



SASKATCHEWAN ELOCUTION AND DEBATE ASSOCIATION

ASSOCIATION D'ELOCUTION ET DES DEBATS DE LA SASKATCHEWAN

TEACHERS' INFORMATION PACKAGE (T.I.P.s)

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SEDA

The Saskatchewan Elocution and Debate Association (SEDA) is a non-profit organization that promotes speech and debate activities in English and French. The Association is active throughout the province from grade 6 through grade 12, and at the University of Regina and the University of Saskatchewan. The Association co-ordinates an annual program of speech and debate tournaments and other special activities, including a model legislature.

SEDA's staff, along with printed and audio-visual materials, are available to assist any individual or group interested in elocution and debate. SEDA is a registered charitable organization. Charitable No. 11914 0077 RR0001.

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Introduction

Debate is a form of oral communication that has been a powerful tool for discussion for as long as we have written records. It is a structured method of comparing ideas that encourages critical thinking, oral fluency and research. As a classroom tool, debate is valuable because it is flexible and easy to understand. Debate can be used across the spectrum; it is neither subject- nor age-specific.

Here is some information for teachers who would like to introduce debate in their grades 6 to 12 classrooms. Debate is any structured, respectful discussion in which two sides of an issue are compared and questioned. This makes debate is highly flexible - speaking times, format and individual duties can be varied to suit the needs of your class.

The purpose of this package is to provide a simple introduction for teachers and some practical applications that can be used in the classroom. This package contains suggestions for modifying SEDA's style for classroom use. SEDA's *Step-by-Step Guide to Debate* can be found on SEDA's web site at www.saskdebate.com or requested from the SEDA office.

The *Guide to Debate* includes descriptions of the three styles of debate used in Saskatchewan, a glossary of terms, explanations of the duties of each side and forms for officials such as moderators and judges. Additional sample units, how-to videos, judges' guides and coaches' guides are also available. Please see Appendix A for a complete list of resources.

II) Common Essential Learnings and Debate

Debate is well suited to curriculum shifts away from the teacher-centred classroom to the student-centred classroom. It is a good tool for promoting the skills needed for lifelong learning because it teaches oracy, listening skills, group work and research skills. It teaches both basic thinking skills and higher function skills.

A debater is an active learner who must apply, synthesize, respond and evaluate. The skills taught in debate encourage students to become empowered and critical citizens through a wide coverage of the common essential learnings.

a) *Independent Learning*

Debate encourages independent learning because it provides opportunities for students to be self-motivated and self-reliant. It encourages the research and analysis skills that enable one to continue to learn independently of the school environment.

b) *Personal and Social Values and Skills*

Debate encourages students to think about the nature of what society values because of the nature of the resolutions. Because students must listen to both sides of the issues, they develop their opinions based on a multi-centric perspective which enables solid value judgements. Unlike many school activities, debate necessitates the students' internal monologue about how they view the issues and why. In this way, the moral, social and cultural aspects of the student are developed.

Students also develop useful social skills. They must be able to communicate their ideas and problems to partners in the debate. They need to develop persuasive skills when speaking to an audience. In addition, they learn constructive patterns of confrontation even in a situation where no one seeks to resolve the "conflict".

c) Critical and Creative Thinking

The structure of debate requires critical and creative thinking because students must create, substantiate and evaluate ideas. In the process of debating the student hones comprehension and verbalizing skills. A debater must analyze ideas, prioritize them, and group them. Students must also be able to synthesize ideas and create a plan. The student also develops strong rhetorical skills because an understanding of connotations and symbolism is developed through debate.

d) Communication

Both oral and written communication are developed through debate. Students must sift through written material during the research period, which hones skimming, close reading and comprehension skills. The oral skills developed are both listening and speaking skills. Students must listen closely and record the key points of the other side. This requires the ability to retain, record, prioritize and respond to auditory information. In the area of speaking, students' skills are developed in the persuasive mode. They must utilize correct pronunciation, emphasis, grammar and vocabulary. They develop eloquence through adjusting for audience, using gestures and varying voice.

e) Numeracy

Because debate often requires the use of statistics to back up one's points, basic mathematical skills are also reinforced. The student must understand and use graphs, tables and percentile weights. The concepts of *average* and *mean* are consistently reinforced. In addition, the student quickly learns to understand what the numbers do *not* mean, a valuable skill in mathematical reasoning.

f) Technological Literacy

Through certain resolutions, students come to understand the role of technology in culture, but even when they are not discussing a technical resolution, they always utilize the power of technology in creating a body of research. Since much of what libraries offer grows consistently more automated, students learn to see technology as a resource for learning.

III) Adapting SEDA style for the classroom

SEDA's style functions very well in groups of four, but it needs to be adapted for large class use or for general speaking exercises. The basic principles, however, remain the same. Debate in any form is simply two opposing viewpoints discussed in a specific manner. Within this parameter, the number of participants can range from two people to the entire class.

A) Basic principles

All debate consists of two sides. The side in favour of the topic is called the Affirmative. The side that disagrees with the topic is the Negative. The topic itself is called the resolution. If you try the more advanced form (Parliamentary) the terms will vary slightly, but the concepts remain true.

The debate comes to life through an alternating structure. Because debate is the comparison of ideas, the two sides alternate who speaks. The Affirmative usually speaks first to introduce the topic and explain why it is worth supporting. After the Affirmative is finished, the Negative has a chance to present conflicting arguments. This structure remains true in all forms of classroom debate.

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.

B) Introducing your students to debate

The following are various one-period introductions to speech and debate. It can be used in grades 6-12.

WARM UPS #1 (One period)

- Step #1 In partners, give students a word (blue, Christmas, happy). They must speak for 30 seconds, then switch.
- Step #2 Give them a list of words. One partner starts and must talk about the first word for as long as possible without pausing or saying "um". As soon as they pause, the partner starts on the next topic. Have them time each other.
- Step #3 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.
- Step #4 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)

WARM UPS #2 (One period)

Create Interest. Start by generating student interest in the process of debate itself. Since you are the adult authority figure who usually determines the course of daily events, the opportunity to argue with you will likely be welcomed. You can try a simple class-against-the-teacher argument on a popular topic or deliver a terrible speech and allow the students to critique it. Both methods have the advantage that students take interest in the process of constructing arguments. The bad speech has the additional advantage of making a list of all the things the teacher did "wrong". In this instance, you have a good list of all the components of public speaking completed as your introductory set.

Familiarize with Terms. After the introductory set, take time to make a record of what you need for a good speech if you have not already done so. Be sure to include what you need for a good argument as well (consistency, logic, proof, etc.). The Guide to Debate (pp. 23-26) will be able to provide the assistance you need. Then make a list on the board of key debate terms (Guide, p. 4) and have the students record them.

Practice Speaking. Before you start the students debating, you want to give them the opportunity to speak in a non-threatening environment. Have the students pair up and try the following exercise: Have Student A speak on a topic likely to be of interest (why girls/boys need an attitude change, my parents are an embarrassment, a really good/bad movie I saw, etc.). Give one to two minutes preparation time for a 30-second speech. Have Student B prepare a different topic while A is preparing. When A is

speaking, B will record three strong points and three areas for improvement. B debriefs A. Then they switch and A records while B is talking. Since the teacher controls the timing for the entire group, the students will be too busy talking or recording to be staring at others. This exercise provides practice speaking, constructive criticism and an opportunity for analysis.

Practice Flowcharting. Spend five minutes explaining the process of a flowchart (p. 13-16 of the Guide, diagram at back). 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. Then they switch. In the end they compare the flow charts to the speeches to see how accurate they were. Since debates are decided primarily upon the ability to argue with other side effectively, this is an essential skill. Using flowcharts encourages good use of prepared notes, close listening and good communication skills in addition to the usual public speaking skills.

C) **Forms of classroom debate**

Once the students have had the introduction to debate, you are ready to explain the style of debate that will be used in your classroom. There are four basic types of classroom debate that can be easily adapted from the SEDA style: two-person speeches, classroom discussion, classroom parliamentary and debate groups.

1. **Two-person speeches**

In this style, the students choose a topic or are given a topic to discuss. They may spend from 10 minutes to four days preparing, depending on the amount of research expected. The students take opposing sides and each person speaks twice. The Affirmative speaks first and then they alternate. The following example of structure is a good guideline:

Aff. (2 min.) -----> Neg. (4 min.)

Aff. (4 min.) -----> Neg. (2 min.)

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

2. **Classroom Discussion Style**

Divide the class into two teams. If you have a particularly reticent student, make this student the moderator. An explanation of the principles of discussion-style debate can be found in the Guide (p. 35), and you will need to explain the discussion period to your students.

After you have chosen your topic, provide one to five days for research depending on the depth of coverage you would like. Have the students choose specific jobs to work on. After everyone has worked on the research, a team of 13 might be divided as follows:

- 1 team leader, responsible for keeping 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, then watching for infractions during the debate

4 students preparing arguments in anticipation of the other side's points. Each sheet of paper has a potential argument of the other side written at the top, and an explanation of what they will say in response.

A team of 13 can also be divided as follows:

- 3 students work on writing the 1st speech (1 of the 3 delivers it)
- 3 students work on writing the 2nd speech (1 of the 3 delivers it)
- 3 students work on writing the rebuttal/conclusion speech (1 of the 3 delivers it)
- 3-4 students preparing question to ask the other team and anticipating replies to questions from the other side

The structure of the debate is the same as the structure in the Guide, but the times vary. The First Affirmative speaks for three minutes. Then the First Negative, followed by the Second Affirmative and the Second Negative all speak in order for three minutes each. This is followed by a 20-minute discussion period. There would be a five-minute break to consolidate arguments, then the two rebuttal speeches would be given, starting with the Negative.

The teacher is responsible for explaining the duties of each speaker (Guide, p. 9) and asking if there are any rule violations after the debate. A winner may be decided but does not have to be. SEDA's official ballot, a useful tool for debate evaluation, can be found at the back of the Guide along with a sample flow-sheet and moderator's script.

A simpler method of evaluation is the five-point system. For each main point raised, question asked or question answered, a student receives a point. Referenced evidence receives an additional point. Typically the speakers get all five points easily, but the other members of the team will speak sufficiently in the discussion section to gain their five marks.

3. *Classroom Parliamentary Style*

Classroom Parliamentary is ideal for students who have tried Classroom discussion-style or are studying the Parliamentary system. Although the basic principles of Parliamentary are the same as discussion, the terminology is different. For example, the affirmative is the Government and its first speaker is now called the Prime Minister. Read pages 41-43 of the Guide for details.

The structure of the debate is the same as classroom discussion with the exception of points of order and personal privilege (see Guide page 43). These may be used to point out rule violations or interrupt a speaker. Heckles also function as interruption. Student should be given one point under the five-point system for each correct point or heckle.

4. *Debate Grouping*

Debate Grouping is the most time-consuming and student-driven of the four types. The class is divided into teams of eight. The debate style follows the discussion style as detailed in the Guide (p. 35). The eight students form four debate teams of two. While two teams in the group of eight debate each other, the other four act as three judges and a moderator/timekeeper. The next period the four students who were debaters become the judges and the moderator while the second group debates. This entire process will take eight classroom days including teaching, research and debate days. A simple sketch of each day is provided below:

Day One: Introduce students to debate using the methods described in Part B on page 3 of this package.

Day Two: Explain discussion-style debate using the Guide to Debate as a reference and explain how a debate is won. Provide students with copies of judges' ballots, a flow-sheet and the pages about speakers' duties and debate structure found in the Guide. Have students break into teams of eight (you can modify this if needed) and provide the topic for brainstorming.

Day Three: Have students pick sides and jobs within the group. In any group, six members should be debaters/judges and two should be moderators/judges. Give the moderators a copy of the moderators' script (back of Guide) and the set of instructions for the debate (pp. 7-10) and have them read these over in pairs. Teach the remaining three quarters of the students, who will be judges, how to use their ballots by reading through the ballots (found at back of Guide) and discussing. SEDA's Guide to Judging would be helpful if you do not feel confident. This process should take 20 minutes. The rest of this period should be spent brainstorming ideas as debate partners.

Days Four to Six: Research.

See section below on preparation for debate in the classroom.

Days Seven and Eight: Debate and debriefing.

Since the students evaluate peers through judging, the end product is already evaluated for the teacher. However, the teacher may still wish to evaluate the product. A good evaluation procedure for this may be found in the English 10 Curriculum Guide. A teacher may also choose to evaluate the *process* instead of the *product* in this case. Since the students are utilizing group work skills, independent learning processes and research skills, this is an ideal setting for such evaluation.

