

مناظرات قطر
qatardebate

عضو في مؤسسة قطر
Member of Qatar Foundation

Debate

Instructional Resource Materials

Lesson 2: Debate Format



Debaters Today, Leaders Tomorrow

Lesson Plan

Part One – Unit 1

Lesson 2: Debate Format

Subject

Debate and the skills of debating.

Topic

The debate Format

Level

Intended audience Beginners.

Projected Length of the Lesson

Depending on the number of the activities used in the lesson.

Pre-requisites

None.

Description

While focusing on Debate Format, this lesson can be used to teach the different stages of constructing arguments to beginners. Learners are provided controversial topics and are assigned different positions to debate with their peers. Follow up discussion of the debate can critically analyze the performance as well.

Goals

The purpose of this lesson is to:

- Foster informed and civil discussions of different issues.
- Enable learners to understand a position well enough to be able to respond to arguments against it.
- Enable learners to learn to challenge others' arguments.

Objectives

By the end of this lesson, learners will:

- Understand the basic competitive style of debate, debate format, and the debate process.
- Follow the rules and procedures of a competitive debate.
- Learn to formulate arguments and counterarguments.
- Learn the basic outline and terminology of a debate round.

Key Words & Phrases

a) Motion: Also known as the topic.

It is an expression of opinion that includes a word such as 'would, should, shall, will, etc.' and always includes an actor (e.g. 'This house ...').

b) Affirmative Team: The side in a debate that supports or "affirms" the motion.

c) Negative Team: The side in a debate that opposes or "negates" the motion.

d) Constructive Speech: The 1st set of speeches in which both sides "construct" their arguments and positions. Constructive speeches are 5 minutes.

- e) Reply speeches: Reply speeches are offered following the conclusion of the 3rd negative speaker's speech. They are given by either the 1st or 2nd speaker (never the 3rd) and are 3 minutes long. The negative reply is given first, followed by the affirmative reply. A good reply speech should seek to show 2 things: a) that your team prevailed on all the main issues of the debate, and b) that your team fulfilled their burden in the debate. The most fundamental rule of reply speeches is that there can be (i) no new material introduced by a reply speaker and (ii) no new rebuttal. The reply speaker can only raise the points of clash in the debate and show why their team prevailed in those clashes.

Introduction

The focus of this lesson plan is to learn and use the debate format utilized in competitive debating. Given that this lesson may be taught as a cross-curricular unit, some sample ideas for a cross-curricular approach are included in this lesson plan. Additionally, the debate fundamentals learned through this lesson can be applied to other areas of interest to your learners. This lesson encourages a group approach and divides the learners into two teams, one team representing the affirmative position and another team the negative position. Each of the two teams consists of 3 debaters. This lesson format can be adjusted to serve small or large group situations as deemed appropriate.

Materials & Resources

- Laptop
- Video projector
- Screen
- Writing pads
- Pens/Pencils
- Flipcharts

Procedure

This section describes the different component parts of the present lesson.

1. Preparation [5 minutes]

- a) Prepare a PowerPoint Presentation created to run slide shows that explain the intended debate format.
- b) Have short embedded video clips ready for use to demonstrate the debate format.
- c) Have an LCD projector ready for displaying computer data on a screen.
- d) Provide notepads, pens, and pencils.

2. Lesson Body

This part of this lesson includes the different steps followed in the delivery of the lesson.

Activity 1: Warm Up

Prior to opening and framing the lesson, the instructor

- a) Starts with some icebreaking activities.
- b) Begins by building rapport with the class.

Activity 2: Introduction & topic setting

The purpose of this activity is to introduce the topic 'Arguments' and provide relevant background and contextual information. The class instructor:

- a) Introduces and gives a brief overview of the concept 'Argument'.
- b) Explains that each individual student is required to think of and articulate an argument.
 - The instructor explains that a debate involves two teams, one in support of the topic that is debated and another against it.
 - The instructor then divides the class into two teams. One group goes on the 'Defensive' while the other group takes the 'Offensive' position.
 - Next, the 'Defensive' team is given 2 arguments that they are required to use to advocate or defend a belief, action, case, a situation, etc.
 - The 'Offensive' team is also given 2 arguments that they use to attack the belief, action, case, a situation, etc. put forward by the 'Defensive'.

