or W5).

Once each group has researched their issue (at least two periods), the group will be divided into two teams of three people. The teams draw for affirmative/negative and then spend time preparing their arguments. It is a good idea to ask at least three students and probably five to act as judges.

Instructor will then take time to explain the roles of each of the debaters--and the debates begin. Discussion or Cross-examination style work best. Some teachers have debaters clashing only in their speeches -- and a large number of the audience or class act as questioners -- distributing questions between the two sides. The remaining groups take their turn - if time is controlled carefully all the groups of six can finish debating in 2 periods.

Classroom discussion style – groups of four (10-15 minutes)

Introduce the topic and brainstorm a few negative / affirmative ideas as a group for just a couple of minutes. Work on definitions as a group and come up with some and prepare the initial arguments and make individuals come up with answers. Randomly divide the class into groups of four (or as close as possible) and assign partners in each group, then to affirmative or negative sides and first and second speakers. The partners then have a few minutes to develop their speeches. Notes are okay and encouraged. This depends on how much time was spent as the whole group. Post format on Board and go over it. Adjust time of speeches depending on amount of time left in the class period. Leave a minute or two to debrief afterwards. Students will most likely have to be reminded that they don't have to agree with their side, just argue it. Emphasis that seeing the other side is an important part of debate. Go over the basic intro of a debate speech a couple of times, so they'll have an idea of what to say.

Format: (speaking times can be adjusted to fit class time remaining)

1st Affirm Speech: 1 min.

1st Neg. Speech: 1 min.

2nd Affirm Speech: 1 min.

2nd Neg. Speech: 1 min.

Question period: 5 min. (or as much time as is available)

Neg. Rebuttal Speech: 30 sec./ Affirm. Rebuttal Speech: 30 sec.

Remind students that only the person standing can speak. It is important to listen! Have the first Affirmative stand up, and start timing them. They have to remain standing (and hopefully speaking!) until time is up. Then ask next speaker to stand, and so on. Do this with all the groups all at once. It relieves the students that they don't have to speak in front of the whole class – just a couple of people. SEDA facilitator and teacher(s) circulate around the room, listening, encouraging and helping when needed. Conclusions. Debrief students – asking : What did you think, what was hard, what was fun?

Tools for evaluation

Debate can be process or product oriented. Evaluation can be done through:

- Peer evaluation
- Self-evaluation
- teacher-evaluation

Having the students involved keeps them involved and assists the teacher. However, the criteria has to be carefully set out and in what format-- a table form is best -- or a number range.

Students learn a lot by assessing one another in terms of speech mechanics, preparedness, ability to respond to questions from the floor. Each student gets a mark for being a judge, based on their ballot sheets. Did these judges pick out key points, assess arguments as strong or weak, did they make constructive comments?

Evaluation should be done in thirds: a third for teacher evaluation, a third for peer evaluation, and a third for self-evaluation.

Assessment and evaluation should be shared and explained as it is meant to improve performance.

With the templates provided in the curriculum guide and SEDA materials, assessment of debates is easy. Refer to SEDA's Guide to Judging, SEDA ballots, (especially the "Student Ballot" which is attached) or develop your own evaluation based on key skills you want the students to acquire.

Discuss with students 3 or 4 simple objectives they need to achieve. Public speaking is and intimidating activity and students need to see real opportunities for success in advance. Process evaluation likely the most comfortable way to introduce you and your students to debate.

Sample:

A simple method of evaluation is the five-point system. For each main point raised, questioned asked (or answered), a student receives a point. "Shooting down" or refuting an opponent's argument is a point. Referenced evidence receives an additional point.

Pointers for Good Debate

- A good debate has "clash". Clash is when you specifically address what your opponent has said. This means that you have to listen carefully to what your opponent is saying and reply directly to those comments. This may make it hard to rely on your prepared notes or speech.
- Try not to read your speech, go from memory when possible
- Try to avoid distracting movements, gestures and walking around
- Try to make eye contact
- Try to avoid speaking too quickly
- Use rhetorical questions
- Keep your notes on small pieces of paper or cards
- Learn how to handle nervousness

“Grab-and-Go” unit - Getting a debate started templates

Teaching students to debate is easier than you may think! SEDA has developed a set of “grab-and-go” debate worksheets to use in the classroom or in a debate club.

Included are:

- Evidence cards
- Affirmative constructive speech worksheet
- Negative constructive speech worksheet

See the grab-and-go debate unit resource at www.saskdebate.com for sample speech outlines and other tools

Preparing for Debating

The Coach’s/Teacher’s Role

- Begin topic discussion and provide research time at the resource centre
- Facilitate brainstorming sessions and skill building activities
- Help students organize information (taking notes, preparing Worksheets, reviewing)
- Provide practice time prior to the debates using the Speech Template
- If having a formal debate, ask parents, administrators or other honoured guests to judge