5. *Another Classroom Debate Method*

Step #1 - Explain the idea of a resolution. Have the students develop them (one period).

Step #2 - 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.

Template suggestion:

Probably the students will be familiar with some sort of KWL procedure:

K - First, the students record what they already Know about a topic.

W - Next, students record what they Want (or need) to know about it.

L - Finally, after their research, students record what they have learned about a topic - usually on a grid form.

Research tools should be student centered, but other simple and general patterns are PMI (plus, minus, & interesting) and the classic W5. Active learning needs to involve the students at all stages -- including the guiding of their own research.

Step #3 - 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.

Step #4 - 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.

IV) Preparation for debate in the classroom

One of the most valuable components of classroom debate is its potential for teaching research and referencing skills. Like an essay, the opinion of the student needs to be substantiated with fact, and these facts need to be cited or sourced. For example, a student may find a quotation in Maclean's that substantiates an argument. After reading the quotation, the student must state the name of the publication, the date and the page number.

Before taking your students to the library to research, generate basic ideas as a class about the subject. Then break down the arguments into arguments for and against the position stated in the resolution (topic). Stress the importance of finding proof to back up these arguments, and remind students that debates are won by arguing convincingly with your opponents' points. Then brainstorm potential sources of information such as magazines, the Internet, vertical files, books and legal or constitutional documents. Remind students to note the source of information for each piece of evidence found. You might also wish to mention using fabricated evidence in a debate is grounds for automatically losing the debate.

The process of researching for a debate is excellent for students. The search for sources develops technological literacy skills and library skills in addition to the citation skills mentioned above. As the research proceeds throughout the work periods, students acquire knowledge and understanding of the topic. In anticipating and researching the opponents' arguments they must also apply and analyze the information. Synthesis and evaluation follow naturally.

V) Uses of Debate: A subject breakdown

Debate is useful anytime an issue is open to interpretation or contains multiple viewpoints. Debate can be used to discuss a topic philosophically as a *values* resolution or practically as a *policy* resolution. As the curricula in Saskatchewan shift to reflect a more process-oriented and active style of learning, debate becomes more and more valuable. Since it incorporates the majority of the Common Essential Learnings, it is valuable in many subject areas.

1. English/Language Arts

Debate can be used to develop the listening and speaking halves of the new curriculum. Specific evaluation is discussed on pages 66-67 of the new Grade Ten Curriculum Guide.

In English, debate can be used to discuss the themes that underlay a text. A sample resolution might be, "Be it resolved that the First Nations people of Canada are oppressed." This resolution can be used with a novel that discusses racism and the native people of Canada. Quotations from the book and secondary sources and facts can be used.

Debate can also be used to argue events within the novel. For example, one could discuss the events that occur in Of Mice and Men by arguing whether or not murder has been committed. Debate could also discuss the philosophies behind a text. For example, the resolution, "Be it resolved that the witches made Macbeth into a murderer," enables the discussion of the forces acting on Macbeth. Students use the text as a major source which encourages close reading and analysis. In addition, they use secondary sources to determine key issues such as what is murder in the issue from Of Mice and Men.

Since students can be evaluated on process, product and research skills, this is a strong evaluation tool. Since the work is primarily oral and listening-based, it serves to make up the 50% evaluation requirement in the new curriculum.

2. *Social Studies/History/Native Studies/Law*

Debate is ideal here in two ways: simulating processes and discussing ideas. Since parliamentary-style debate imitates many forms of democratic discussion, it allows students to experience part of the democratic process. It is also a unique tool for allowing idea discussion since it can discuss either particular policies or philosophical issues. Debates can also be “time set”, a term that refers to a specific date at which the debate would take place. This focuses the students on the issues of the time as the participants in events would have seen them. Included below is a list of sample resolutions:

Be it resolved that ...

- the Canadian Senate should be reformed.
- Capital punishment should be reinstated.
- true democracy is impossible.
- dictatorship is the most effective form of government.
- the Canadian government practised cultural annihilation.
- abortion is murder.
- the Canadian prime minister is too powerful.
- Quebec should join Canada. (time set)
- Imperialism was a violation of human rights.
- civil disobedience is justifiable.
- the Canadian government should pardon Louis Riel.
- women deserve the right to vote. (time set)
- technology is the enemy of humanity.

Debate encourages the analysis of historical and current issues and the use of primary and secondary sourcing. Students are required to analyze and personalize the issues in addition to anticipating the opponents' arguments, which creates a well-rounded understanding of the topic. Good listening and oracy are encouraged in the format of a student-driven group project.

VI) Resolutions

The resolution (or Bill) is the topic students will discuss. In order to create a solid resolution you must first understand the two most common types of resolutions - *values* and *policy*. A policy resolution proposes a specific change that one must create a plan for. In the resolution, “Be it resolved that the Young Offenders Act be significantly changed,” the Affirmative finds the burden to prove that change is necessary and to suggest a course of action. To win, the Negative must either disprove the need for change or show that the course of action suggested is undesirable.

The values resolution is not as complicated. For example, the resolution, “Canada is a nation of persecution,” merely requires the Affirmative to agree with the philosophical idea while the Negative disagrees. No need for change is suggested and no plan is needed.

When constructing a resolution for your students, remember these key ideas:

- a. Keep it simple and direct.
- b. Make sure the topic is equally debatable from both sides.
- c. Avoid negations in your resolution.
- d. Discuss what type of resolution you have with your students and explain what that means they have to do to “win”.

VII) Evaluating Debate

Debate evaluation can be done through peer-evaluation, self-evaluation or teacher-evaluation. It can be process- or product-oriented. SEDA's Guide to Judging is an excellent tool for peer-evaluation or self-evaluation of product. Pages 66-67 of the English 20 Curriculum Guide provide good sample forms.

Developing your own evaluation, however, based on key skills you wish the students to acquire is probably the most effective. Discuss with students three or four simple objectives they need to achieve. Public speaking is an intimidating activity and students need to see real opportunities for success in advance. Simple goals like number of points raised, three facts to back up points or eye contact are more difficult to achieve than one might initially assume. Keeping the experience positive and enjoyable, and using process evaluation is the most comfortable way for you and your students to introduce yourselves to debate.

VIII) Debate Toolkit

- I. Why Debate?
- II. Toolkit
- III. Debate Lesson/Mini-Unit
- IV. Formal Debate
- V. Competitive Debate
- VI. Resources

I. Why Debate?

- Develop critical and creative thinking
- Improve communication skills and build independent learning skills
- Hone personal and social skills (organization, public speaking, respect ...)
- Learn about a wide variety of topics

II. Toolkit:

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

III. Debate Lessons/Mini-Units (time 30-60 minutes to teach the skills; application unlimited)

1. *Focus your thoughts and words (5-10 minutes)*

- Students in pairs
- Give them a list of 5 common nouns
- Students take turns speaking for one minute on one or more of the words.
- If a student pauses or uses fillers (um, like, you know), his/her turn is over.

2. *Mini-Minute (5-10 minutes)*

- 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...)
3. *Role-play the reason to learn debate skills (2-5 minutes)*
- 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 3:0 a.m.
 - Role-play: the conversation at 3:01 a.m. (The point is that nobody defined “late”.)
 - Discuss as a class
4. *Freedom vs. Order (5-10 minutes)*
- 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
	1	2	3	4	5	6	7	8	9	10
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

5. *Debate mechanics and terminology (5-10 minutes)*

- Resolution = the topic for debate (Be it resolved that students should wear uniforms at school)
- Define the terms = limit the topic (students – Saskatchewan citizens ages 9 to 15; wear – clothe themselves; uniforms – identical clothing ...)
- Affirmative team = those opposed to this resolution
- Needs for change = reasons why this resolution is true and/or necessary
- Support the status quo = reasons why this resolution is false and/or unnecessary
- Outline the plan = give details to put the resolution into effect (uniforms will be pink blazers and green shorts, must be worn in the school at all times, effective September, 2005 ...)
- Clash = point out errors, reasons why the other team is wrong
- Question Period/Cross-Examination = this is the only time debaters DIRECTLY address one another, asking questions which the other team/debater must answer
- Rebuttal = concluding speeches; the wrap-up at the end of a debate; debaters remind the judges/audience of all their good points and all the “clashes” they made with their opponents’ ideas
- Moderator = the person who introduces the resolution and the speakers, reminds them of the proper order to speak, keeps track of speakers’ turns during discussion period
- Judges = the people who listen, make notes, and decide who won the debate, based on which team presented better facts/evidence/arguments. These are the people to whom the debaters should be speaking.
- Timekeeper = watches the clock, showing time cards to indicate how much time remains in each speech

6. *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!) This format can be adapted as desired by the teacher. More complex issues can also debated with more advanced groups.

7. *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, needs for change, and support for the status quo. They must be prepared to argue both the affirmative AND negative sides of the resolution. This teaches them, hopefully, 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.

IV. 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. The drawback of having a three-person team is that they person doing the rebuttal really can’t prepare much until during the actual debate.
- Research the topic using the library, internet, SEDA’ prepared packages, student polls...)
- 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 o 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.

V. Competitive Debate

SEDA organizes the provincial competitive debate schedule. There are four regions, generally four tournaments per year, and students can qualify to move on to the provincial competition, to nationals, and even to world events. School-based clubs volunteer to host the various tournaments, with the help of SEDA. An average tournament would involve 20-40 teams, with 40-50 volunteer judges, and 15-30 student volunteer timekeepers and moderators.

VI. Resources

SEDA has a resource library, research packages on diverse subjects, and a wide spread community of debate coaches willing to help set up clubs/answer questions, etc. SEDA can be contacted by phone at 306-780-9243 or by email at info@saskdebate.com

IX) Curriculum Activities

Using fairy tales to debate ethics

Grade: K – 8 with modification

Subjects: Language Arts, Character Education

Duration: 2 – 5 classes

Description: three fairy tales challenge students to think about honesty, right and wrong, and other questions of ethics.

Objectives:

Students will

- listen to or read three popular fairy tales.
- respond to questions those tales raise about ethical issues.
- take a stand on the ethical question raised by the story “From the Elephant Pit”

Materials:

- copies of the stories "Puss in Boots" and "Jack and the Beanstalk" from the library
- copies of the story “From the Elephant Pit” (*attached*)
- an older version of Jack and the Beanstalk may be helpful
- Education World article, *Using Fairy Tales to Debate Ethics* (*attached*)
- Comparison Chart (*attached*)

Procedure:

In this lesson, students consider the ethics of characters in three fairy tales.

- In "Puss in Boots," a clever cat engineers a succession of hoaxes and lies for the benefit of its master. As a result, the master eventually marries the king's daughter and appoints Puss in Boots prime minister, and all parties live happily ever after. Among the debatable questions inspired by this fairy tale are *Was Puss in Boots wrong to lie to the king and deceive him?*, *Was the cat wrong to trick the ogre and then kill him?*, and *Is trickery ever justified?* Challenge students to support their positions with at least three cogent arguments.
- In "Jack and the Beanstalk," young Jack, whose impoverished mother is left with nothing but the family cow, is sent to market to trade the cow for as much money as he can. Jack trades the cow for a handful of beans and, in despair, his mother throws the beans out the window. Jack narrowly escapes from the giant with two stolen treasures that will secure the future for himself and his mother. Among the debatable questions posed by this story are *Since the giant wanted to eat Jack, was it OK that Jack stole the giant's goose and harp?* An older version of this familiar tale offers up some unique twists that will add to the debate: *Since the giant had stolen everything from Jack's father, do you think it was OK for Jack to take it back?*
- A lesser-known Tibetan folk tale, From the Elephant Pit is about a hunter who happens upon an elephant pit, in which a man, a lion, a mouse, a snake, and a falcon are trapped. Among the debatable questions posed by this story are *Was the hunter better off because he rescued the man from the pit? If yes, why? If no, why not?*
- Create a two-column graphic organizer for the first two fairy tales above. Print one of the ethical questions raised by the tale at the top of the graphic organizer. Print "Yes" at the top of the first column and "No" at the top of the other. As students share their responses to the questions, write the responses in the appropriate columns.
- Provide students with a copy of a two-column graphic organizer (*attached*). After reading the story "From the Elephant Pit," pose the question *Was the hunter better off because he rescued the man from the pit?* Let students consider both sides of the question by writing statements in support of a "Yes" and "No" answer in the appropriate columns on their charts. Then give students an opportunity to take a stand; they use the information on their graphic organizers to support that stand.