Activity 3: Discussion

This activity aims to engage students so they can develop full understanding of debate and different debate formats.

- a) Firstly, the students are encouraged to talk about their existing knowledge of debate and the discussion is initiated by questions such as:
 - What do you know about debate?
 - What is the difference between debate, dialogue, and discussion?

- What is the value and importance of debates?
 - What are some of the benefits of debating?
- b) The instructor writes all the answers given by the students on the board and uses different colors to identify and extract debate-related topics and concepts in the students' answers. Column lines are then drawn on the board such that each column is used for a topic or a concept. For example:
- Red is used for the topic or concept 'Style'.
 - Black is used for the topic or concept 'Content'.
 - Blue is used for the topic or concept 'Strategy'.
- c) The instructor then makes sure to include all the relevant items proposed by the students under the relevant category and color.
- d) The discussion that follows may focus on narrowing the topic down to one aspect of debate, i.e. 'debate format'.

Alternate Activity: Discussion

Similar to the activity above, the purpose of this discussion is to:

- Identify formats of debate used worldwide.
- Highlight characteristic features of each of these formats.
- Explain the difference between competitive debate and public debate.

The instructor guides the students as they engage in this open discussion. The students are informed this is an open forum and they get involved in what starts as a brain storming session. The instructor suggests a list of words and concepts, such as “debating, teams, topics, and arguments” for discussion one at a time and asks the students to:

- The students get into small groups or pairs depending on class size.
- They think about anything the words conjure up to them.
- Under each word or concept, they make a list of words that spring to mind and that are related to that word or concept.
- As groups or pairs, they discuss their findings and challenge their partners

in the team to come up with further words for each word or concept.

- This is followed by a discussion focused on the results where all students are involved.
- Each group or pair present what they have come up with to the rest of the class.
- The instructor provides relevant guidance and instructions as deemed necessary to gauge students.
- The instructor introduces the debate 'format', illustrates by means of examples, and makes sure the discussion is focused and on target.
- For illustration purposes, 6 students may be selected from the class who are then split into 2 teams of 3 members each.
- As they engage in this discussion, students learn about different types of debate formats used.

Activity 4: Presenting & Refuting Arguments – Ping Pong Game

The purpose of this activity is to involve the whole class, because engaging students entails a lot more than merely listening to the same few voices playing verbal Ping-Pong. The whole class can and should be involved. This activity involves the following:

- a) Divide the class into 2 groups.
- b) Each group consists of 3, 5, 7 or 9 members depending on class size.
- c) One group stands for the Proposition side (for the topic or 'motion') and the other represents the Opposition side (against the topic or 'motion').
- d) The Proposition prepares a set of 3, 5, 7 or 9 arguments depending on the number of individuals in the team.
- e) The Opposition prepares a series of rebuttals, depending on the number of individuals in the team, to reject the Proposition's arguments and a set of arguments of their own.

- One member of the Proposition team puts forward one argument (A+) to defend their case.
 - One member of the Opposition team refutes the Proposition's argument (A+) and gives one argument (A-).
 - A 2nd member of the Proposition team refutes the Opposition's argument (A-) and puts forward their argument (B+) in support of their case.
 - A 2nd member of the Opposition team refutes the Proposition's argument (B+) and puts forward their argument (B-) in support of their case.
 - A 3rd member of the Proposition team refutes the Proposition's argument (B-) and puts forward their argument (C+) in support of their case.
 - A 3rd member of the Opposition team refutes the Proposition's argument (C+) and puts forward their argument (C-).
- f) The process of exchanging roles continues in a zig-zag fashion as in a Ping-Pong contest until every individual has had a change to participate.

Activity 5: Debate Format

The aim of this hands-on activity is to enable students to experiment with different debate formats. In addition, the aim is to tap their background knowledge, for students bring a certain amount of background knowledge and prior experiences to any lesson. This, therefore, is an opportunity to find out what students know before. Students are also expected to participate in the performance and presentation of different debate positions.

