



مناظرات قطر qatar debate

عضو في مؤسسة قطر
Member of Qatar foundation



A Manual for Debate Coaches

A Resource Guide for Schools and Teachers

Introduction

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In the name of Allah, the Most Gracious, the Most Merciful, and peace and blessings be upon the Arab Prophet, who is sent with mercy to the worlds, and who guides the truth with the miracle of eloquence and faithful revelation.

Dear readers,

Since its launch, QatarDebate has pledged the vision of Her Highness Sheikha Moza bint Nasser Al-Misnad as a member of Qatar Foundation to be a hub for building and unleashing capabilities, discovery, and development of policies. The center hosts the youth in Qatar enable them to practice critical thinking and be able to express their thoughts and opinions eloquently, take part in constructive conversations and discussions. This then reached globally to native speakers and those aspiring to learn Arabic to practice the art of debate that combines academic methodology and training innovation with interactive methods and tools.

Sisters and brothers,

QatarDebate puts in your hands these booklets in the various fields of

debate to enrich the Arabic and English literary resources in this field, as they together constitute the gist of a specialized experience that spanned more than a decade in the field of debate, training and judging during which thousands of students and professors learned the sciences of debate and the art of debating from the center's various programs by the most qualified trainers in this field.

An interesting journey between the ideas and training, we hope that it will add to your knowledge and intellect which enables you to enter this field and develop to reach the heights of logical thinking and attain the learning objectives sought from this curriculum based on debate, argumentation, refutation, analysis and arbitration, by eight booklets, five of which are in Arabic and three in English, as it is considered an extension of the academic and training sources from the center's library focusing on the art of debates and higher thinking skills.

We hope that the flame of debate will continue to light the way for enthusiastic young people and their eagerness to discover themselves, advance their societies and make change that meets their ambitions and achieves the desired future through the improvement of ideas and the implementing effective solutions stemming from a sense of responsibility.

for students, as we strive to mainstream the idea of debate as a holistic extracurricular activity with multiple benefits. We believe it is important that schools and universities begin to consider the importance of debate as a subject and life skill that significantly improves students' ability to communicate better, to make informed choices, and to actively contribute to the development of their society.

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Introduction

Introduction to QatarDebate

QatarDebate Centre, a member of "Qatar Foundation for Education, Education and Community Development", was established in 2008 and is the national debating organization for Qatar. Our aim is to shape the global citizens of today and the intellectual leaders of tomorrow in Qatar and the region, through the delivery of diverse debate learning programs featuring Arabic and English, in Qatar and the region. We do this by delivering a wide range of high-quality debate learning programs in Arabic and English, which seek to promote the culture and use of debate, open dialogue, and discussion as effective academic and personal development skills amongst secondary and university students.

QatarDebate Centre soon established a reputation for quality, delivery, and results in Qatar and the region – not inadvertently. Its success is based on the individual attention it is paying to the specific needs of its partners. Our achievements have marked us as a beacon of outstanding practice in spreading a culture of informed dialogue, open discussion, and logical thought, all of which are at the heart of debate, in Qatar, the region, and beyond. In so doing, we have succeeded in gaining a reputation, alongside academic institutions, of actively promoting the skills of public speaking, critical thinking, research, and self-confidence among young individuals.

We aim to produce highly qualified, competitive, and socially adept students who excel in a multilingual, multicultural, and global society. Our work in schools and universities extends beyond running debate coach workshops

for students, as we strive to mainstream the idea of debate as a holistic extracurricular activity with multiple benefits. We believe it is important that schools and universities begin to consider the importance of debate as a subject and life skill that significantly improves students' ability to communicate better, to make informed choices, and to actively contribute to the development of their society.

Our Vision

To develop, support and raise the standard of open discussion and debate among students in Qatar and across the Middle East, thereby shaping the global citizens of today as well as creating the intellectual leaders of tomorrow.

Our Mission

To foster a culture of discussion and debate, and in doing so, shape the global citizens of today as well as create the intellectual leaders of tomorrow.

Our Objective

To provide and promote educational debating activities at the local, regional, and international levels for high-school and university students in Qatar, and to educate young people about communications and critical thinking.

As QatarDebate, we provide support to all schools who will join our debate program in the following ways:

- Delivery of high quality, bilingual and culturally relevant learning programs to schools, through a series of trainings, tournaments, and public debates.
- Specialized local and international debate trainers or coaches with several

accolades and years of experience to visit your campus and deliver workshops to students of all ability levels.

- Support schools in hosting QatarDebate tournaments with catering, logistics, registrations, tabulation, judges, and awards
- Catering at all QD organized events
- Debate trainings, materials and handouts designed exclusively for – students to improve their debate skills, coaches for better managing effective debate clubs, teachers for using debate as a tool in the classroom and adults for both judges’ trainings and professional development

The Benefits of Debating

Decades of academic research have proven that the benefits that accrue because of engaging in debate are numerous. Debate provides experiences that are conducive to life-changing, cognitive, and presentational skills. In addition, through debate debaters acquire unique educational benefits as they learn and polish skills far beyond what can be learnt in any other setting.