Assessment: Students write a brief response to any one of the questions posed in the lesson; in addition, they might draw an illustration to accompany their writing.

Submitted By: The lesson ideas above and more are posed in an Education World article by Elaine Lindy, an expert on storytelling for character education and CEO of Whootie Owl Productions. Lindy created the popular children's storytelling Web site, <http://www.storiestogrowby.com>

From the Elephant Pit

A hunter once dug a pit to catch and trap wild elephants. One day, a man who was being chased by a lion fell into the pit, and then the lion followed a second later. Before they had time to pick themselves up, down came a mouse, closely followed by a snake who had been chasing it, and he, in turn, was followed by a falcon who had been trying to catch him.

So there they were -- all five of them -- caught in the elephant pit and unable to get out. Each as he picked himself up tried to get away as far as possible from the others, for none knew what harm might come to him. The man thought, "I must kill the lion or he will eat me." The falcon thought, "I must kill the snake or it may bite me." The mouse thought, "Oh my! how I wish I could get away from all these big creatures!"

Thus they all sat silent, each one afraid to move lest some one or another pounce upon him and kill him. In time the lion spoke: "Oh, honored ones," said he, "we are all comrades in misfortune. Let us promise not to hurt each other. Let each abide where he now is, while we plan a way to get out of this pit." "Agreed!" cried all the others in haste, and especially pleased was the mouse.

Thus they all sat apart trying to think of a plan to escape, when the elephant hunter came to the pit. "Why, what is all this?" the hunter cried, looking down. "Oh, hunter, good hunter, kind hunter, please help us out!" cried the animals. "You see that we are not elephants." "No, no, good hunter, I am not an elephant, I am not an elephant," squealed the mouse. The hunter laughed. "No, you don't look much like an elephant, my little friend," he said. "I think I must help you all to escape."

The first animal that the hunter drew up was the lion. "Oh, hunter," said the lion, "I and the other animals will prove grateful to you and will help you for your kindness to us, so rescue them. But leave the man in the pit, for I warn you he will forget your kindness and do you harm." The hunter, however, would not listen to the lion's advice, and rescued everyone.

A short time after this, the hunter fell ill of a great fever. He could not go into the woods to hunt for game, and he and his wife would have died but for the kindness of the lion. Every day the lion brought fresh meat and left it at the hunter's door. One day while flying through the forest, the falcon saw something bright and glistening lying on the ground. He swooped down and found some beautiful gems. He carried the gems to the hunter's house and dropped them in his lap. Thus he, too, tried to repay the hunter for saving his life.

Now the gems found by the falcon belonged to the queen. She had lost them one day while passing through the wood. As she did not miss them until the next day, she thought they must have been stolen during the night, and told the king so. The king at once sent out a man to find the gems, and the man he sent out was the very man who had fallen into the elephant pit and had been rescued by the hunter. In his search he came to the home of the sick hunter. "Have you seen anything of such and such gems?" asked the man. "Yes," answered the hunter, and brought them and spread them on the table. "Where did you get these?" asked the man. "The falcon whom I rescued from the pit brought them to me," said the hunter.

Now when the man looked on the gems, he craved them, and he said to the hunter, "These gems belong to the queen. She thinks someone has stolen them. I have been sent to find them. Unless I tell, nobody will ever know where they are. So, my friend, let us divide them. You keep half, and give half to me. Thus shall we both gain wealth and no one be the wiser." "What!" cried the hunter. "Do you take me for a thief? No! No, I say! The gems shall be returned to our good queen." "Then, my honest fellow," sneered the man, "you shall go to the palace as my prisoner." He clapped his hands, and two soldiers rushed in. "Bind him and carry him to the king! It is he who has stolen the queen's jewels!"

The poor hunter, still weak from fever and illness, was carried bound to the palace. The king, believing the false man's story, would not listen to the poor hunter, but had him chained in a deep, dark dungeon. The poor man was now in a pitiable state. "Alas!" he said, "the lion spoke but the truth. Because of the man that I rescued from my elephant pit I am now in this loathsome dungeon with none to pity me or to deliver me." "Say not so, good friend," said the mouse, coming out of a corner. "I pity you, and it may be I who can deliver you. Keep up your courage. I will go now to find help." The mouse ran off and soon returned with the snake. "Now I am glad," said the snake, "to have a chance to show my gratitude. Here is a little box of cream. Hide it in your chest. Today when the king walks in the garden, I will sting him on the heel. The cream in that little box alone can save his life. I urge you, use it."

True to his word, the snake bit the king as he walked in the garden. "He will die! He will die!" wailed all the people. "None of our doctors know a cure for the bite of that snake." As the queen sat weeping by the king's side, the mouse drew near and spoke to her. "O queen, there is one who can cure the king -- the hunter who lies in the lowest dungeon. Send for him quickly, lest it be too late." Hastily the queen gave the order, and the hunter was brought to the king's side. Taking the box of cream from his chest, he put some on the wound.

At once the swelling went down, the pain disappeared, and the king was well again. "What reward shall I give you?" said the king. "Ask what you will, my deliverer." "O king," replied the hunter, "I ask only of your one great favor, that you listen to my story." He then told the king the whole story. When he had ended, the king said, "The lion was right. Would that you had left the ungrateful man in the pit. Ho, soldiers, bring him to me and I will see that he is fitly punished." But though the soldiers searched everywhere for the man, they could not find him. "I am glad he has escaped," said the hunter, "for I like not to see anybody suffer." "Good," said the king, "it is noble thus to forgive an enemy. And now, my friend, I have need of a brave man like you in my palace. You shall live here as my chief hunter." Thus, through the gratitude of the beasts, the hunter rose to high position and honor in the court of his king.

Elaine L. Lindy's Tips for Managing a Classroom Debate on Ethics

- * Before you begin a lesson that will lead to a debate about ethics issues, let children know that you are going to read a story and that you will be asking some questions about that story.
- * At the end of the story, allow children time to consider their personal responses to your questions, and ask each child to write down her or his response.
- * Break the class into small groups for discussion. Then hold a general discussion. You might want to list the arguments cited, pro and con, on different sides of the chalkboard.
- * Continue to look for opportunities in stories to raise questions for ethical debate. Your best source material will be stories that children already enjoy, such as fairy tales and folktales. However, modern stories and popular television shows and movies also provide opportunities for ethics discussions.
- * Here's a final rule of thumb: If the children enjoy the story, consider it a candidate for an ethics debate! Over time, as long as you keep those discussions alive, the capacity for youngsters to understand ethical issues will grow.

What better way to spark a spirited classroom debate on ethics than by exploring the complex messages often found in fairy tales? In this Education World story, guest editor Elaine L. Lindy introduces three tales -- *Puss in Boots*, *Jack and the Beanstalk*, and a Tibetan tale, *From the Elephant Pit* -- that can be used for starters! Children enjoy a cozy familiarity with fairy tales. By basing a discussion of ethics on fairy tales, you are launching from common ground. Children aged eight and older typically are ready for meatier ethical concepts, concepts that skirt into gray areas of lesser evils or relative priorities.

Following are a few suggestions drawn from the land of fairy tales to get your students' thought wheels humming.

PUSS IN BOOTS: WHEN IS TRICKERY JUSTIFIED?

In this classic French fairy tale, a clever cat engineers a succession of hoaxes and lies for the benefit of his master. As a result, his master eventually marries the king's daughter and appoints Puss in Boots prime minister, and all parties live happily ever after.

You can print a text version of Puss in Boots from the internet at <http://www.pitt.edu/~dash/perrault04.html> \t "_blank. A well-illustrated version of the story is also available in *The Golden Book of Fairy Tales*, by Marie Ponsot (Golden Books).

The story begins with the introduction of a young man whose poor father has died and left him with nothing but a cat named Puss in Boots. The cat proves tireless in his devotion to his master and begins by delivering a sequence of gifts (rabbits, pheasants, and other game) to the king and queen. Each time, Puss in Boots announces that the gifts are from "the Marquis of Carabas." Naturally, the king comes to believe the Marquis of Carabas is a person of great consequence.

Here, you might ask young readers, "Was Puss in Boots wrong to lie to the king and to deceive him?" The absolute quality of honesty can be leveled against the compelling urges of loyalty and friendship.

After several clever tricks, Puss in Boots leads the king and his lovely young daughter to a castle belonging to an ogre. Running ahead of the group, the frisky feline dares the ogre to transform himself into a mouse. When the ogre successfully transforms himself, Puss in Boots promptly pounces on the hapless creature and devours him. That enables his young master, who arrives moments later with the king and his entourage, to claim that the castle is his own. In so doing, the young man clinches his nuptial prospects with the king's daughter.

Here, you can further challenge your students: "Was the cat wrong to trick the ogre and then kill him?" Youngsters who argued earlier that the king was in no way *damaged* by the verbal deceptions and exaggerations of Puss in Boots must reckon with an act leading to an untimely death.

Finally, pose this question: "Is trickery ever justified?" Challenge students to support their positions, whatever they may be, with at least three cogent arguments.

JACK AND THE BEANSTALK: IS TAKING A GOOSE AND A HARP FROM AN EVIL GIANT STEALING?

Your students might enjoy acting out a play version of Jack and the Beanstalk found at <http://www.geocities.com/Heartland/Plains/1132/jackbeanstalk.html>

This classic story offers a twist on the theme of honesty. We all know the story of young Jack, whose impoverished mother is left with nothing but the family cow. Jack is sent to market to trade the cow for as much money as he can. Jack trades the cow for a handful of beans, and in despair, his mother throws the beans out the window.

Overnight, a giant beanstalk grows into the sky. When Jack climbs to the top of the beanstalk, he finds the home of a mean giant. Narrowly escaping from the giant with his life, Jack scampers down the beanstalk with two treasures stolen from the giant -- a goose that lays golden eggs, and a magic harp. Thus, Jack happily secures the future for himself and his mother.

You might begin by reiterating that Jack faced imminent danger in the giant's house ("Fee! Fi! Fo! Fum! I smell the blood of an Englishman!"). Ask: "Since the giant wanted to eat Jack, was it OK that Jack stole the giant's goose and harp?"

Listen carefully to the arguments raised, pro and con. You might follow up with this remark: "Remember that Jack was an intruder in the giant's house. Since Jack *chose* to enter the giant's house, does that change your opinion?"

This exercise is also recommended: "Pretend you are the giant. Describe what happens when Jack arrives in your house and how you feel about it."

In a 19th-century version of *Jack and the Beanstalk*, a fairy is introduced when Jack is climbing up the beanstalk. The fairy informs Jack that Jack's father was a wealthy and prosperous landowner but that a mean giant killed the father, stole everything his father owned, and reduced Jack's mother and her infant son to poverty. That giant, according to the fairy, is the one who lives at the top of the beanstalk, and by destroying the giant, Jack will restore his family wealth.

This version of the fairy tale opens another line of questioning: "Since the giant had stolen everything from Jack's father, do you think it was OK for Jack to take it back?" Most youngsters will heartily agree.

Follow up with this question: "What if it had been the giant's *father* who had stolen everything from Jack's father; would it still be OK for Jack to take the treasures?" Then ask: "What if it had been the giant's grandfather who had stolen everything from Jack's grandfather?" And then ask: "What if it had been 100 years before that the giant's ancestor had stolen everything? Do you think it would still be OK for Jack to take the treasures?" Try to find the amount of elapsed time necessary, according to students, to justify Jack's taking the treasures. Then challenge them to defend their point of view.

FROM THE ELEPHANT PIT: IS COMPASSION PRACTICAL?

A lesser-known Tibetan folktale found at http://hazel.forest.net/whootie/stories/elephant_pit_tibet.html is about a hunter who happens upon an elephant pit in which a man, a lion, a mouse, a snake, and a falcon are trapped.

The lion warns the hunter not to rescue the human, saying, "I and the other animals will prove grateful to you and will help you for your kindness to us, so rescue them. But please leave the man in the pit, for I warn you, he will forget your kindness and do you harm." However, the hunter rescues all the animals and the man.

The other animals indeed later repay the kindness to the hunter, and as the lion foretold, the man betrays him. Still, by the end of the story, the betrayal of the man is revealed, the hunter is appointed chief hunter to the king, and all ends well.