- a) A brief discussion of students' previous experience with different debate formats.
- b) A distinction is drawn between 'Competitive Debate' and 'Real Debate'. In a Competitive Debate the students are given a specified stance and the purpose of the debate is to win. In contrast, the purpose of a Real Debate is argue/defend one's stance vis-à-vis a topic.

- c) Identification of different debate styles used worldwide, including
- Asian style debates.
 - British Parliamentary debates.
 - Presidential debates.
 - QatarDebate style.

Activity 6: The Alley Debate

Alley Debates are fun and a useful way to introduce debating to a class. The purpose of this activity is to introduce the debate format and guide students as they learn to formulate arguments and counterarguments.

- a) Divide the class into 2 groups and form two lines a few inches apart facing each other.
- b) Set a topic (or motion or statement) for the Alley Debate.
- c) An Alley Debate should be controversial, i.e. an 'either/or' motion such as:
- 'Smoking should be banned in public areas' or
 - 'Should Southern Sudan Become an Independent Country?'
 - Capital punishment must be legalized.
 - Euthanasia should be allowed.
 - Etc.
- d) Assign one side of the topic to one line and the other side of the topic to the other line.
- e) Guide the students and stand between the two lines.
- f) Ask the 1st speaker, who is in favor of the topic, for a reason why smoking should be banned in public areas.
- g) Then asks the 1st speaker in the other line why smoking should not be banned in public areas.
- h) Then continue in a zig-zag manner until the last speaker's turn is complete.
- i) Repeat the process with the students until you reach the final speaker.

Activity 7: The Alley Debate Game – Follow Up & Discussion

The aim of this activity is to provide an opportunity for discussion where students:

- a) Are exposed to the different roles that different speakers assume in a debate.
- b) Construct different types of speeches as required in a debate.

Students engage in a brainstorming session where questions addressed in the discussion include, but are not limited to, the following:

- a) How many speeches do we need in a debate?
- b) What are the roles of the speakers in a debate?
- c) How many speakers are there in each team?
- d) In what order are the speeches delivered?

By the end of this activity, students generally develop a better understanding of the debate format, distinguish the speeches given by different speakers, and are able to identify the roles of different speakers.

Activity 8: Debate Format Used at QatarDebate Center

A PowerPoint presentation is used to familiarize students with the debate format in use at QatarDebate Centre along with the general rules characterizing this type of debate. The students get to know that:

- i) QatarDebates format involves two teams as follows:

Proposition (for)	Opposition (Against)
1 st speaker of the Proposition	1 st speaker of the Opposition
2 nd speaker of the Proposition	2 nd speaker of the Opposition
3 rd speaker of the Proposition	3 rd speaker of the Opposition

- ii) The number of speakers in each team (3 versus 3).
- iii) The time allotted to each of the six speakers.

The instructor explains that QatarDebate Format involves two teams.

- One team represents the Proposition (for) and the other team stands for the Opposition (against).
- The Proposition consists of 3 members: 1st speaker, 2nd speaker, and 3rd speaker. The Opposition is comprised of 3 individuals: 1st speaker, 2nd speaker, and 3rd speaker.
- Each speaker has 5 minutes to deliver their speech, except for the reply speeches which take 3 minutes each.

N.B. No discussion of the roles of the speakers will be undertaken at this stage as this will be done in a separate lesson.

Activity 9: Questions & Answers

This activity is used to review the lesson, thus consolidate student learning, and ensure the students understand the material covered in class. It also enables the instructor to monitor individual student comprehension and learning.

- a) Ask students questions that remind them of the concepts covered in class.
 - Can you draw a list of 3, 4, 5 new things you've learnt today?
 - What is the easiest thing you've learnt today?
 - What is the hardest/most difficult thing you've learnt today?
 - Do you have any other questions left unanswered?
- b) Answer students' questions
 - To check the students understand the material covered in this session.
 - To identify areas where help is needed and capitalize on these areas.

Summary & Recap

The purpose of the summary and recap is to reinforce the material that was presented earlier in the lesson and provides an opportunity for students to raise questions they may have on the lesson.