At the very least, debate helps learners to see the power of deploying rational, reasoned arguments and compelling evidence in action. It enables them to elucidate their standpoint through utilizing rhetorical eloquence. It instills in debaters a great sense of poise and confidence. It teaches them the skills of researching, organizing, and presenting information in a compelling fashion. In general, the benefits of debate include:

- Gaining broad, multi-faceted knowledge cutting across several disciplines outside the learner's normal academic subjects.
- Increasing learners’ confidence, poise, and self-esteem.

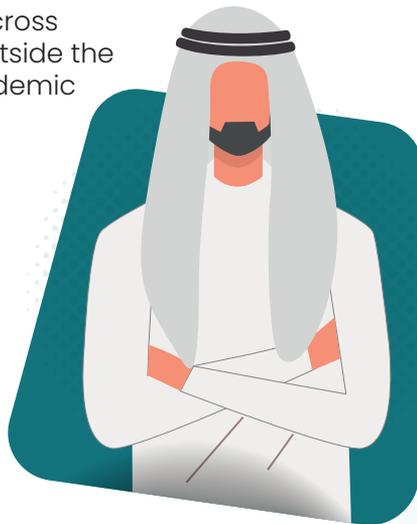
Introduction

- Providing an engaging, active, learner-centered activity.
- Improving rigorous higher order and critical thinking skills.
- Enhancing the ability to structure and organize thoughts.
- Enhancing learners' analytical, research and note-taking skills
- Improving learners' ability to form balanced, informed arguments and to use reasoning and evidence.
- Developing effective speech composition and delivery.
- Encouraging teamwork.

1 Gaining broad, multi-faceted knowledge cutting across several disciplines outside the learner's normal academic subjects.

3 Encouraging teamwork.

5 Developing effective speech composition and delivery.



2 Increasing learners' confidence, poise, and self-esteem. Enhancing learners' analytical, research and note-taking skills.

4 Providing an engaging, active, learner-centered activity.

6 Improving rigorous higher order and critical thinking skills.

7

Improving learners' ability to form balanced, informed arguments and to use reasoning and evidence.

How to Use this Manual

This manual is created to facilitate teachers, with little or no prior debate experience, who aspire to be debate coaches at schools. We hope that this manual will give aspiring debate coaches a short introduction to setting up a debate club and teaching debate skills.

Start off by learning about QatarDebate and the different services it offers to the debate community in Qatar. Then get familiar with the different roles that are expected from a debate coach. This manual will guide you through how to register with QatarDebate, how to plan for setting up a debate club at your school. Refer to QatarDebate lesson plans to know more about teaching the necessary debate skills such as public speaking, argumentations, format, etc.

We recommend that apart from using this manual, you attend QatarDebate's -5week debate coach training involving 15 hours of instruction that leads to QatarDebate Coach Certification.

Previous Chapter

Introduction

**Registering your
School with
QatarDebate**

Registering your School with QatarDebate

At the start of each academic year, QatarDebate runs a recruitment drive to register new and returning schools. We require all interested educational institutions to provide their debate club contact information so that they can stay up to date with the upcoming debate events such as trainings and tournaments.

Registering your debate club with QatarDebate is straight-forward. We require the following information:

- School Name
- Category: Public/Private
- Grades: Preparatory/Secondary
- Gender: Boys/Girls/Co-Ed
- Principal: Name, Contact information
- Debate Coordinator: Name, Contact information
- Debate Coach: Name, Contact Information
- School Location

It is the school's discretion to allocate either one individual who will serve the responsibilities of both the Coordinator and the Coach or have two separate individuals for these roles. We have provided below, for a better understanding, the respective roles, and responsibilities of both these positions.

Roles & Responsibilities – School Debate Coach

- Start and manage the debate club in the school.
- Recruit students and garner interest for debate within the school amongst students and staff.
- Be present at workshops conducted by QatarDebate coaches at the school.
- Conduct regular training and debate practice sessions with students.
- Liaise with parents of students, to sign and submit parental consent form for every student and submit before QatarDebate school tournaments.

As you might have noticed, the debate club coordinator is taking care of the logistical aspect of the club. This is the person who will receive emails from QD about tournaments and training. This person is responsible for registering participants, arranging transport, etc. While the debate coach is taking care of the debating aspect of the club. A coach is managing the debate club by recruiting students and imparting debate skills education as well. Once again, it is the school's discretion to decide if the same person will be doing both the jobs and different people will be allocated for each of these roles.

1

APPOINT

Understand the roles of debate club coordinator and coach. The club coordinator receives and responds to all emails about trainings and tournaments. One person can be allocated for both roles.



REGISTER ONLINE

2

Fill details of the school, principal, club coordinator, and coach online



3

CONFIRMATION

Receive a registration confirmation email. We'll just make sure we have received all the required information.



4

INVITATIONS

Welcome onboard! The club coordinator will start to receive invitations to QD trainings and tournaments.



5

PARTICIPATION

Your school is welcome to attend our events. We offer trainings for students and teachers along with tournaments for preparatory and secondary schools.