On the Stories to Grow Website, children are asked this question:

"Do you think the hunter was better off because he rescued the man from the pit? If you think yes, why? If you think no, why not?"

Following is a sampling of responses from youngsters who responded at the Web site:

"Yes, you should always save someone in need." ~Vance, age 10

"No, because if he would have left him he wouldn't have gone through all that trouble." ~Tara, age 11

"No, because the man tricked the hunter and ruined his life." ~Newt, age 9

"Yes, because he did something very kind, which is the best reward anyone could get." ~Laura, age 10

"Yes, because he got to be the king's top man." ~Shawn, age 7

Article by Elaine L. Lindy

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Elaine L. Lindy is an expert on storytelling for character education. As CEO of Whootie Owl Productions, LLC, a Massachusetts-based company, she created a Web site <http://www.storiestogrowby.com>, that features dozens of fairy tales and folktales from around the world. Each tale is upbeat, kid-tested, nondenominational, copyright available, amply footnoted, and free! The Web site has been recognized by *USA Today*, *Highlights for Children*, Teachers.net, and many others.

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Name: _____

Date: _____

Use this page to organize and plan your research.

Write things that are alike and different about your topics.

Comparison Chart: Topics _____
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Alike	Different
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Informal Debate

Grade: 6 – 9

Subject: English Language Arts

Description: Students who participate in debates have an opportunity to explore, listen, and enjoy learning. Debates give students additional opportunities to hear their classmates' views and to express opinions regarding topics that matter to them. They also help students make important decisions and become critical listeners. The informal debate helps students to work together to understand common problems. Informal debate has a number of advantages:

- Debating reflects the learning process. Debate establishes extremes, allowing the viewers and participants to see the areas in between more clearly.
- Debating allows students to explore ideas and arguments in a non-threatening atmosphere, because presentational guidelines are provided.
- Debating is an effective method of acquiring knowledge, as arguments need to be supported by relevant, accurate, and complete information.
- Students who debate informally learn to recognize the elements of a good argument and to develop further their abilities to speak confidently.

Before an Informal Debate: Some guidelines include the following:

- Teachers and students decide on a topic related to material being studied in English language arts. Brainstorming is one way to generate ideas.
- When a number of ideas have been discussed and a topic has been chosen, two groups of students may be formed. Within each group, individual students or pairs might be responsible for certain tasks (e.g., developing analogies or rebuttals). Students who watch the debate on one occasion will have a chance to be the debaters next time.
- Draw up a checklist of guidelines for preferred debating practice (e.g., a suggested time limit for each speaker, the importance of listening carefully to the other side's arguments, the need for close co-operation within the group).
- Research and learn some basic types of arguments often used in debate. For example:
 - The Straw Person Argument - the practice of supporting a weak viewpoint that is opposite to your own for the purpose of revealing its weaknesses.
 - Argument Using "Definition" - the practice of persuading an audience that your definition of a particular term is the correct or accepted one, and then basing your argument on that definition.
 - Admission of Uncertainty - giving up "a little" where it will not harm your argument in order to win a more conclusive point where it will benefit you the most.
 - Clarifying through Analogy - describing a situation or event by comparing it to another situation or event which is immediately relevant to your audience.

The goal of informal debate should be to achieve the fullest possible explanation of both sides of an issue.

During an Informal Debate: Some guidelines for informal debate follow.

- Students join their groups (composed of six or less people) and take 15-20 minutes to prepare arguments.
- They should choose presenters for each of the arguments. The presenters speak in turn, after each member on the other side makes a point.
- Students should be sure not to repeat arguments previously presented, and ensure that a recorder is making a list of all points being made.
- Debaters must remember to focus on the arguments, not the participants, as they listen to the debate.
- Students from both sides continue the rounds of debate until no new arguments can be made.
- When all arguments from both sides have been presented, a teacher-led discussion should take place. Some of the suggested topics for discussion are as follows:
 - Of what quality were the presented ideas?
 - Which arguments seemed most convincing?
 - What ideas were raised that individuals may not have considered?
 - Which ideas may have changed certain students' thinking?

It is not necessary, and in many cases not advisable, to declare a "winning" group for an informal debate. However, if the teacher and students decide they will declare a winner, then the following way of establishing a winner could be followed:

- Every valid and original argument made by each group should receive a mark.
- No marks are gained for repeating an argument.
- The group with the greatest number of marks wins.

After the Informal Debate: Students may react to the debating activity in an individual manner. This might best be done in written form, because much discussion will already have taken place. Students might:

- compare what they learned during the debate to what they knew before
- research a topic of interest that has arisen due to hearing the debate
- comment on the advantages or disadvantages of the informal debate
- write a letter to a teacher or friend explaining the concerns they have after listening to the debate.

In Your Opinion: Are Athletes Heroes?

Grade: 6 – 8, 9 – 12

Subject: Language Arts, Physical Education

Duration: Complete this activity over several days.

Description: Students participate in a classroom debate about athletes as heroes.

Objectives:

- Students define the words *debate*, *pro*, and *con*.
- Students clearly express oral and/or written opinions about whether people should view athletes as heroes.

Materials:

- teacher-selected and student-researched articles and commentaries about various athletes from print and/or online sources
- paper and pens/pencils
- box or paper bag
- small slips of paper with the words *affirmative* and *negative* written on them (*attached*)

Procedure:

Before teaching the lesson: Write the words *affirmative* and *negative* on slips of paper. Put the slips into a box or paper bag.

- Discuss the meaning of the word *debate*. Discuss examples of debate topics.
- Ask the following questions: In your opinion, what is a hero? Are athletes heroes? (If yes) What qualities make an athlete a hero? (If no) Why not?
- Tell students that the class will hold a debate on this topic. Explain guidelines of *DISCUSSION* style debate from SEDA. Discuss the meanings of the words *affirmative* and *negative*. Consider watching a SEDA video on Discussion style debate.
- Organize students into teams. Present the box or bag containing the slips of paper with the words *affirmative* and *negative*.
- Have a student from each team pick a slip of paper from the bag or box to determine which side of the debate they will cover.
- Tell students that each group must research print or, if Internet access is available, online sources to support their side of the debate. Give students a few days to complete their research, write their position papers, and rehearse for the debate.
- Hold the classroom debates.

Special Comments: Invite other classes in your grade to the debate. Let the visitors pose questions to the teams. Ask students if their opinions about athletes as heroes changed as a result of participating in the debate.

Evaluation: See Debate Rubrics in Saskatchewan Curriculum or SEDA materials

AFFIRMATIVE	NEGATIVE
AFFIRMATIVE	NEGATIVE
AFFIRMATIVE	NEGATIVE
AFFIRMATIVE	NEGATIVE

Human Nature: Good or Evil?**Grades:** 6 – 12**Subjects:** Language Arts, Social Studies, Character Education**Duration:** 10 classes**Description:** Stage a debate or write an essay in response to the question *Is human nature inherently good or inherently evil?***Objectives:**

1. Students will engage in informal group discussions, pose questions and debate answers, think critically, and contribute their own information and ideas.
2. Student will define *good* and *evil*.
3. Students will support, in writing, their contention that human nature is good *or* evil.

Materials Needed:

- dictionaries
- copy of the Kids Philosophy Slam Debate contest rules
- overhead projector
- paper and word processor
- newspaper or magazine articles that express human nature as good
- newspaper or magazine articles that express human nature as evil

Lesson Plan

Day One: Introduction to Philosophy

Begin the lesson by introducing the Kid Philosophy Slam Debate contest rules. (Find it on their website: <http://www.philosophyslam.org>.) Project the rules and information on an overhead, read them aloud, or provide each student with a copy.

Next, write the word *philosophy* on the chalkboard. Discuss the meaning of the word and its Greek origins:

- philo = lover
- Sophia = goddess of wisdom
- philosopher = one who loves wisdom, one who pursues wisdom

Tell students that they are all philosophers, because they all have questions and they all pursue wisdom. Human beings are, by nature, questioners. One of a human's first sentences is often "Why?" Our questions are inexhaustible. Distribute dictionaries. Have students look up the words *human*, *nature*, *good*, and *evil* in the dictionary, and then write the words and definitions in their notebooks. Discuss whether or not human nature (the core or essence of humanity) is good or evil. Clarify the difference between nature and action; explain that the former is our being, the latter is our choice.

Day Two: Human Nature as Good

Using personal examples and articles from newspapers and magazines, lead a direct lesson on human nature as good. This lesson should be as convincing as possible, and deliberately biased. Students can take notes as their peers provide support for the argument that human nature is, by nature, pure, good, and undefiled. Society corrupts human nature; life's hardships and limitations may make human nature seem evil, but it is important to stress in today's lesson that at their core, human beings are good. After making the case, open the floor to students who want to provide information that will support the contention that humans are naturally good. Again, this lesson should be *deliberately biased*. For homework, assign students to find newspaper and magazine articles that support the contention that humans are good by nature.

Day Three: Human Nature as Evil

"So, human nature is evil, right?" Begin today's lesson with that question. (Students will be amazed or groan at your sudden turnaround -- since just yesterday you convinced them that the opposite was true!) This lesson will challenge students to think critically. Encourage them to cite events that seem to indicate that humans are innately evil. Lead the lessons with a focus on how laws, family, and religion keep human nature in check; without those devices human beings would revert to their true nature, which is evil. Let students join in with any thoughts, questions, reflections, insights, and comments that support the argument that humans are evil by nature. For homework, encourage students to find examples demonstrating that human nature is evil.

Day Four: Student Discussion

Arrange students into small discussion groups of four or five students. Challenge them to think critically as they engage in discussions about human nature as good or evil. Ask them to consider the following: Do they experience more evil or good in people? Is that evil or good a true representation of human nature? What do their own experiences support? Then, have students analyze one another's positions, break down the question, and begin to discriminate. Each student should take notes on a T-chart (attached) with the headings *good* and *evil* at the top of the

page. As group discussions ensue, have students write ideas and facts that support each point of view under the appropriate heading.

Day Five: Taking Sides

Students work in small groups again. Now the note taking and debating is over and they must choose one side or the other (good or evil). Circulate throughout the room to be sure discussions focus on the *nature* of human character, not on the actions of particular humans. Students will have a lot to say!

At the end of the group discussions, have each student write a brief proposal of his or her position, listing at least three personal reasons (personal experiences) to justify that position. Students will turn in those papers at the end of the period.

Days Six-Ten: Writing Essays

Students begin writing an essay of 500 words or less. They should start with a thesis (human nature as good or evil), and include in the body of the essay personal examples that support that idea. During this week, students write, edit (self and peer), and revise their papers until they are ready to hand in. Do a quick final edit to ensure that the format has been followed.

When all essays are collected, students might compare them to some of past winners on this topic (*attached – more available at Philosophy Website*)

Lesson Plan Source: The 2002 philsophyslam.org contest inspired this lesson.

Assessment

Assessment will take be based on group discussions, a written proposal of each student’s position with personal examples to support it, and a final 500-word essay that clearly supports via personal examples whether human nature is good or evil.

Submitted By

Patricia Rose Pflaumer, Abington (Massachusetts) High School & edited by N. Bishop-Yong
01/23/2003

Name: _____ Date: _____

T-Chart

Add details to each column.

Subject: GOOD	Subject: EVIL

The Most Philosophical 8th Grader in America - 2002

Is the Nature of Humankind Good or Evil?

Eva Westley*Minneapolis, Minnesota*

Is the nature of humankind good or evil? Is that even a fair question? I'd say that humankind is both good and evil. If the nature of humankind were good, we would have peace on earth, no hunger, no pain, and no strife. If the nature of humankind were evil, most of us wouldn't be alive right now. There would be no laughter, no children, and no music.

When we are brought into this world, we are good. We know nothing else. Our parents holding us and rocking us is enough. We aren't greedy, we aren't cruel, and we aren't afraid. As a child grows older, they become more "evil." Suddenly, there is fear. Genuine fear. The nightmares kick in, the monsters under the bed, the idea of robbers, and your own parents abandoning you. The fear is what brings evil into a child's mind. They feel they must defend themselves against that something, or that someone. So they lash out, and they are no longer purely good. Once a child reaches their teen years, the fear becomes even more of a factor. It grows into social issues. The fears are no longer of monsters or aliens; you've become afraid that you are not good enough. Then you set out to prove that you are worthy. In order to pull yourself up higher into this world, you must constantly be pushing others down, deeper and deeper. Or perhaps you are the one being pushed down, and you must struggle, and fight to get back up. Either way, this brings out the evil in all of us.

