**DEBATE**

**HANDOUT**

Having gone through the benefits of cultivating good speaking skills ,in the module , , ‘Extempore, lets focus our attention on yet another most popular mode of communication i.e. Debate.

1. What is Debate?
2. A debate is a formal discussion or a structured contest about an issue or a resolution.
3. It involves two sides, one which supports a resolution and the other opposing it.
4. It is bound by rules previously agreed upon.
5. It may be judged to declare the winning team.
6. It is commonly used in democratic societies to explore and resolve issues and problems.
7. In classrooms, the topic for debates is guided by the knowledge, skill and value outcome as envisioned in the curriculum.
8. Debates usually have three groups.

i)One team supports a resolution which is the affirmative team. i.e. the “FOR” team.

ii)The other team is the opposing team, i.e. the “AGAINST”

iii)The judging may be done by the teacher, a small group of students who are not involved .

iv) In public debate competitions a panel of judges may be assigned the task of judging.

vi)A specific resolution is developed and rules for the debate are established

1. Debate Preparation:

* Develop the resolution to be debated.
* Organize the teams.
* Establish the rules of the debate, including timelines.
* Research the topic and prepare logical arguments.
* Gather supporting evidence and examples for the position taken. ( For or Against)
* Anticipate counter arguments and prepare rebuttals.
* Team members plan order and content for speaking in debate.

5) Conducting Debate:

A typical sequence for debate, with suggested timelines, is as follows:

* + The first speaker on the affirmative team presents arguments in support of the resolution. (5 – 10 minutes) .
  + The first speaker on the opposing team presents arguments opposing the resolution. (5--10 minutes)
  + The second speaker on the affirmative team presents further arguments in support of the resolution, identifies areas of conflict, and answers questions that may have been raised by the opposition speaker. (5 – 10 minutes)
  + The rules may include a short recess for teams to prepare their rebuttals. (5 minutes)
  + The opposing team begins with the rebuttal, attempting to defend the opposing arguments and to defeat the supporting arguments without adding any new information. (3 – 5 minutes)
  + First rebuttal of the affirmative team (3 – 5 minutes)
  + Each team gets a second rebuttal for closing statements with the affirmative team having the last opportunity to speak. (3 – 5 minutes each)
  + There cannot be any interruptions. Speakers must wait their turns. The teacher may need to enforce the rules

6) Post-debate Discussion and Assessment

* When the formal debate is finished, allow time for debriefing and discussion.
* Members of the audience should be given an opportunity to ask questions and to contribute their own thoughts and opinions on the arguments presented
* Members of the debate teams may also wish to reflect on their performance and seek feedback from the audience, including the teacher.
* If some form of assessment was part of the debate plan, it would be conducted at this time. Assessment could be conducted by the teacher, the judging team, or the entire class.

7) Establish expectations, if any, for assessment of debate.( RUBRIC)

8) MERITS

* It is an opportunity for meaningful listening, speaking, and writing practice
* It encourages analytic thinking
* It develops fluency
* It is a very interesting and very motivating technique to acquire language skills.

9. Examples to begin a debate:

Begin by using these sentence beginners……

This is the best …..because…(For---- contestants)  
This is the worst …because… ( Against ------ contestants )

1. Each student picks an object from those placed in a box.

2. Allow 5 minutes for listing positive and negative attributes.

3. Students take turns making minute-long speeches for or against object.

Example :

This is the best pen!  
 It’s blue and thick. I really  
 like writing with it! It   
 writes really smoothly, and  
 everyone can read my  
 writing when I write with  
 it. Everyone likes getting  
 notes from me when I write  
 with this pen. Etc. etc.

* **Getting the idea**

Yes, and… Yes, but…

1. Choose a topic
2. One student makes a statement
3. The next student chooses to agree or disagree.  
   To agree – Yes, and (add a reason)

To disagree – Yes, but (add an opposing point)

* Example:

A: It’s really important to brush your teeth every morning.

B: Yes, and when you brush your teeth, your mouth smells good.

C: Yes, but sometimes the toothpaste tastes terrible.

D: Yes, but you can find a brand that tastes good.

E: Yes, and even if it doesn’t taste good, you spit it out after a minute!

* “I couldn’t disagree more!”
* Students can prepare or improvise
* Choose a topic – serious or silly

Examples: Smoking should be banned in public  
 Love is more important than money

Free lunches should be provided at school

* First student presents one point.
* Second student says “I couldn’t disagree more, and gives an opposing point .
* Each student who speaks begins with the same phrase and presents a point opposing the previous speaker.
* Allow as many students as possible to have a turn.

Examples

A: We should all definitely be given free lunches at school every day. We can’t be expected to study when we are hungry.

B: I couldn’t disagree more! We’ll all get fat and feel sleepy if we eat a school lunch every day.

C: I couldn’t disagree more! The lunch would probably taste terrible, so we’d only eat enough to stop feeling hungry and we wouldn’t get fat.

**Ping-Pong Debate**

* Choose a topic
* Divide class in half and assign “pro” to one half and “con” to the other
* Give students a few minutes to write points for their side (individually)
* Choose the first “speaker” from the “pro” side.
* The debate goes back and forth between the sides, each student speaking once.

**Teams Debate**

* A. Divide the class into teams of 3-4 students
* Assign each team a position – pro or con
* Allow at least 20 minutes for teams to prepare for debate
* Each team prepares 2 main points to support their position.
* For each point there should be a few examples and/or anecdotes.
* Arrange tables for teams around perimeter of the classroom.

Procedure

* One minute speeches – alternate pro and con for first argument and then second argument
* Short break to prepare rebuttal speeches
* Alternate pro and con rebuttal speeches

**Two team debate**

* Two teams of 3-4 students on opposing teams
* Students prepare position speeches by reading articles, discussing the issue, brainstorming
* Time for speeches is pre-determined – longer time can be permitted if the students need more practice.
* Each speaker relates to the comments of the opposing previous speaker before presenting his/her point
* Final speaker on each side sums up points made and refutes points made by opposing team.

THANK YOU !