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Registering your School
with QatarDebate

Setting up a Debate Club

Setting up a Debate Club

What is a Debate Club?

Debate clubs at schools are at the heart of QatarDebate's mission to promote a culture of debate and discussion in the region and beyond. These clubs give students of all abilities a fun way to learn and practice debating. Debate clubs don't require lots of special resources. You'll need at least three enthusiastic students to start a debate club. That's because a three-member team debates at QatarDebate tournaments. However, you can also start with more than three students and select your debate team from the group. Initially, you may find a small group of students around 15 – 10 easier to manage. As the debate club grows, other teachers and students can help to organize or judge activities and debates, making it easier to run the club.

Let's look at some of the principles that should govern our debate club:

Everyone is Welcome

A debate club is a place where students learn and practice oratory skills. This is a place where everyone is welcome. Some students might be more spontaneous and eloquent while giving speeches, while others might be significant contributors while crafting arguments and doing research. Yet another group might be even shyer, but they still want to learn to debate. Debate skills are essential for all students of all abilities, so everyone is welcome.

Fostering Team Spirit

Debate clubs should foster a sense of group identity. Members should feel

that they are part of something. Debaters should not think that they came together for a one-off competition, only to see each other again before the next tournament. Instead, they should feel that the debate club is an on-going activity where they learn, practice, and have fun. Debate clubs must enable a cooperative and friendly environment because debating requires collaboration and teamwork. Debaters dressing alike and celebrating after the tournament regardless of the outcome are also some of the ways to foster team spirit. You can also sponsor non-debate events for club members to develop teamwork. Ping-pong matches, charity bake sales, entertainment outings can also create a good team spirit.

Debate Workshops and Activities

Club meetings must include coaching useful debate skills. Debate clubs must meet regularly. Remember, teams that practice rarely will rarely win. One model is to have a mandatory weekly workshop for all debaters. Even if some are not taking part in the upcoming tournament. It is impossible to draft good speeches and craft good cases at the last minute. Debate clubs that contribute consistent time to practice reap rewards. Apart from learning debate skills, debate club is also a place where debater increase their general knowledge by becoming informed about political and global affairs. This helps debaters improve their argumentation at tournaments.

Clubs should have a Home

A room that is devoted to debate club activities is very beneficial. This is the place where the debate workshops regularly take place. This is where motions are discussed, and speeches are written. Debaters should find this place as the debate club headquarters where they feel they are in the

Setting up a Debate Club

company of their friends. They feel comfortable making mistakes and receiving feedback. A debate club should also store dictionaries, almanacs, past debate cases for reference. This room can also be used to display trophies and pictures from previous tournaments.

Organization and Student Leadership

Initially, the debate club will depend heavily on the teachers running the club. Coaches will be responsible for everything, from coaching, judging, organizing logistics, and recruitment campaigns. As the debate club grows, some responsibilities can be shared with the students. Debaters who have been debating for a couple of years might be able to judge practice debates and give feedback to novice debaters. Students can also help run recruitment campaigns by making posters, announcements, preparing tournament registrations, maintaining club records, etc. Some debate clubs appoint student officeholders such as Debate Club President and Vice President. Officeholders are not necessarily the most competent debaters, but they must have shown more commitment to debate activities. Officeholders are more accountable for tasks allocated to them. Giving such responsibilities to students helps them develop leadership capabilities.

Educational and fun

Although debate club is a place where serious work is done – motions discussed and speeches written to perform well at the tournaments, you shouldn't lose sight of debating as a fun educational activity. Running a debate club shouldn't be only about performing well at the tournament. Debaters should be reminded of the educational benefits of debating. Debaters not only have a better awareness of world issues, but they are also

able to looker at points on a deeper level analyzing premises and logic. Debating should be presented as a fun and lively activity. Remember to keep the workshops interactive by keeping the lecture brief so that students get more time to practice. That's also the best way to retain debaters in the club, that they see value in debate, and enjoy doing it in addition to their academics.

Discipline & Mutual Respect

Debate club must offer a safe learning environment for all members. As an adult, it is your responsibility to ensure that no one is discouraged while everyone is having fun learning and practicing debate skills. One way to ensure that everyone maintains good conduct is to collectively set ground rules that will govern the club meetings. Everyone takes ownership of such regulations that then enable an environment of mutual respect and learning.

Role of Parents

Parental support is of paramount importance for a student's growth as a debater. Parents should be kept informed about upcoming trainings and tournaments. Usually, these trainings happen after school, so it's vital to share debate events calendar with the parent ahead of time. Parents can also contribute to the debate club by becoming a trained debate judge or accompanying the debaters at the tournament as a chaperone. Parents can also serve as spectators and a source of moral support for their children and their friends in the debate club.

Setting up a Debate Club

- **Debate Club** should have a home. This is the place where the debate workshops regularly take place.

- A debate club should also store dictionaries, almanacs, past debate cases for reference.



- Debate skills are **essential** for all students of all abilities, so everyone is welcome.

- This room can also be used to display **trophies and pictures** from previous tournaments.

- **Access** to internet and computer to research cases.