The Student’s Role

- Receive topic, begin research, interview experts from both sides of the resolution
- Look up government reports and books, magazine articles, internet sources
- Review material and mark it Affirmative or Negative, weeding out irrelevant material
- On the Worksheet, establish needs for change/arguments and develop a defensible plan
- Review the Affirmative case from the Negative point of view and on the Worksheet prepare Negative responses and evidence. At the same time, test the Affirmative case.
- Plan questions, and using the Speech Template, practice presenting arguments

Mini-debate (5-10 minutes)

- Divide class into teams and assign 1 (or 2) resolutions. (Brain storm possible topics/resolutions)
- Give them 5 minutes to come up with definitions, case lines and arguments. They must be prepared to argue both the affirmative AND negative sides of the resolution. This teaches them to look beyond their own opinion/knowledge.
- Draw numbers to choose affirmative/negative/judges
- Allow debaters 30 seconds each, alternating from affirmative to negative. It is better to give them LESS time for their first debate, so that they WANT to say more, rather than becoming disheartened by using only 30 seconds out of the allotted 4 minutes. Remind them that each must first “clash” with something the other team said, before making their own, new point.
- After each student has spoken ONCE, give them a two-minute discussion period (3 minutes if the teams are quite large). Remind them that at this point they must ASK QUESTIONS, not make speeches. Alternate from side to side.
- Allow 1-2 minutes to prepare the final rebuttals; only one student from each team will speak, starting with the NEGATIVE. The affirmative team always gets the last word, as their job is more difficult: they have to convince the judges that the resolution is true/necessary.
- OPTIONAL: have the “judges” (the teams who were the audience) vote in a secret ballot to decide which team won.
- Switch roles, allowing the judges to present their debate.

Formal Debate

- The SEDA “Step-by-step Guide to Debate” includes a script for the moderator, a judge’s flowsheet and score sheet, a draw sheet, as well as more complete explanations of the various debate terms and strategies.
- Choose topic(s) and assign teams. Either the whole class can do one topic and resolution, or choose a topic for each set of four/six students. Teams can be two or three students, because in the “formal” debate there are generally two “constructive” speeches as well as one “rebuttal” per team.
- Make a “draw sheet” and arrange to use 2-4 rooms. YOU, the teacher, do not have to hear every team debate. While two teams debate, two other teams will act as judges (3-4) and, optionally, a moderator/timekeeper (1 student can do this). Because the judges have to fill in a flowchart or follow the debate you can evaluate them based on this.
- After 1 round of debate, the debaters become judges (and moderator), while the other teams get the chance to debate.

EVIDENCE CARDS

Can also be used in developing persuasive essays

<p>Evidence Card Argument # ____: Example:</p> <p>Quote: “</p> <p>Source:</p>	<p>Evidence Card Argument # ____: Example:</p> <p>Quote: “</p> <p>Source:</p>
<p>Evidence Card Argument # ____: Example</p> <p>Quote: “</p> <p>Source:</p>	<p>Evidence Card Argument # ____: Example</p> <p>Quote: “</p> <p>Source:</p>

Affirmative Constructive Speech Worksheet

1. State the resolution:

"Be it resolved that _____

2. Define the terms of the resolution.

This must be done so that everyone uses the main terms of the resolution in the same way. The 1st Affirmative defines the key terms for everyone, but it is wrong to define the terms in a way which gives you an unfair advantage.

1st term – Definition: _____

2nd term – Definition: _____

3rd term – Definition: _____

3. State the Needs for Changes/Arguments

As the Affirmative you are presenting a resolution which always calls for a big change to the present system or status quo. Before presenting your change you must explain why we need this change. Your change must be significant; otherwise you fail your job as Affirmative. You are required to change serious ills in the system, not make changes within the existing system.

The needs for change/arguments are

1. _____

2. _____

3. _____

4. _____

4. Introduce the Plan

Part of the Affirmative case is to introduce a plan which will solve the need for change. The 1st Affirmative must present at least an outline of the plan for the Negative. The 2nd affirmative expands and defends the plan. (Policy Debate only. Not needed for Values debates.)

We will:

1. _____

2. _____

3. _____

4. _____

Negative Constructive Speech Worksheet (Step-by-Step Guide, pages 11, 28)

Strategies to pursue:

- A. State and support own case line position with arguments, clash with affirmative arguments
- B. Shoot down all reasons for change/arguments and proposed plan – find all the flaws
- C. Suggest system would be even better with Minor Changes (without agreeing)
- D. Agree system needs fixing, but suggest a better Counter plan

1. Clash with the Definitions

Accept the definitions – **or** – Dispute the terms if unfairly defined.

Reasons why unfair: _____

New definitions:

1st term – Definition: _____

2nd term – Definition: _____

3rd term – Definition: _____

2. Clash with the Needs for Change/Arguments

Be prepared with your counter-arguments from the evidence cards and flowsheet.

1. _____

2. _____

3. _____

3. Clash with the Plan

Pick a strategy and use the negative constructive evidence cards. If you choose a Minor Changes or Counterplan your 3-4 points are:

1. _____

2. _____

3. _____

4. _____

4. Negative Point of View

The Negative can build its own constructive case as well.