Adults can be more evil than good, too. They have gone through teen years. They have struggled. They know what goes on in the world; wars, guns, terrorism, gangs, fights, and drugs. Adults have to carry a huge weight on their shoulders, knowing that they are the ones who can change the world, and try to turn it around. Sometimes, they just want it to get done. They just want to be done with their job, done with their family, and get away from it all. This can seem "evil." They try so hard to make the world better, and soon. But changing the world is not a fast process. And the adults that hurry to make the world better for their own children and families often end up making it worse for others.

Then you grow old. And all of a sudden, it will make sense to you. Your wise eyes will see the world differently, as they watch all the people rush around and around, trying to make something of themselves. And you will finally realize that the good is the only thing that will matter in the end. Once you have grown old, you will have time to look into your heart, and find what is really there. And though horrible things happen on earth, at the end of your life, you will find that you are a good person. Everyone does bad things, it's a part of who we are, as humans. But deep inside of us, our spirit is not evil. Our spirit strives to make ourselves whole, and it strains and it strains so hard, that sometimes it will forget others. The result is often evil. But deep inside of our souls, no human is evil.

In conclusion, though I believe that all humans do have some evil in them, the nature of humankind is more good than evil.

Romeo & Juliet: Act V, Scene III***Grades:** Middle Level**Subject:** English Language Arts**Pre-viewing**

- Provide students with a brief oral summary of the scene. Draw their attention to the idealistic love expressed by Paris and the more mature love expressed by Romeo. Remind students that not so very long ago Romeo spoke of his love for Rosaline in the same idealistic terms.

Viewing

- Have students view a video recording of the play in which this scene is particularly moving and in which the emotions of the characters is clear and evident.
- Encourage students to focus on the characters, their actions, and their interactions, even if they do not understand every word spoken.

Post-viewing: Informal Debate

- Divide students into four groups of approximately equal numbers in preparation for their informal debates.
- Instruct students to meet where they will not be overheard by the other groups to discuss whom they believe is to blame for the tragedy of the deaths of Romeo and Juliet. Alternatively, give each group the

name of a different character whom they will blame for the deaths (e.g., Lord Capulet, the Nurse, Friar Laurence, Romeo).

- Have each group generate and record reasons for blaming this character. Encourage students to use quotations from the play to support their arguments.
- Give students adequate time to prepare, then allow them to engage in debating one or more groups of their peers.

Possible Mini-lesson Topics

- Instruct students about the procedures and expectations of informal debates. (See the Speaking and Listening section of this curriculum guide for information about informal debates.)
- Establish criteria for assessment of informal debates.

Assessment Suggestions

- Use a checklist to assess students' performances in their informal debates according to the pre-established criteria.

Extending Activity

- Organize or have students organize a Romeo and Juliet Shakespearean Celebration (e.g., rent costumes and perform favourite scenes; secure local actors to perform short key scenes from *Romeo and Juliet*). **or**
- If time and student interest permit, have students view a video recording of *West Side Story* and compare it to *Romeo and Juliet* and *Same Differences*. Provide them with chart forms similar to the ones that follow or allow them to develop their own criteria for the comparison.
- Have students complete the chart in pairs or groups of three.
- Instruct each student to write an essay using the data collected on the chart, contrasting and comparing the lifestyle in one or two of the reading/viewing selections and the lifestyle today.

Possible Mini-lesson Topics

- Review the terms comparing and contrasting.
- Provide students with models of essays and discuss the criteria for an effective comparison/contrast essay.

Assessment Suggestions

- Assess individual student's contributions while completing the charts.
- Assess student's essay according to pre-established criteria.

Beam Me Down, Scotty!

Grade Level: 8 – 12

Subject(s): Science, Language Arts

Duration: 2 – 5 classes

Description: Students explore information about the Search for Extraterrestrial Intelligence (SETI) and stage a debate about the existence of life on other planets.

Objectives: Students extend their skills to evaluate data, separate fact from opinion, and form an opinion based on available information.

Materials: Computer with Internet access

Procedure:

- Pose the following question to students: *Does intelligent life exist beyond Earth?*
- Discuss their responses as a group.
- Have students explore some of the SETI pages at: <http://setiathome.ssl.berkeley.edu>
<http://members.home.net/tonydr/setitxt.html>; http://setiathome.ssl.berkeley.edu/about_seti/about_seti_1.html
- Gather as a group to discuss what students have learned and what conclusions they have formed.
- Ask students to choose a position on the issue.
- Organize students into small groups. Each group should include an equal number of students holding pro and con positions on the issue.
- Ask each group to stage a informal or formal debate on the issue.
- After all the groups have debated, vote on the most persuasive position.

Extension: Invite students to play <http://www.seti.org/game/Welcome.html> at the SETI site.

Assessment: Use the template most appropriate for the form of debate you have elected to use.

Lesson Plan Source: Education World; modified by N. Bishop-Yong

Debate

Grade: 7

Subject: Social Studies

Description: Debating develops students' critical and creative thinking, helping them to become active listeners and to respect that a variety of valid viewpoints exist on any given topics. Debates at the Middle Level may be formal or informal in structure. Both formal and informal debates have rules and defined procedures.

Formal Debate

Formal debate has a recognized set of rules and traditional procedures. Participants attempt to present the best arguments for or against a proposal, thereby defeating the opposing team. The purpose of formal debate is to help students develop their critical and creative thinking skills, strengthen their speaking abilities and practice their active listening skills.

Assess formal debate using criteria explained to students prior to engaging them in the process. See [page 353](#) in this curriculum guide for a sample assessment template.

For more information about formal debate, contact the Saskatchewan Elocution and Debate Association (SEDA) on their Web site at <http://www.saskdebate.com/>.

Informal Debate

Informal debates also operate under a set of rules; however, the rules are more flexible than those of formal debate and may vary from one situation to another. The purpose of informal debates is to help students work together to understand common issues.

Some guidelines for using informal debate include:

- Have students put their desks into a circle or horseshoe formation so that everyone can see and hear everyone else.
- The teacher is part of the circle formation and facilitates and monitors the process.
- Set a time limit for speakers (e.g., one minute), and establish that, until everyone has contributed once, no one is allowed to speak a second time.
- Set a limit for the number of times one student may speak (e.g., three times). Have students write their names on three small cards, and explain that they must give one card to the teacher each time they speak. This will encourage students to consider carefully what they have to say, and it will provide the teacher with a record of who made contributions during the debate.
- Conclude discussion once time is up, or once students have said all that they wish to say about the topic.
- Debrief by discussing the process of informal debate, and the results of the debate (e.g., ideas and opinions presented, changes of opinions and reasons for those changes, the value of hearing others' viewpoints). Alternatively, students might write about the experience and what they learned through the process.
- Give students a set of criteria for assessing their performance and the debating process. This may be in the form of an observation checklist for both teacher and student use.

The templates on the following pages are examples of tools that can assist students and teachers as they prepare for and assess debate.

Rating Scale for Evaluating the Speakers in a Formal Debate

1 Needs Improvement 2 Fair 3 Average 4 Good 5 Outstanding	1st Affirmative Speaker	1st Negative Speaker	2nd Affirmative Speaker	2nd Negative Speaker
Organization and Strategy The speech should contain an effective introduction and conclusion. It should be well structured, logical and coherent. Argumentation and logic should be straightforward and relevant. As much as possible strategy and organization should complement one another.				
Evidence Evidence may be facts, statistics and authorities offered in support of contentions. Credit should be given for thorough, relevant research.				
Delivery The mechanics of good speech should be faithfully observed throughout: poise, quality, use of voice, effectiveness, ease of gesture, emphasis, variety and enunciation.				
Refutation Each speaker should demonstrate ability to use evidence and logic to refute the contentions of his opponents and defend those of his own side.				
Parliamentary Procedure Each speaker should demonstrate understanding of parliamentary procedure through adherence to the rule as well as correct, relevant use of questions, points of order, points of personal privilege and heckling.				

Judge's Decision

The debate should be awarded to the team that best supports its contentions through logic and evidence, and best refutes the contentions of its opponents.

If neither team meets its obligations, then the debate should be awarded to the team that best demonstrates the basic skills of debate.

- This debate has been won by:
- Affirmative
 - Negative

(Source: Saskatchewan Elocution and Debate Association.)

House of Commons Simulation

Developed by: Ron Holloway, W.H. Ford School, Regina

Grade: 8

Time: Approximately three weeks

- Week One: introduction, planning and research.
- Week Two: drafting, writing, editing and practicing public speaking.
- Week Three: in-house debate, voting and debriefing.

Unit/Lesson Goals

Allow students an opportunity to see a practical application of how the House works and how laws are enacted.

Learning Objectives - see Grade 8: Citizenship Unit, Topic Four

Teacher Notes

This activity is based on an average grade 8 classroom of approximately 30 students. It is important to get the students interested in the House of Commons, what laws are and why we need them, and to make this a fun activity. The teacher can break the class down into the five parties as represented in the House of Commons: Liberals, Bloc Quebecois, Alliance, New Democratic Party and Progressive Conservatives. Using current numbers of the House, the groups of students are divided in ratio to the class size and the 301 seats in the House.

To allow for more group dynamics and more possibilities for the government to be defeated, try a minority government. This requires the governing party to have less than half of the total number of students in the class. This will allow the other parties to group together and defeat the governing party. It also allows the governing party to "make a deal" with one of the other party's in order to gain the necessary number of seats in order to stay as the governing party.

You will need to clarify the difference between a majority and minority government to the students.

Consider inviting parents into the class to watch the debate. This project could lead to forming a debating club for the school.

Instruction Suggestions

Step One

- Introduce the project to the students and outline student responsibilities and what you will provide to the students.
- Before the project starts, assign the students into their respective political parties. Or, you can have the students divide themselves into groups.
- Each party will meet on their own and elect a party leader, deputy leader and whip. These roles will be defined for the class.
- Assign each party a bill that they will be introducing to the House. You can assign the budget to the governing party as their bill. This is a good idea as it is a major bill and it must pass. Explain to the class the difference between a major bill and a "private members bill".
- By assigning bills rather than having the class select bills avoids conflict and allows all groups to be on the same level. Select topics that are controversial yet of interest to the students. Examples include:
 - Make euthanasia legal.
 - Change the driving age to 18.
 - Gun Control Act
 - Make military training compulsory for two years after high school.
 - Make cloning legal.
 - Legalize drinking at 21 for the whole country.
- You can select any number of topics for bills, however, it would be prudent to find out what is acceptable within the school and community.

Step Two

- Students will start to research and write their bills. Provide copies of acts or bills so students can see how they look, worded. Government acts can be obtained online from the Queen's Printer.
- Have the students create a cover for their acts that has a realistic look.
- Students will write their own act, usually 1-3 pages in length and includes their own ideas. Remind students that acts do not have arguments included; they only state the law.
- On separate pages, have students write out their arguments for their bills and assign those arguments to different students to present "in the House".

- The day before the debate, have the groups exchange their bills. In their groups, students will read, discuss and come up with arguments against the laws. You may want to encourage some students to make up amendments to the bill. Insist that students have their ideas and arguments written out ahead of time. This avoids "faux faux" statements that they may later regret.
- Meet with the deputy house leaders for each party the day before the debate to set the "order paper" (this determines the order that bills are debated). The budget must go last.

Step Three

- Arrange the classroom to look like the inside of the House of Commons. The teacher can play the role of Speaker to set the tone. The Speaker will start the debate by bringing in the mace.
- Allow one day (one hour) for each bill. This covers first, second and third readings for each bill. The hour will go by fast; you may wish to use more/less time, depending on your class.
- The government budget goes last. At recess, the students will generally try to "make deals" for the last day so government can stay in power. This can lead to some very interesting dialogue among the students.

Assessment/Evaluation Strategies

- Debrief the whole exercise. This can done as a writing assignment along with general discussion.
- The criteria and grades will be determined by the teacher based upon the objectives for the unit.
- Assign grades for the whole activity. An example is below:

Research	15%
Writing of Bill	20%
Group Participation	25%
Debate	20%
Final Report	20%

Economic Decision Making

Grade: 10

Subject: Social Studies

Description: Unit 1, Activity Seven - This activity helps students understand the way political decision making occurs in a Parliamentary democracy.