The Role of a Debate Coach

A debate coach doesn't have to be a former debater or extensively trained in logic and argumentation. A debate coach, first and foremost, is a person who acknowledges the importance of teaching critical thinking and argumentation skills to students. A debate coach is passionate about debating and takes pleasure in devoting time and energy to this activity.

Foster Development of Critical Thinking

The role of a debate coach is different from being a teacher of an academic subject. Teachers are certified to teach a particular subject after years of formal education. A debate coach might not be formally trained in debating in the same way. The coach's job is to foster critical thinking by drawing out from students rather than pouring into them. They do so by helping guide discussions, helping identify key issues, listening, questioning, and giving feedback. Debaters should not hesitate to disagree with the debate coach as they engage in a collaborative effort to craft cases and understand issues related to debate motions.

Moral Leadership

A coach sets the moral tone for regular club meetings and during participation at the debate tournaments. A coach teaches debaters to always take loss gracefully and respect opponents and the judges. A coach teaches them integrity that they will behave honestly and ethically during competitions. A coach leads by example by offering their behavior as example when they interact with the debate community.

Managing Internal Affairs

The relationship between a teacher and a student in a classroom is, to a certain degree, formal and impersonal. A coach's job, however, requires much more personal involvement. A coach makes sure that disagreements in the debate club do not become personal. They counsel and console debaters. They ensure that debaters can test out their ideas in the meetings without the fear of being mocked. Coaches create an environment of respect in the debate club by enforcing rules.

Managing External Affairs

A coach liaises with all important stakeholders, for example, teachers, parents, tournament hosts, and school administration. Some of their managing affairs outside of the debate club include getting parental consent before participation at a tournament, registering teams, arranging transport, judging at tournaments, issuing debate club news, etc. It is crucial to get more teachers involved with the running of the debate club.

Remember, a Coordinator and Coach can share external and internal responsibilities between themselves.

Challenges

Debate coaching is a rewarding experience if you are passionate about debating. But bear in mind that it will require you to balance your class workload with debate club responsibilities. Usually, debate workshops take place after school, and debate tournaments take place during the weekend on Saturdays. Negotiating and convincing the school administration to help you plan your workload and recognize your extra work can be a solution. Sometimes you might have to deal with unsupportive parents who are

Setting up a Debate Club

unable or unwilling to allow their children to give additional hours after school or during weekends. This is where you must convince them about the invaluable experience their child will get from being part of the debate club.



Debate Club Project Plan

Creating a project plan for setting up a debate club will help you brainstorm some essential aspects of this task. Below is a useful template:

GOALS AND PLANS

- Why do I want to do this?
- What is my short-term goal?
- What is my long-term goal?
- How do my goals for the debate club coincide with the goals of the school?

SCHEDULING

- Will I schedule the meetings during school time or after school?
- What are all the factors I need to consider when scheduling meetings?

SUPPORT

- What will get me school's support?
- Is there someone in administration willing to support me?
- Is there any teacher that would be willing to help me out with the Debate Club?
- How can I get the support of the teachers?
- How can I gain parental support?
- Can I see any possible problem here?

RECRUITMENT

- Are there students interested in a Debate Club already?
- How can I make debate appealing to the students?
- What means should I use to recruit students?
- Can I see any possible problems here?

COMMUNICATION

- Who are the people who should be informed about the work of the debate club?
- What is the best way to communicate about the work of the debate club?

Setting up a Debate Club

Here are some more ideas for setting up a debate club:

SUPPORT

- Physical Support: Space – debate classroom.
- Personal Support: Other teachers, parents, administration, Qatar Debate.
- Material Support: i.e. copying, computers.

OUTREACH

- Debate for the school
- Debate for the community
- Debate for parents

SOCIAL ENVIRONMENT

- All are welcome.
- All are important.
- Less able are more important.
- Our time is important, don't waste it, be on time.
- Work together, support each other.
- Meetings for organization.
- Meetings for training.
- Peer training (older debaters train younger debaters).
- Resolve Partner Issues.

COMMUNICATIONS

- Email group/facebook group.
- Weekly newsletter– for students, supporters, last week report, this week report.
- Infrequent notes to parents/meetings with parents to inform them of debate club activities.
- End of term report to administration

RECRUITING DEBATERS

- Announcements in Class
- Posters around the school
- Each one find one
- Different Draws (benefits of debate) – social, intellectual, life success, competitions
- Keeping Debaters – You are important, I have confidence in you, I want you to be a part of this etc...

TRIPS

- School rules must be followed
- Be on time to leave
- You represent your school
- You must try, not allowed to give up
- Losing is fine as long as there is learning
- All can take credit for the success of any
- Respect opponents and judges. Learn from them.

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Setting up a Debate Club

**Debate
Workshop
Planner**

Debate Workshop Planner

A workshop planner is essential to developing a training strategy for the debaters. Review QatarDebate training materials, handouts, and lesson plan to become familiar with different debating concepts. Below is a sample workshop planner:

1. Why debate?

- Debate drills to overcome nervousness.
- Public Speaking Drills 1 (Give a one minute speech on topic x).
- Parachute game.