1. _____

2. _____



Speaking Tips

Bad habits	Good habits
<p>Leaning on desk</p> <p>Slouching</p> <p>Hands in pockets</p> <p>Pacing around</p> <p>Repetitive hand gestures</p> <p>Unconscious habits (pens, hair, etc.)</p> <p>Wearing caps, untidy clothes, etc</p> <p>Chewing gum</p> <p>Mumbling</p> <p>Like, um, yah, stuff...</p> <p>Giggling</p> <p>Looking down or away from audience</p> <p>Reading the whole speech</p> <p>Holding a large paper in front of face</p> <p>Ignoring the audience</p> <p>Speaking too quietly, too loudly or monotone</p> <p>Speaking too fast, not pausing for breath</p> <p>Rambling, disjointed speech</p> <p>Trailing off at the end, sitting abruptly</p>	<p>Standing firmly on both feet</p> <p>Standing straight and tall</p> <p>Hands comfortably by your sides</p> <p>Meaningful movement and use of space</p> <p>Hand gestures used to make a point</p> <p>No distracting gestures</p> <p>Clothes tidy and dressed appropriate</p> <p>No gum or candies in mouth</p> <p>Speak clearly</p> <p>Good vocabulary choices, flowing speech</p> <p>Keep your composure</p> <p>Maintain eye contact, look over group</p> <p>Gage audience response</p> <p>Use small cue cards or know your material</p> <p>Rhetorical questions engage the audience</p> <p>Vary volume and tone for emphasis</p> <p>Pause for emphasis, vary speed</p> <p>Clear introduction, body and conclusion</p> <p>Strong finish leaving a good impression</p>
Bad gestures	
<p>Wagging the forefinger</p> <p>Pointing the forefinger</p> <p>Stabbing the forefinger</p> <p>Raising the forefinger aloft</p> <p>Sawing the air (cleave, rend, chop, pummel, part, grasp, knead, compress, mould, tie, lift, smooth...)</p> <p>Clenching or balling the fist</p> <p>Raising both fists</p> <p>Stretching arms wide</p>	<p>Folding the arms</p> <p>Gripping or pounding the table</p> <p>Hands in pockets</p> <p>Removing glasses</p> <p>Blessings</p> <p>Laying right hand on heart</p> <p>Loosening tie, playing with clothing</p> <p>Scratching head or other parts of body</p> <p>Thumbs up sign</p> <p>Touching your nose</p>

Delving into THE WHY WELL!



How do debaters successfully:
❖ challenge assumptions?
❖ ask brilliant questions?

They ask “Why”!

How . . .

Who . . .

What . . .

When . . .

Where . . .

The technique

Start with a statement

“*multiculturalism is good*”

- ◆ Give speakers 5 minutes to prepare their argument(s)
- ◆ With each point presented, ask why (or other appropriate question)
- ◆ Keep having the speakers justify their answers, until you have come to the *bottom of the well* and either:
 - ❖ Found the truth behind the assumption
 - ❖ Completely defeated the assumption

“*Multiculturalism is good.*”

Why? - *Because then all cultures feel included.*

Why does that matter? - *Everyone wants to participate and work together. We fight less.*

How do you know? - *We will feel valued for who we are and we value others*

Why does that matter? - *We can see all the good things in our differences.*

Why is that important? - *We get the best things from each individual. Our culture grows and changes.*

Why does that matter? - *A society must keep growing and changing to survive.*
{*Fundamental value that change is at the root of societal success*}

OR

“*Multiculturalism is bad.*”

Why? *Follow this down to diversity leads to tension and conflict, and end with society must be productive and united to succeed.*



The WHY WELL reveals the fundamental roots and values at the core of the debate and makes debaters ready to approach a case position.

Visit www.saskdebate.com for more ideas and tools!



Student Ballot	Category:	Style:	Judge's Name:
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Please score each speaker in each of the following categories. Each is worth five points, for a total score out of 25.

	First Speaker	Second Speaker	Third Speaker	Fourth Speaker
Name:				
Arguments and evidence				
Case development and structure				
Deconstruction				
Delivery				
Debate style				
Total	/25	/25	/25	/25

Ballot Categories

Arguments & Evidence:

5 = understands all aspects of the issue and excellent research and clear logic shown

Case development and structure:

5 = ideas are cleverly organized, effectively ordered and designed to develop a central thesis of the debate. The case is well coordinated with the partner's speeches and there is a naturally persuasive flow to the case as a whole

Deconstruction:

5 = easily uses direct, global and case line clash to show flaws in opponents' case, summarizes main ideas well

Delivery:

5 = persuasive, memorable, effective use of voice and body, good pace, tone eye contact, does not rely on notes

Style:

5 = concise and well thought out questions and answers; obeys rules of the style; avoids making speeches during questions; asks and answers questions equally with partner; courteous and appropriate, anticipates the significance of questions and builds lines of questions (Cross-examination style); the questions are relevant to the entire debate; knows when to interrupt with questions, POIs, (Parliamentary & National styles), uses points of order & privilege, parliamentary tools, heckles effectively (Parliamentary style)

Use the reverse side to track the flow of the debate and explain your decisions.

Your vote for the winning team: _____