Concept Development Lesson

- Politics
- Power
- Countervailing Powers
- Constitution
- Opposition

Skills Development:

- Learn the skill of hypothesizing about what might be good policy for a society.
- Practise testing hypotheses against reality in a public debate.
- Practise drawing inferences from current events.
- Practise making hypotheses about what would be good for society.
- Practise using criteria as a basis for testing hypotheses.
- Practise the skills of discussion and co-operative group learning.

Values Issues:

- How should a democracy go about deciding public policy on controversial issues?
- What should a democracy do with unpopular points of view?
- Is it important to have a media in a democracy?
- Is good political leadership doing what the P.M. and Cabinet believe is right or is it doing what the majority of people believe is right?
- On what basis should a government decide between strongly held opposing viewpoints.
- In the democratic political process is "half of a piece of cake better than no cake at all"?
- Should taking the risk of passing unpopular legislation or staying in power be the most important consideration for a government?

- Is it true to say the citizens of a democracy get the kind of government and politicians they deserve?

Activity Outline

Purpose: To help students understand the way political decision making occurs in a Parliamentary democracy.

1. Divide your class into two groups each representing a political party (Either the teacher or one of the students should role play the Governor General)
 - Have the groups meet in a miniconvention to select a leader.
2. Tell each student they have been elected as an M.P. representing an actual geographic area The areas should come from various regions of Canada.
 - Select one of the parties to "win" the election and have the Governor General ask the leader of the party to form a government.
 - Have the P.M. select a Cabinet and then have each party hold a caucus meeting in which they decide what kind of public policies need to be established and what legislation needs to be passed to support the policies of the government.
3. Ask each party to actually write up some bills for presentation in Parliament.
 - Explain to the Opposition that they can attempt to submit legislation and that they should have legislation ready in the event that there is a government change.
 - The students can use the material and work they have done in the previous activities as source material.
4. Once this is finished the Governor General should read the government's throne speech and then the students can begin the debate.
 - Explain some basic Parliamentary procedures such as amending, non-confidence, etc. to the students so they can gain some experience with these procedures. (Note: It is helpful to periodically allow short recess in the proceedings so that the political parties can confer about strategy etc. with each other.)
 - Be sure to set some time aside each period for a question period.
5. The government should then present a bill for first reading and then the debate should move on to second reading where the students are allowed to debate the bill in detail.
 - The Opposition should be encouraged to move amendments to the bill if they decide this is useful.
 - In the House of Commons all members should be able to express their opinions and move amendments according to Parliamentary procedure.
6. After the debate hold a vote. You can make up the number of members the government and the opposition has. It is instructive for the students to have a minority government so they can see:
 - the role of the Opposition in moving amendments in order to make a bill suitable to a broader range of people and
 - so they can see what happens if the government lose its majority in the House.
7. If the government is able to get a bill through third reading, have the Governor General sign it and proclaim it as law.
8. After one or two new laws have been passed give the students an opportunity to hold an election so that the Opposition has an opportunity to role play the government.
9. After the simulation is completed, discuss with students:
 - the role of an election in a democracy;
 - the role of the media;
 - the role of special interest/pressure groups; and
 - the role of the government, the opposition, and the member of parliament in the decision making process.
10. Suggested Assignments
 - A culminating activity could be to compare and contrast the Canadian political system with other examples (American, Soviet, British etc.).
 - Students by this time should have produced a number of bills and defended them in debate. These bills can be marked and added to the students' portfolios. The debates and the group interaction can be evaluated using checklists and rating scales. (See Student Evaluation: A Teacher Handbook published by Saskatchewan Education)

Algonquin Historical Debate

Grade: 10

Subject: History, Cycle 2

Description:

In a Nutshell

Write a summary of the issue (2 to 3 sentences)

We are going back to the time of the Algonquin when they were in their first stages of encounters with the French (1531-1635). This debate is about whether or not the Algonquin should continue to be friendly to the French, or to reject them. It is written from the perspective of the Algonquin.

Be it resolved that...

The motion:

Be it resolved that we the Algonquin should stop welcoming the French.

What's the Big Idea?

Write an outline in point form:

Arguments for:

Big Idea #1: They have betrayed our trust in the past.

- They kidnapped our chief's sons and then our chief, when we were being hospitable and helping them.
- These acts were done upon our first meetings, and they do not seem grateful to us. They are not trustworthy because of this.
- They are currently colonizing our land, and since they cannot be trusted, they may turn against us and destroy us.

Big Idea #2: They have negatively changed our civilization and our way of life.

- They introduced us to alcohol, but it is upsetting our people.
- They have no real love of nature and may corrupt our way of life.

Big Idea #3: They do not respect us, so we should not let ourselves be used.

- If they did, they would not have betrayed our trust.

Arguments against:

Big Idea #1: They have given us new ideas and tools.

- They gave us guns and new weapons.
- They have given us new clothes and iron pots to help us live easily.

Big Idea #2: They are helping us fight against the Iroquois in exchange for furs.

- This is a very valuable agreement because they have guns, which are a great asset in war.

Big Idea #3: We would make a powerful enemy.

- If we reject the French, we will become their enemies, which is a definite loss to us, considering they have stronger tools of war.
- Also, the English will be our enemies as well.
- Therefore, if we rejected them, our people will be destroyed.

Great Websites

Title: Native American Quotes

Address: http://www.geocities.com/ivettte6_30/DreamQuotes.html

Specify the address for the page on the site where you found information.)

This site relates to argument: **For** -This is a site with quotes and other information supporting the motion

Great quotes

Quote:

"There is a lot of insanity within your so-called "civilization". You white men run after money until you have so much you cannot live long enough to spend it all. You ransack the woods and the earth, wasting all of your natural resources as if there were no other generations coming after you that are also in need of all of these. You always speak about a better world while you build ever more powerful bombs in order to destroy that world that you have now"

Argument: For

Source: http://www.geocities.com/ivettte6_30/DreamQuotes.html

Author: Tatanga Mani

Title: Native American Quotes

Quote:

"He who wants to be a righteous man must respect all the forms of life on this earth; the sky, the moon, the sun, the stars, and all that nature gives us. If someone comes to his house and he is poor, he must give him shelter, food and clothing. This is how a righteous man should behave."

Argument: Against

Source: http://www.geocities.com/ivettte6_30/DreamQuotes.html

Author: Kim Katsitsiosta

Title: Native American Quotes

Nasty Fundamental Questions

Nasty fundamental questions to ask the "For" side:

If we reject them, would we not become their enemies and suffer because of it?

Nasty fundamental questions to ask the "Against" side:

How can we remain friendly to them, when they have kidnapped our chief and his sons in the past?

How would we know that they will not repeat this again and commit worse crimes?

Key vocabulary to understand the debate

Term: Atrocity

Definition: Appalling condition, quality, or behavior.

Term: Reject

Definition: Deny or to refuse to accept.

Child Labour Debate

Grade: 11

Subject: Economics, Cycle 2

Description:

In a Nutshell

Write a summary of the issue (2 to 3 sentences):

This debate is about whether or not we should allow goods made by child labor into Canada. Note that it is child labor, not child slave labor, which is a different topic because child labor is voluntary.

Be it resolved that...

The motion: Be it resolved that Canada should stop importing goods made by using child labor.

What's the Big Idea?

Write an outline in point form:

Arguments for:

Big Idea #1: The children are mistreated

- When it is not slave labor, the children are paid much less and are expected to work as hard as the other workers.
- In some cases, children are assigned into unsafe or unhygienic situations that are dangerous.
- Child labor is unwanted by the children, since it takes away from their childhood.

Big Idea #2: They miss their chance at having a childhood and at education.

- By working, children are forced out of school to go to work and miss a chance at socializing as well.

Arguments against:

Big Idea #1: Without work, it will take away from family income.

- The children work so that they can support their families. All members work so that they can have enough to survive.
- Without this source of income, they may not be able to live.

Big Idea #2: In a poorer society, children virtually have no choice but to work.

- Children must work in order to feed their families and themselves. Their parents do not have the privilege of earning enough money to survive, because their countries suffer from economic depression.
- To these children, survival is more important than education. They sacrifice their education to help out their families. There is not much to be

done until their economy picks up and improves.

- The work maybe unwanted, but it is mandatory for survival.

Big Idea #3: Children should not be responsible to their families to such an extent.

- The parents should be taking care of their children enough so the children do not have to work.
- Children should be free to do what they will until adulthood, when they fend for themselves. They should not be forced to take on a mature role at such a young age.

Big Idea #3: Third world countries do not have the privileges we do.

- The child workers live in much poorer countries that do not have the same standard of living as we do, and have different focus points.
- To us, children should not be responsible to their families, but in these children's situations they must be, because they live in a harsher environment than ours.

Great Websites

Title: Child Labor Coalition *Address:* <http://www.stopchildlabor.org/>

(Specify the address for the page on the site where you found information.)

This site relates to argument: For - This is a U.S. national organization supporting the motion

Title: Child Labor and the Global Village: Photography for Social Change

Address: <http://www.childlaborphotoproject.org/>

(Specify the address for the page on the site where you found information.)

This site relates to argument: For- This is a site with pictures and information supporting the motion

Title: Child Labour and Society *Address:* http://members.tripod.com/~sadashivan_nair/childlabourandsociety/

(Specify the address for the page on the site where you found information.)

This site relates to argument: **Against - This site is against the motion.**

Great quotes

Quote:

"It is a tragedy that 250 million children around the world have to work rather than attend school and enjoy the sort of childhood that is their right. But we must ensure that our outrage at this situation does not do more harm than good. Many people react by boycotting or calling for bans on goods produced by using child labour Such trade measures do more harm than good. Because they target the symptoms of the problem rather than the causes not buying or refusing to import goods made with child labour will actually make working children and their families worse off. The reason children work is their poverty and that of their families. They literally work or go hungry. Only by tackling this poverty directly can we improve their lives."

Argument: Against *Source:* <http://www.bccca.org.uk/quotes.htm>

Author: Clare Short, Secretary of State for International Development, November 1999

Quote:

" At least 35-40% are in below poverty line in poor and underdeveloped Asia. Think of these parents who are not even able to earn one day food to their family"

Argument: Against *Source:* http://members.tripod.com/~sadashivan_nair/childlabourandsociety/id1.html

Author: Sada Shivan *Title:* We Should be More Practical for a Solution

Nasty Fundamental Questions

Nasty fundamental questions to ask the "For" side:

How will these children survive without their jobs?

Nasty fundamental questions to ask the "Against" side:

How can we allow these children to work in such unhygienic and hazardous areas?

Key vocabulary to understand the debate

Term: unhygienic

Definition: Unclean, destitute

Term: Economic Depression

Definition: When the currency and standard of living is extremely low.

The Art of Debating

Grade: 11

Subject: Communications, Module 7

Duration: 10 - 20 hours

Module Description: This **optional module** is intended to help students develop confidence in their abilities to prepare, present, and defend logical arguments. The confidence to speak about an issue in a situation where people disagree does not come easily to most students. Debating encourages students to think through all sides of an issue and speak out in a constructive manner. In this module, students have the extended time needed to develop their debating skills, and explore the application of debating skills to life situations.

Purposes

- to convince students of the importance of effective communication in all aspects of their lives
- to develop students' confidence in presenting positions and arguments

Foundational Objectives

- recognize the importance of effective communication in various situations
- recognize that communication is a multi-faceted process
- recognize that communication involves problem solving and decision making
- practise the behaviours of effective, strategic readers
- recognize that speech is an important tool for thinking, learning, and communication
- practise the behaviours of effective speakers
- speak clearly and confidently in a variety of situations
- recognize listening as an active, constructive process
- practise the behaviours of effective, active listeners

Learning Objectives

- select and apply appropriate methods of communication in various experiences
- work collaboratively with others
- approach communication experiences (both sending and receiving) as active, thinking participants
- manage time and resources when planning communication experiences
- solve problems and make decisions as part of the communication process
- consider various types of reasoning
- consider various appeals to an audience
- consider the communicator's moral and ethical responsibilities
- demonstrate the ability to find and select relevant text
- speak to clarify and extend thinking
- speak to persuade, demonstrate, or entertain
- attend to voice, body language, and delivery of oral presentations
- set clear objectives for speaking and organize talks in a logical manner
- present arguments and information comprehensively and in a logical manner
- participate in oral communication experiences by listening critically and attentively
- listen to make connections, interpret, or infer
- listen to confirm, summarize, question, or predict
- recognize speaker's purpose, attitude, tone, and bias
- analyze the way in which topics are organized and identify speakers' techniques

Suggested Topics

Propositions

Proof

Debate Formats

Strategies

Types of Debates (academic, legal, parliamentary)

Suggested Resources

- English language arts bibliography for grade 11
- Books on debating
- Transcripts or recordings of debates
- Field trips and guest speakers
- Local debating groups or clubs

Teacher Information for Module 7

People encounter situations in which they find themselves in an argument-with a friend, with a co-worker, or with a clerk in a store. Most people do not know how to argue logically while staying calm. Many people are intimidated by arguments and do not know how to put their ideas forward confidently. Sometimes arguments are interpreted as "fights" and hard feelings result.