Closure

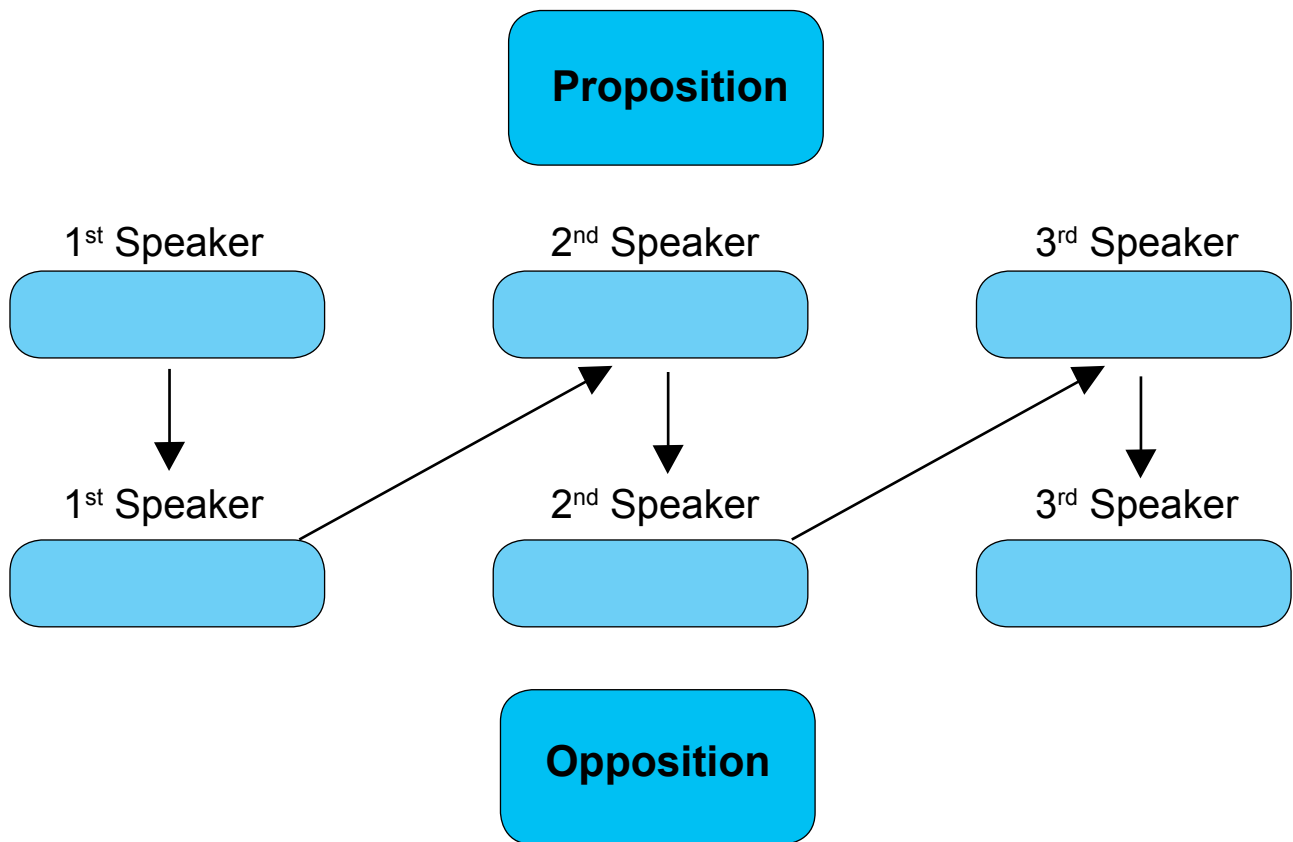
This is the wrap-up at the end of the lesson and serves as a quick review to remind students what it was that they have learned in class. The closure allows the instructor to see if additional practice is required on the topic, if students understand the topic, and whether they can move on to the next part of the lesson. It can also be helpful in driving instruction of future lessons. The instructor may, for example:

- Ask students to summarize 3 important things learned in the lesson about debate format.
- Identify and explain 2 key points about debate format.

Appendices

- a) Appendix 1 – QatarDebate Format
- b) Appendix 2 – Teams and Speakers
- c) Appendix 3 – Assertion & Refutation Exercise

Appendix1: QatarDebate Format



Appendix 2: Speaker Roles

These points outline the bare bones of each speech. A speaker who covers all these points will have fulfilled the basic requirements of a good debating speech.