2. Debate Format

- What is debate and how does QD format work?
- Have debaters set goals for the year.
- Watch short speech's/debates online.
- discuss and analyze.

3. Debate

- Short Debate (or if students want to speak longer, full debate).
- Give feedback. This allows coaches to gauge what their teams need to work on.

4. Building a Proposition Case

- Build prop cases.
- Do first prop speech's.
- Give feedback.
- Repeat first prop speech's.

5. Argumentation

- How to make arguments using ARE model.
- How to make sure arguments clash.
- Give motion to debaters for next practice.

6. Opposition Case

- Build opposition speech's.
- Watch proposition team in the debate , pause video to have your debaters give opposition speech's.
- Give feedback.

7. Refutation

- Discuss -4step refutation process.
- Have students pick motions out of a hat and deliver a short (-1minute) speech to refute the topic.

8. Full Debate

- Full practice debate on an impromptu motion.
- Give debaters 30-20 minutes to prepare for the debate.
- Give feedback.

9. Points of Information

- Focus on POI. Make students comfortable with asking answering POIs.

10. Practice

- Identify students strengths and weaknesses.
- Focus on these using drills provided.

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Debate Workshop Planner

Using Debate in the Classroom

Using Debate in the Classroom

Debating isn't just an intellectual co-curricular activity; it can be a highly useful educational method in the classroom. Through debate, students learn a wide range of skills like critical thinking and public speaking.

Debating also helps to open their minds through the understanding of other people's points of view. Learning to listen for comprehension, as opposed to listening politely while waiting for one's turn to speak, is vital to the debate process. By doing this, students become better learners and improve their ability to express themselves. Additionally, when the students are learning English, debating provides the opportunity to apply those new language skills and vocabulary words in real-life situations, defending their ideas and, politely, questioning others.

Goals of Classroom Debating

Students Respond to Activities Better

If you have taught for a long time, you know that students get quickly bored with long hours of instruction. Debate activities enable learning subject areas through debate drills and games. This enhances the engagement of students with the subject matter.

These activities create a collaborative form of learning and a positive classroom environment.

Creates New Patterns of Understanding

As students learn new information, they are challenged to apply that knowledge in a debate. A history class has students after learning about World War two debate the topic "The United States should not have

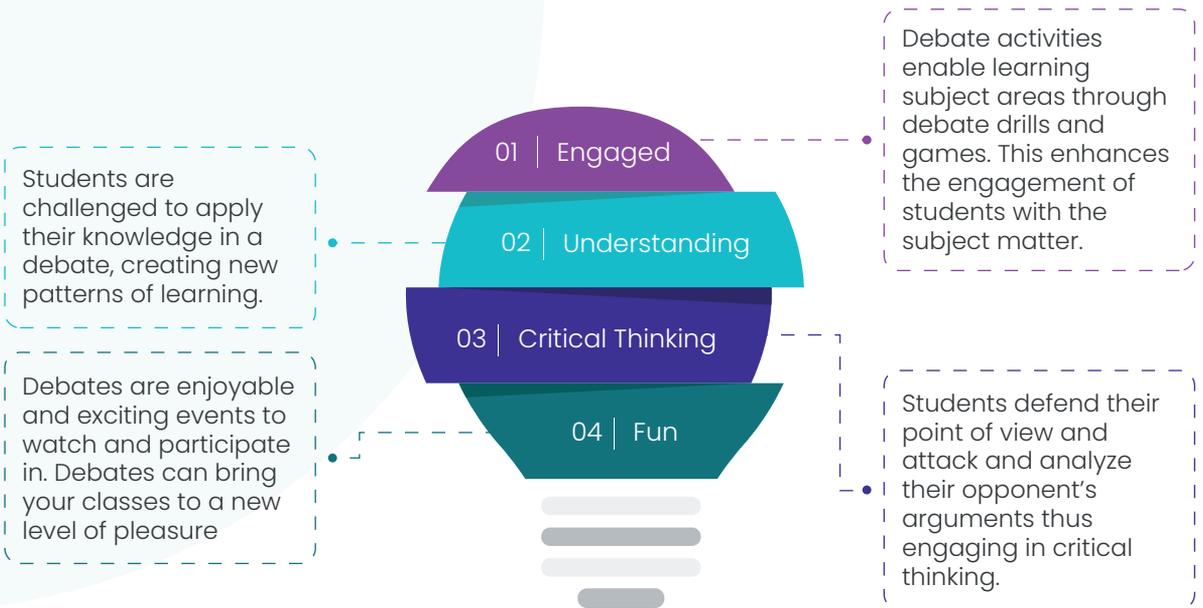
dropped the atomic bomb on Japan during World War II." Students debate contrasting values such as saving the lives of soldiers compared to the loss of life because of these bombs. What was a lesson about memorizing years, dates, and important events in history turns into a lively debate where students are making new and complex connections between the knowledge they have just gained.

Teaches Critical Thinking

Debate encourages critical thinking throughout the learning process. Students are required to think critically and strategically to decide what will they include or exclude because they'll have limited time to speak. During the debate, there are constantly challenged to defend their point of view and attack and analyze their opponent's arguments, and after the debate they get feedback and reflect on their performance.