Arguments do not have to be seen as negative experiences. They can, instead, be seen as an exchange of ideas, and people can develop the ability to discuss opposing opinions without becoming angry.

Debating is a way of arguing constructively. Through debating, students can:

- develop positive attitudes toward the intellectual exchange of ideas
- develop an interest in the investigation of issues and problems
- become more adept at developing and putting forward ideas
- learn to think quickly
- learn to work as a team
- develop leadership skills
- develop speaking and listening skills.

The information on debating presented in this module is basic. Teachers should refer to the English language arts bibliography for grade 11 for more extensive and detailed information on debating. In addition, they might consult with a local debating club, if one exists. Individuals with debating experience might visit the class and/or act as judges for the students' debates.

Note: It is not intended that the information here be taught routinely, outside of the context of students' communication experiences. Teachers may incorporate the information in mini-lessons or other learning activities, as need arises. Such mini-lessons may be conducted with the whole class, small groups, or individual students, depending upon need.

Debating as a Speaking and Listening Activity

In a debate, speakers must speak spontaneously, even though they have prepared their arguments ahead of time. It is essential that debaters listen carefully to each speaker and then quickly plan how they will present their own arguments in the most strategic manner.

In many classrooms, debates occur on a "one-shot" basis. That is, debating is presented as an activity; students participate in one debate and then they move on to other activities in the subject area (e.g., social studies). This module presents the opportunity for students to develop their speaking and listening skills by participating in several debates and debating activities. The speaking and listening skills so essential to debating develop over time as students practise, and as they reflect on their own and others' presentations.

Definition

This module focuses on formal, academic debate. An academic debate is usually about an hour long. Two teams argue opposite sides of a "proposition" in an orderly manner, following agreed upon rules. Teams argue their proposition using reasoning and evidence.

The Proposition

The proposition is the arguable statement. An affirmative team argues in favour (e.g., that high school mathematics curricula should be the same in every province in Canada). The negative team argues against the proposition. The negative team usually argues in favour of the current position or situation, as the proposition is usually in support of a change to the way things currently are.

A good proposition for a debate is one that:

- can be argued on both sides
- contains a single idea
- is relevant and significant
- is controversial.

There are two types of debate propositions. One is based on action or policy (that something should happen; e.g., that tobacco advertising should be banned in Canadian publications). The other is based on values (that one position or belief is qualitatively better than another; e.g., that 20th century music is not beautiful to the ear).

Proving the Arguments

The key in debating is the proof of arguments. Proof can be in the form of either logical reasoning or evidence.

Logical proof is based on common sense and common knowledge. Value debates usually use this type of proof, which is more subjective. Debaters use logic and common sense to build a convincing case.

Evidence includes facts and statistics from reliable sources. Action or policy debates usually use this type of proof, although they may use both types.

Time Keepers and Judges

Because formal debates follow established procedures and rules, a time keeper is necessary to keep track of each person's speaking time and the time given to teams to prepare arguments and rebuttals during the debate. Preparation time is usually set at one to two minutes between speakers. If a team takes longer, the time is subtracted from the speaking time.

The time keeper has cards that he or she holds up to let debaters know how much time has passed. If a speaker has eight minutes to speak, the time keeper holds up cards counting down from the time allotted (eight minutes, seven minutes, six minutes, etc.).

The judge or judges determine the winner of the debate, based on the proof provided by the teams and the effectiveness of their arguments and presentation. The judge might be the teacher, a panel of teachers, guest(s), or class members. Judging should always be based on debate criteria.

Debate Procedures

There are several different academic debate procedures that the teacher and students might explore. The standard debate is described below.

Standard debate teams usually have two people on each side, although teachers can adapt this format to include more students. The standard format uses two types of speeches: constructive speeches and rebuttal speeches. The constructive speeches are those that present the side's arguments. The rebuttal speeches are those that the side develops during preparation time to try to counteract the arguments of the opposing side.

The **standard debate format** is usually as follows:

1st affirmative constructive	8 minutes
1st negative constructive	8 minutes
2nd affirmative constructive	8 minutes
2nd negative constructive	8 minutes
1st negative rebuttal	4 minutes
1st affirmative rebuttal	4 minutes
2nd negative rebuttal	4 minutes
2nd affirmative rebuttal	4 minutes

Preparation time can be set at either one or two minutes between speakers. Teachers can include more students by having students present in teams, rather than as an individual. For example, the person presenting 1st affirmative could be 2 students presenting for 4 minutes each.

The **cross examination debate** format is similar to the standard format, except for the addition of question periods (or "cross examinations") after each speaker. The format is usually as follows:

1st affirmative constructive	8 minutes
cross examination	3 minutes
1st negative constructive	8 minutes
cross examination	3 minutes
2nd affirmative constructive	8 minutes
cross examination	3 minutes
2nd negative constructive	8 minutes
cross examination	3 minutes
1st negative rebuttal	4 minutes
1st affirmative rebuttal	4 minutes
2nd negative rebuttal	4 minutes
2nd affirmative rebuttal	4 minutes

The **Lincoln-Douglas debate format** is also described in the activity section of this module.

Arguing the Affirmative

Because the affirmative side is the one proposing a change and calling for action, the onus is on the affirmative to prove its position should be adopted. This is called "burden of proof." The affirmative side needs to put together its arguments in order to convince that change is necessary and will make things better than they are now. This involves:

- pointing out problems with the current situation (the "status quo")
- convincing that the problems are significant
- pointing out benefits of the proposed change
- finding reliable experts to back up the claims
- predicting what the opposing arguments will be and developing counter arguments
- planning for a logical flow in the presentation of arguments.

Arguing the Negative

The negative side's task is simply to defeat the affirmative's position. This involves:

- developing arguments in defence of the present system or status quo
- convincing that any problems referred to by the affirmative are insignificant
- developing reasons for opposing the affirmative's proposition
- finding reliable experts to back up the opposition
- questioning the affirmative's proof.

Debate Speakers

The following chart outlines speaker responsibilities:

Speaker	Responsibility
1st affirmative constructive	presents reasons for change and a solution
1st negative constructive	challenges affirmative's definition of terms and topicality, and refutes affirmative's contentions or advantages
2nd affirmative constructive	rebuilds affirmative's case, refutes major negative arguments, and extends remaining affirmative arguments
2nd negative constructive	presents objections to affirmative's plan (based on workability, solvency, and disadvantages)
1st negative rebuttal	refutes, extends, and develops the case arguments introduced by the 2nd affirmative
1st affirmative rebuttal	responds to all negative arguments (2nd negative constructive and 1st negative rebuttal)
2nd negative rebuttal	selects and extends most important negative arguments
2nd affirmative rebuttal	answers negative's objections and re-establishes affirmative case

(From Goodnight, 1996, p. 24)

Note: There are many specific, structured strategies for arguing both affirmative and negative positions in debating. Teachers should refer to resource materials on debating for further, more detailed information.

Suggested Activities for Module 7

This section includes brief descriptions of activities that teachers can use for this module. The activities are suggestions only, and teachers should adapt and add other activities appropriate for their students and teaching styles. Sample assessments for debate are provided at the end of this module.

Note: Teachers should take care to introduce all activities within the context of their applicability to effective communication in personal life, work, and lifelong learning. Activities and projects should be relevant to students' lives, and whenever possible students should create their own scenarios for communication projects. Mini-lessons related to module content and language processes should be taught to individual students, small groups, or the whole class as demanded by need.

Activity: Propositions

Discuss the characteristics of good debate propositions. Have each student write one or two propositions he or she would like to debate. Students might arrive at these by looking through newspapers for issues that interest them. Discuss the propositions as a class, looking at each one in terms of characteristics of good propositions. Revise them until they are good, debatable propositions. Discard the ones that cannot be revised. Keep the revised propositions for future use and reference.

Activity: Terminology

Discuss debating terms with which students might not be familiar. The following list includes a few examples:

- status quo
- burden of proof
- cross examination
- constructive speech
- rebuttal
- value debate
- prima facie case
- solvency
- stock issues.

Have small groups of students create a crossword puzzle using debate terminology.

Activity: Proof

Discuss the two kinds of proof: logical arguments and evidence.

Return to the list of propositions created and revised by the students. As a class, decide which of them are action propositions and which are value propositions. Decide which type of proof would be appropriate for arguing each proposition (logical reasoning, evidence, or both).

Activity: Strategies

As a class, research and/or discuss various debate strategies. When students have discovered a number of different possible strategies, have small groups choose a strategy to explore further. Make sure that an equal number of affirmative and negative strategies are explored.

Ask each group to do a presentation to the class on its strategy. The purpose is to teach the rest of the class. Students should be creative in their method of presentation: role play, re-enactment, video example, whole class participation, etc.

Activity: Strategies

Have students work in small groups. Ask each group to choose a proposition from the master list. Have the group plan a strategy for arguing the affirmative. Next, have them plan a strategy for arguing the negative. Have each group present its strategies to the whole class.

Activity: Lincoln-Douglas Debate (or other debate format)

Have students work in groups of four to debate using the Lincoln-Douglas format (two debaters, one judge, one time keeper). The purpose is to have students practise their debating and quick-thinking skills.

The Lincoln-Douglas debate is usually reserved for value debates and has only one person on each side. Relatively more time is given to cross examination because arguments in value debates can be developed subjectively and are not necessarily based on researched evidence. The quick-thinking skills of the debater come into play.

The format for the Lincoln-Douglas debate is usually as follows:

affirmative constructive	6 minutes
cross examination	3 minutes
negative constructive	7 minutes
cross examination	3 minutes
affirmative rebuttal	4 minutes
negative rebuttal	6 minutes
affirmative rebuttal	3 minutes

Because these debates involve only two students, teachers can provide many different opportunities for students to pair up and debate appropriate issues. Students could work in groups of four: two debaters, one time keeper, one judge.

Allow three class periods for this:

- class 1 - students work in pairs to select a value proposition and develop arguments (one student affirmative and one student opposed)
- class 2 - two students debate (remaining two in the group act as time keeper and judge)
- class 3 - the other two students debate.

Activity: Guest Speaker

The following are suggestions for guest speakers:

- Invite a lawyer to the class. Ask him or her to talk about the role of debating in law and to explain how legal debate differs from academic debate.
- Invite a politician, political scientist, or political journalist to the class. Ask him or her to talk about the role of debating in politics and to explain how parliamentary debate differs from academic debate.
- Invite someone from a local debating society to the class. Ask the person to talk about debate procedures and to explain the benefits of being involved in academic debating.

Before the speaker is to come to class, have students prepare questions.

Activity: Formal Debate

Have students work in teams to prepare and present a formal debate using either standard or cross examination format. Invite guests to be judges.

Note: Teachers should conclude each module with discussion or other reflective activity that encourages students to make and understand connections between the module and communication in people's personal lives, work experiences, and lifelong learning.

Sample Assessment for Debate

This form can be used for the assessment of an individual or a debate team by self, by peers, or by the teacher.