• 1st Affirmative

- 1) Define the topic: explain the issue of the debate, briefly describing the argument that each side must present.
- 2) Present affirmative case statement (also known as 'case line' or 'team line'): this should briefly summarize the main argument of the team.
- 3) Present case division: state the arguments to be presented by the first and second speakers (third speakers need not be mentioned, as their role is rebuttal).
- 4) Present arguments: attempt to set out each argument separately and thematically, with the most important coming first. The first speaker may need to introduce a 'model' or a 'test'. (See section 9.1 below for more on models and tests.)
- 5) Summarise: the speaker should briefly summarise the arguments raised in her/his speech, reiterate the arguments that are to be presented by the second speaker and link these to the case statement.

• 1st Negative

- 1) Where necessary, clarify the issue established by the affirmative's definition.
- 2) Present affirmative case statement (also known as 'case line' or 'team line'): this should briefly summarize the main argument of the team.
- 3) Present rebuttal: this should be thematic and address the most important points raised by the first affirmative speaker.
- 4) Present case division: state the arguments to be presented by the first and second speakers (third speakers need not be mentioned, as their role is rebuttal).

- 5) Present arguments: attempt to set out each argument separately and thematically, with the most important coming first. The first speaker may need to introduce a 'counter model'. (See section 9.1 below for more on models.)
- 6) Summarise: the speaker should briefly summarise the arguments raised in her/his speech, reiterate the arguments that are to be presented by the second speaker and link these to the case statement.

- **2nd Affirmative**

- 1) Present rebuttal: the speaker should rebut the main points raised by the first negative speaker and respond to criticisms of arguments made by the first affirmative speaker.
- 2) Present arguments.
- 3) Summarise: the speaker should summarise not only the points made in her/his own speech, but also the main points raised by the team as a whole.

- **2nd Negative**

- 1) Present rebuttal: the speaker should rebut the main points raised by the first affirmative speaker and respond to criticisms of arguments made by the first negative speaker.
- 2) Present arguments.
- 3) Summarise: the speaker should summarise not only the points made in her/his own speech, but also the main points raised by the team as a whole.

- **3rd Affirmative**

- 1) Present rebuttal: thematic rebuttal should address the key issues of the debate, relating the arguments and counter-arguments of the affirmative and negative.
- 2) Summarise: third speakers should allow time for a careful and convincing summary of their team's main arguments and the significant issues in the debate.

Note:

third speakers are not allowed to introduce any new matter into the debate.

• **3rd Negative**

- 1) Present rebuttal: thematic rebuttal should address the key issues of the debate, relating the arguments and counter-arguments of the affirmative and negative.
- 2) Summarise: third speakers should allow time for a careful and convincing summary of their team's main arguments.

Appendix 3: Assertion & Refutation Exercise :

- 1) The class is divided into two lines facing each other: one is the 'Proposition' line (A) and the other is the 'Opposition' line (B).
- 2) An idea is then thrown in, in the form of the assertion: "We should ban fast food."
- 3) A speaker from Team A is chosen randomly and is asked to provide an argument to defend the assertion.
- 4) Then, a speaker is chosen from Team B and is asked to do two things:
 - a. Refute Team A's argument
 - b. Provide an argument that shows their standpoint of their team is right.
- 5) A second speaker is chosen from Team A and is asked to:
 - a. Refute Team B's argument.
 - b. Provide an argument that shows their view is right.
- 6) Next, a second speaker is chosen from Team B and is asked to do two things:
 - a. Refute Team A's argument.
 - b. Provide an argument to assert their position.
- 7) The third speaker from Team A:
 - a. Refutes Team B's argument.
 - b. Provides an argument that shows their view is right.
- 8) The third speaker from Team B does the same and
 - a. Refutes Team A's argument.
 - b. Provides an argument to assert their position.

By assigning different roles to the speakers, this exercise can be repeated for as long as is necessary. Different participants take on the roles of 1st speaker, 2nd speaker, and 3rd speaker. As this is implemented, the different roles of the different speakers are highlighted and the students are told that the roles and tasks change according to the speaker.



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