Creates a Fun Learning Environment

Debates are enjoyable and exciting events to watch and participate in. Debates can bring your classes to a new level of pleasure. Despite the very serious benefits that debate can provide to your classroom, it can also help



We'll focus on the following aspect of debating to be used in the classroom:

1. Public Speaking
2. Argumentation
3. Debate Format

Each element will first have to be taught to the students and then practiced using different debate activities outlined in the upcoming sections.

Using Public Speaking

Refer to QatarDebate's lesson plans on teaching public speaking.

Practicing Public Speaking

Practice public speaking through a role-playing parachute game. Here is the game explained:

Parachute Game

- Select a group of 4 to 6 students.

Using Debate in the Classroom

- Explain the game: everyone is on a plane that is going to crash, but there is only one parachute!
- Each student is given a persona. Student must convince the others in 2 minutes why he/she deserves to receive the parachute and live. In a history lesson, you can assign world leaders during world war 2 (Churchill, Stalin, Truman etc.). In a literature class, you can assign different characters of a play/novel.
- At the end of the 2 minutes, students in audience can ask questions for 1 minute.
- After all have spoken, students vote on who they believe was most convincing and deserves the parachute. (Students can only vote once, and cannot vote for themselves).



Using Argumentation

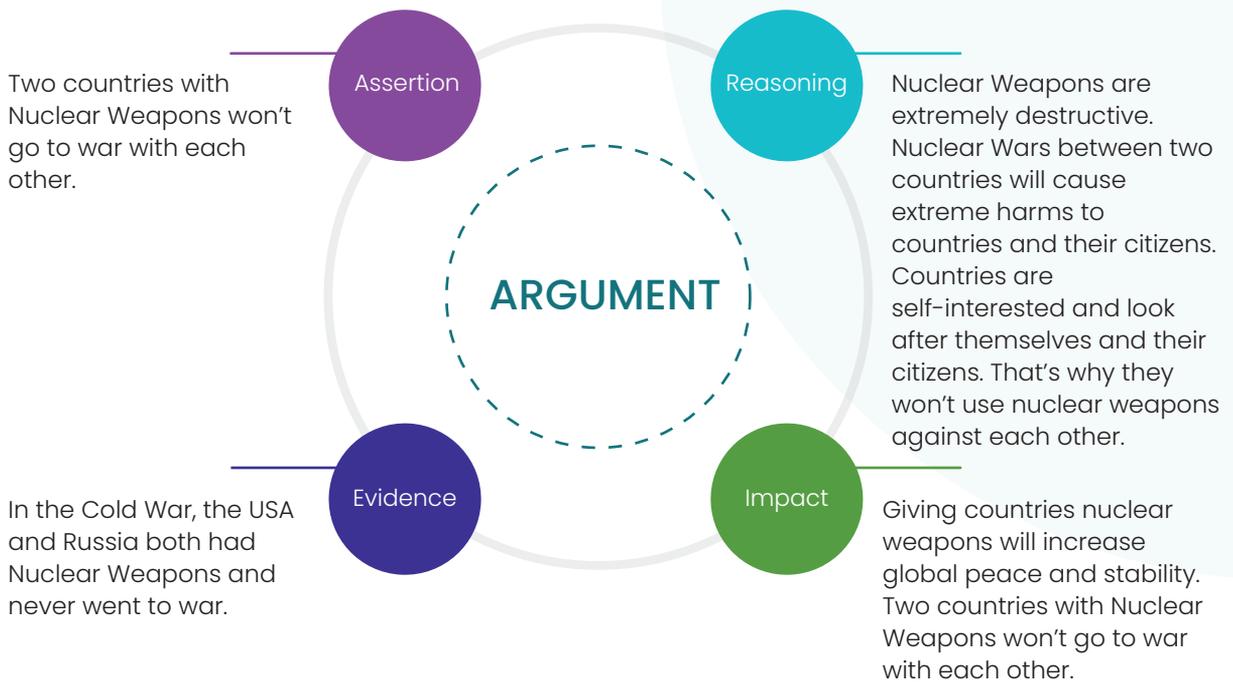
Refer to QatarDebate's lesson plan on argumentation. Students can be briefly taught the structure of an argument and counter-argument. Here is a way to formulate an argument:

Outline of an argument in a debate

- Assertion: A short statement that outlines the claim that needs to be proven.
- Reasoning: Explain the assertion through premises or reasoning. Think about the assertion and ask yourself, "why?"
- Evidence: Use facts, statistics, examples, etc. to support the claim.
- Impact: State the importance of the claim.

Example: Allowing Nuclear Weapons

- Assertion: Two countries with Nuclear Weapons won't go to war with each other.
- Reasoning: Nuclear Weapons are extremely destructive. Nuclear Wars between two countries will cause extreme harms to countries and their citizens. Countries are self-interested and look after themselves and their citizens. That's why they won't use nuclear weapons against each other.
- Evidence: In the Cold War, the USA and Russia both had Nuclear Weapons and never went to war.
- Impact: Giving countries nuclear weapons will increase global peace and stability. Two countries with Nuclear Weapons won't go to war with each other.