Debater(s): _____

Rating Scale: Excellent - 1, Very Good - 2, Good - 3, Fair - 4, Poor - 5

	Rating	Comments
Preparation		
Organization and presentation		
Analysis of issue		
Evidence		
Rebuttal		
Challenge to opponents		
Response to questions		

Sample Parliamentary Debate Assessment

Debaters: _____

Date: _____

(Government Leader)	Low			High		1. Government Leader
Analysis	1	2	3	4	5	5 min
Evidence	1	2	3	4	5	2. First Speaker (Negative)
Organization	1	2	3	4	5	5 min.
Delivery	1	2	3	4	5	3. Second Speaker (Affirmative)
Total _____						5 min.
First Speaker (Negative)						4. Second Speaker (Negative)
Analysis	1	2	3	4	5	5 min.
Evidence	1	2	3	4	5	5. Third Speaker (Affirmative)
Organization	1	2	3	4	5	5 min.
Delivery	1	2	3	4	5	6. Third Speaker (Negative)
Total _____						7 min.
Second Speaker (Affirmative)						7. Government Leader Rebuttal
Analysis	1	2	3	4	5	2 min.
Evidence	1	2	3	4	5	
Organization	1	2	3	4	5	
Delivery	1	2	3	4	5	
Total _____						
Second Speaker (Negative)						
Analysis	1	2	3	4	5	
Evidence	1	2	3	4	5	
Organization	1	2	3	4	5	
Delivery	1	2	3	4	5	
Total _____	1	2	3	4	5	
Third Speaker (Affirmative)						
Analysis	1	2	3	4	5	
Evidence	1	2	3	4	5	
Organization	1	2	3	4	5	
Delivery	1	2	3	4	5	
Total _____						
Third Speaker (Negative)						
Analysis	1	2	3	4	5	
Evidence	1	2	3	4	5	
Organization	1	2	3	4	5	
Delivery	1	2	3	4	5	
Total _____						

(Mowbray & George, 1992, pp. 67-68. Used with permission of Pembroke Publishers Ltd.)

X) Grading Rubrics

Rubric for Grading:

Criteria	1	3	5	Points
Student was prepared for the debate with all background information for their role.	position weak; ideas not clear	ideas ok; left out crucial info.	knew all sides up and down	(40)
The student defended reasons with factual information; the student did not stray with emotion.	all emotion with no facts to support	emotion high; more factual info.	factual info. Used to defend cause	(30)
The student was open to other's ideas. The student listened and considered others' ideas.	Narrow-minded; only see one side	Considered others somewhat	very open to others' ideas	(15)
The student had a professional demeanor during the debate.	rude; did not follow rules	chatty; followed rules	peacemaker: one fine delegate	(15)
Total Points	*	*	*	Points

Debate Scoring Rubric

Arguments

4 - Superior: Arguments were eloquent, complex, elaborated, and supported with evidence and examples.

3 - Proficient: Arguments were complex, elaborated, and supported with evidence and examples

2 - Essential: Arguments were supported with evidence and examples.

1 - Unsatisfactory: Arguments lacked evidence and support.

Rebuttal

4 - Superior: Rebuttal directly addressed each of the opponents' arguments with counter-evidence.

3 - Proficient: Rebuttal directly addressed most of opponents' arguments with counter-evidence.

2 - Essential: Rebuttal directly addressed some of opponents' arguments with counter-evidence.

1 - Unsatisfactory: Rebuttal did not directly address opponents' arguments and/or did not present counter-evidence.

Teamwork

4 - Superior: Each member of the team presented an argument that built on the arguments of those that came earlier.

3 - Proficient: Each member of the team presented different but complementary arguments.

2 - Essential: Each member of the team presented a different argument, with minimal overlap and repetition.

1 - Unsatisfactory: Arguments were overlapping, repetitive, or contradictory.

Debate Rubric

Scoring: the debater will receive a score for each:

Knowledge (K),

Reasoning (R)

Communication (C).

Final score shall be an average of these 3 scores. Scores for each debater shall be totaled for the team score. Each member of the higher scoring team shall earn an additional 0.5 (of possible 4.0 total) to their individual scores.

Score Description

4 (A)

K - information offered extends beyond that provided by symposium speakers & materials (clear evidence of additional research); 4+ arguments given to support stance; presenter clearly demonstrates understanding of topic, describing concepts correctly, & using notes minimally or not at all; effective use of sources (4+ citations) adds validity to arguments

R - all arguments are strong & are presented convincingly; presenter artfully uses information to discredit opponents; all rebuttals are thorough & effective, as presenter effectively attacks opponents' areas of weakness

C - presentation is fluent & well organized; speaker uses high energy, effective eye contact & strong, confident voice; uses all allotted time effectively

3 (B)

K - information includes most of what was provided by symposium speakers & materials; 3 arguments given to support stance; presenter demonstrates understanding of topic; uses notes but does not read directly from them; uses 2-3 citations

R - most arguments are strong & somewhat convincing; presenter effectively uses information to discredit opponents; all rebuttals are effective

C - presentation is well organized; speaker uses high energy & appears confident; uses most of speaking time fairly effectively

2 (C)

K - information covers some of what was provided; 2 arguments given to support stance; speaker demonstrates fair understanding of topic, but some of time reads directly from notes; uses 0-1 citation

R - some arguments are weak & open to effective rebuttal; presenter has some success in discrediting 1 or more of opponents' arguments

C - presentation is fairly well organized; presenter speaks directly to audience &/or opponents some of the time; uses most of speaking time

NC Does not meet at least "2" standards

XI) Comparison of Dialogue and Debate

(Source: *Social Studies 30: Canadian Studies*. Saskatchewan Education.)

Dialogue	Debate
Dialogue is collaborative. Two or more sides work together toward common understanding.	Debate is oppositional. Two sides oppose each other and attempt to prove each other wrong.
In dialogue, finding common ground is the goal.	In debate, winning is the goal.
In dialogue, one listens to the other side(s) in order to understand, find meaning, and find agreement.	In debate, one listens to the other side in order to find flaws and to counter its arguments.
Dialogue enlarges and possibly changes a participant's point of view.	Debate affirms a person's own point of view.
Dialogue complicates positions and issues.	Debate simplifies positions and issues.
Dialogue reveals assumptions for re-evaluation.	Debate defends assumptions as truth.
Dialogue causes introspection on one's own position.	Debate causes critique of the other position.
It is acceptable to change one's position.	It is a sign of weakness and defeat to change one's position.
Dialogue is flexible in nature.	Debate is rigid in nature.
Dialogue stresses the skill of synthesis.	Debate stresses the skill of analysis.
Dialogue opens the possibility of reaching a better solution than either of the original solutions.	Debate defends one's own position as the best solution and excludes other solutions.
Dialogue strives for multiplicity in perspective.	Debate strives for singularity in perspective.
Dialogue affirms the relationship between the participants through collaboration.	Debate affirms one's own strength in opposition to other points of view.
Dialogue creates an open-minded attitude, an openness to change.	Debate creates a close-minded attitude, a determination to be right.
In dialogue, one submits one's best thinking, knowing that other peoples' reflections will help improve it rather than destroy it.	In debate, one submits one's best thinking and defends it against challenges to show that it is right.
Dialogue calls for temporarily suspending one's beliefs.	Debate calls for investing wholeheartedly in one's beliefs.
In dialogue, one searches for basic agreements.	In debate, one searches for glaring differences.
In dialogue, one searches for strengths in the other position.	In debate one searches for flaws and weaknesses in the other position.
Dialogue involves a real concern for the other person and	Debate involves a countering of the other position without focusing on feelings or relationship, and often belittles or

seeks to not alienate or offend.	deprecates the other position.
Dialogue assumes that many people have pieces of the answer, and that together they can put them into a workable answer.	Debate assumes there is a right answer and that someone has it.
Dialogue encourages de-polarization of an issue.	Debate encourages polarization of an issue.
In dialogue, everyone is part of the solution to the problem.	In debate, one person or viewpoint wins over the other.
Dialogue affirms the idea of people learning from each other.	Debate affirms the idea of people learning individually in competition with others.
Dialogue remains open-ended.	Debate implies a conclusion.

Notes from Saskatchewan Elocution and Debate Association in defence of debate:

- While Dialogue and Debate models differ, debate is an activity that engages students and involves them in the process of looking at issues from different points of views, including ones contrary to their own beliefs. In debate, students very often defend a point of view that they disagree with.
- Debate is a mental exercise that teaches students to stand up for their selves and defend their beliefs.
- In classroom debate models, learning is the goal.
- Students practice listening skills and how to quickly analyze information for its validity.
- Students usually prepare for both sides of debate, without knowing if they will be taking the affirmative or negative side. Often, during the course of the activity, they will take both sides.
- Debate looks at complex social issues, breaks them down to a manageable level and gives students an opportunity to create possible solutions and then evaluate those solutions for their workability. In debate, both sides have an opportunity to suggest possible solutions. This exercise creates an awareness of the complexity of our world.
- All statements in a debate need to be backed up with solid, valid evidence. Debaters have the opportunity to challenge both unsupported statements and the strength of the evidence. Debate prepares students not to accept information at face value.
- It is important that debate is structured, because it allows all participants the opportunity to speak, uninterrupted.
- By putting students "in the other person's shoes" debate opens minds to other ideas and points of view.
- As a whole, debate creates an awareness of other view points and allows for exploration of ideas.
- Debate is always respectful of the participants, and is about the ideas.
- Debate is about the process, not the end result.
- "Winning" is determined by a combination of factors: strength of analysis, organization, and evidence, the defence of the ideas, challenging of the information, and delivery; winning is not based on whose side was "right". At the end, students are even more eager to continue discussing the issues.
- Debate encourages team work and group participation and always allows for commentary and discussion of the issues afterward, especially when members of the community are involved.

XII) English Units On Line

All units listed below come from an English Language Arts page from New Zealand.

Grade 4-6

Who's Afraid of the Big Bad Wolf?

This unit will introduce students to oral and written arguments. Students will use oral and written language to persuade a target audience through a variety of activities.

<http://english.unitecnology.ac.nz/resources/units/wolf/home.html>

Grade 7-8

The Storyteller

An oral language unit in which students use story telling techniques to read and retell a range of stories to an audience. This unit could be adapted for any level.

<http://english.unitecnology.ac.nz/resources/units/storytelling/home.html>

Speech Making

A Speech Contest is a great part of Intermediate School life. This unit explores great ideas to motivate, maximise learning, personal esteem and development of students.

<http://english.unitecnology.ac.nz/resources/units/speechmaking2/home.html>

Guilty / Not Guilty

In this unit students will identify the features of an argument and the purpose of oral and written arguments. The unit is based around a well known fairy tale.

<http://english.unitecnology.ac.nz/resources/units/guilty/home.html>

Grade 9-10

Listen Up! Speak Up!

This unit provides a structured approach to build students' confidence in public speaking. Students participate in a series of increasingly demanding speaking and listening activities which prepare them to deliver their speech to their classmates.

http://english.unitecnology.ac.nz/resources/units/listen_up/home.html

Thinking Critically about Research Sources

A mini research unit, designed to be incorporated into other units, which encourages students to critically evaluate resources they use, including Web-based resources.

<http://english.unitecnology.ac.nz/resources/units/research/home.html>

Grade 11 – 12

Arguing a Point

This activity provides opportunities to develop critical thinking skills through responding to a range of texts that present a range of arguments or differing points of view. These responses can be used for formative assessment work towards English 1.5 *View/Listen to, study and understand a visual or oral text*. These responses can also help students develop arguments as part of formative work towards English 1.2 *Produce Formal Writing*.

<http://english.unitecnology.ac.nz/resources/units/argument/home.html>

I Beg to Differ: Debating

This unit prepares students to participate in a debate by giving them practice in impromptu speaking, rebuttal, defining a moot, preparing a case and delivering the debate. It is assessed using Achievement Standard 1.7 *Deliver a Speech in a Formal Situation*.

<http://english.unitecnology.ac.nz/resources/units/debating/home.html>

It comes as a Great Surprise

This unit aims to enable students to become more confident, effective public speakers through the provision of a structured approach using models. This may be used for English 2.7 *Deliver a presentation using oral and visual language techniques*.

<http://english.unitecnology.ac.nz/resources/units/speechmaking/home.html>

Appendix A - Available Resources

A Guide for Introducing Speech and Debate in the Classroom
Regina: SEDA, 1997

The SEDA Debate Games and Activities Guide
Regina: SEDA, 2005

The "Step-by-Step" Guide to Debate
Regina: SEDA, 2007

The Complete SEDA Guide to Debate Instruction and Coaching
Regina: SEDA, Reprinted in 2007

SEDA has numerous print and video resource materials available to teachers who want to use debate in the classroom or even start their own debate clubs, including a lending library.

SEDA's guides cover everything from organizing a debate club to teaching and learning the art of debate and speech, to hosting a debate tournament. Some of SEDA's videos are instructional while others offer demonstration debates in various styles. Teachers and students can easily recognize which new elements are introduced within each format. New videos are added to the resource library every year.

A complete listing of print guides and videos available, including an order form, can be found on the SEDA web page at www.saskdebate.com. These resources are available for the cost of photocopying and postage.

SEDA's staff and volunteers are always available to do in-class workshops. Please contact the SEDA office at 780-9243 or info@saskdebate.com to arrange a visit to your school.