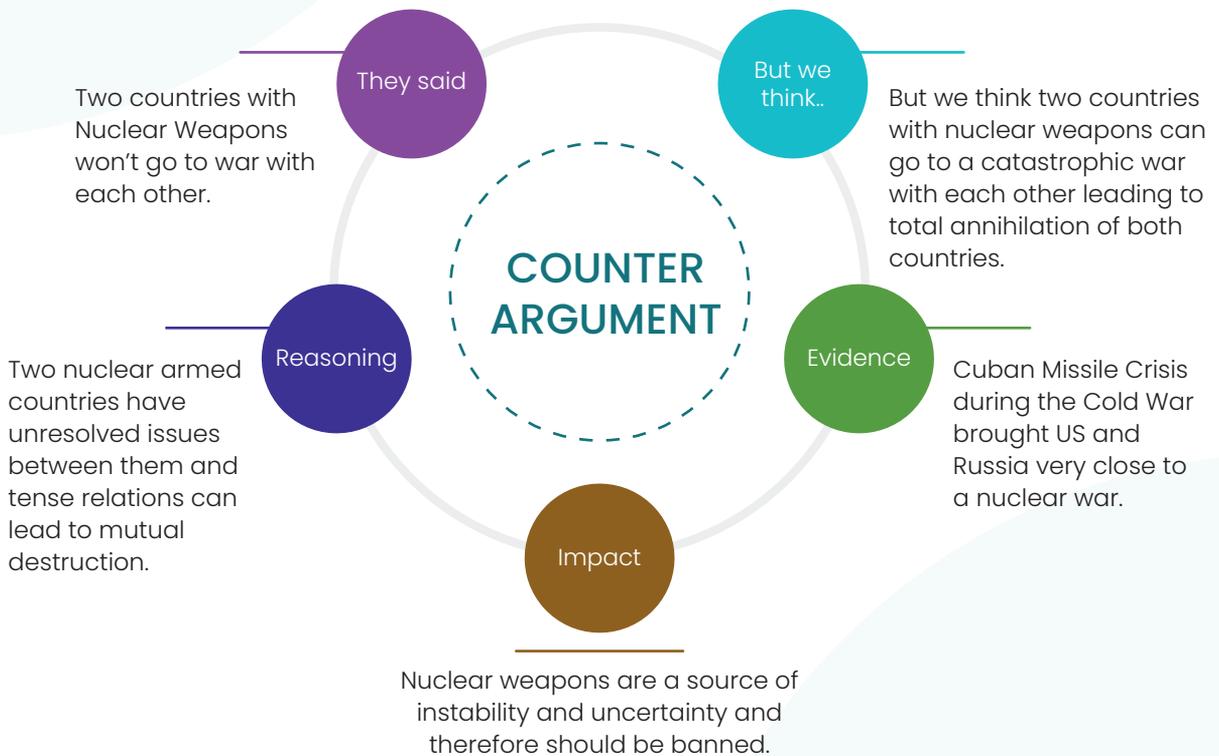
Outline of a Counter-Argument/Rebuttal

- They said... Summarize the point that you are about to rebuttal
- But we think... Give the counter-assertion
- Because... Give the reasoning explaining the counter-assertion
- For Example... Give an example to back the reasoning
- Therefore... Conclude and impact the argument

Example: Rebutting an Argument

- They said... Two countries with nuclear weapons won't go to war with each other
- But we think... But we think two countries with nuclear weapons can go to a catastrophic war with each other leading to total annihilation of both countries.

- Because... Two nuclear armed nations have unresolved issues between them than can lead to mutually assured destruction.
- For Example... Cuban Missile Crisis during the Cold War brought US and Russia very close to a nuclear war
- Therefore... Nuclear weapons are a source of instability and uncertainty and therefore should be banned.



Practicing Argumentation

Craft a contentious issue in the subject you are teaching. Below are some themes for different subject that can be turned into debatable issues:

- Literature: Moral dilemmas of heroes, impact/importance of authors, books etc.
- History: Impact of Ottomans, nuclear bomb, involvement in conflicts etc.
- Geography: Genetically Modified Organisms, greenbelts, population etc.
- Politics & Ethics: Governance, Role of women, Affirmative Action, Current conflicts, animal rights etc.
- Science: Scientific discovery of X was regrettable, animal testing, scientific legacy of people/nations etc.

Use a debate activity to practice argumentation. Here are a few drills:

Alley Debate I

- Split the group into two and stand in two lines facing someone on the other team.
- The first member of group A must give an argument.
- The first member of group B (standing opposite them) must give a response to this argument.
- The second member of group A must give a new argument.
- The second member of group B must give a response to the new argument.
- After all the members of group A have given an argument, the groups swap roles

This exercise helps students practice generating new lines of argument in a debate and avoiding repetition of arguments.

Alley Debate II

- Split the group into two and stand in two lines facing someone on the other team.
- The first member of group A must give an argument.
- The first member of group B (standing opposite them) must give a response to this argument.
- The second member of group A must respond to the response made by the first member of Group B.
- The second member of group B must give a response to the response of the second member of Group A.

These exercises help students to directly respond to arguments in a short space of time.

Using Debate in the Classroom

Student A:
Gives an argument.



A -----> B



Student B:
Responds to the argument of student A.

Student C:
Gives a new argument.



C -----> D

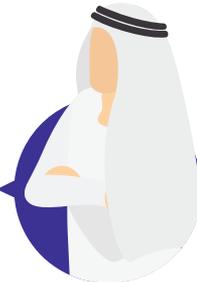


Student D:
Responds to the argument of student C.

Student E:
Gives a new argument.



E -----> F



Student F:
Responds to the argument of student E.

Student G:
Gives a new argument.



G -----> H



Student H:
Responds to the argument of student G.

Condenser-Expander

Each student makes one part of an argument (A-R-E). Last student says it all together. It is a simple way to get students familiar with the basic structure of an argument.



Gives the assertion of the argument.



Gives the reasoning of the argument.



Gives the Evidence of the argument.



Says the entire argument together.

Toss the ball

Students stand in a circle. Decide a topic. One student starts the activity by giving their point of view about the topic. Throws the ball to someone else and tell them to support or negate what they just said.



Turning Arguments into Persuasive Essays

Since students know how to form arguments and rebuttals, they can use these skills to write a persuasive essay.

Follow these steps:

- 1) Explain the format of a persuasive essay. It should have at least three parts: Introduction (Context of the issue, Student's stance, overview of arguments), Main Body (At least 2 arguments using A-R-E-I) and Conclusion (Summary and Impact).
- 2) Give students the topic. Either assign them a side or let them pick proposition or opposition. Students use their knowledge of making arguments while writing this essay.

Variations

For beginners, easy topics like the ones listed below focus more on the writing skills because they do not require research. As students' writing progresses, they should incorporate research into their essays. Don't forget to teach them how to cite a source.

Debate motions can also be tailor-made to suit certain classes, for example:

Humanities

- _____ did more good than harm (George Bush Jr., Genghis Khan)
- _____ should not have invaded _____ (China/US, Syria/Mexico)
- _____ is the best form of government (parliamentary, presidential, etc.)

Using Debate in the Classroom

- _____ does more harm than good (monarchy, democracy, etc.)

Language/Arts

- _____ is a better poet/writer than _____ (Shakespeare/Langston Hughes)
- All subjects should be taught in English
- Literature should be a compulsory subject
- Education should be more job-market oriented
- We should abolish government subsidies for the arts

Using Debate Format

Refer to QatarDebate's lesson plan on format. Debate format can be used to stage some thrilling debates on different topic that you are teaching. You'll notice, the way a speaker structures their speech is very similar to the format of an argumentative essay as given in the next section.

Format of Essays in English Class

Title	Title of the Essay
Introduction	Attention grabber Quote, statistic, anecdote, etc.
	Background Definitions, context and background information.
	Thesis statement/Topic sentence Outlining your position and the main reasons why you agree/disagree

Speaker Role of 1st Proposition Speaker in QSDL

Motion	The motion before the house
Introduction	Attention grabber Debaters are also encouraged to start their speech with a bang to capture the attention of judges, usually with quotes, statistics or anecdotes.
	Background Debaters are also expected to give context and background information on the motion. Extra emphasis: Definitions play a greater role in debate than essays.
	Thesis statement/Topic sentence Debaters must give their position (stance in debate terminology) and then outline their own points (called sign-posting)

Format of Essays in English Class

Title	Title of the Essay
Introduction	Paragraph one deals with the first reason why you agree/disagree
	Paragraph two deals with the second reason why you agree/disagree
Conclusion	Summary of the essay and concluding remarks .

Speaker Role of 1st Proposition Speaker in QSDL

Motion	The motion before the house
Body	<p>1st ARGUMENT This will be the first point/reason alluded to in the sign-posting. Like paragraphs, each argument must be distinct.</p> <p>Then speakers introduce the 2nd ARGUMENT and elaborate it. Again, keeping in mind that it is distinct from the first.</p>
Conclusion	<p>Debaters are also expected to conclude and summarize their speech.</p>

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**Suggested
Resources**

Suggested Resources

There are countless debate videos that you can watch on YouTube. Visit QatarDebate YouTube Channel or search for WSDC debates. Here is a list of books that will help you hone your debate skills:

- Debating in the World Schools Style: A Guide by Simon Quinn
- Pros and Cons: A Debater's Handbook by Trevor Sather
- Logically Fallacious: The Ultimate Collection of Over 300 Logical Fallacies by Bo Bennet
- Would You Kill the Fat Man? The Trolley Problem and What Your Answer Tells Us about Right and Wrong by David Edmonds
- The Complete Book of Speech Communication by Carol Marrs
- The Elements of Persuasion by William A Covino
- of Public Speaking by Richard L Weaver II
- Public Speaking: Content and Communication by Charles S. Mudd and Malcolm O. Sillars
- The Essentials Elements of Public Speaking by Joseph A. DeVito
- A Mind of its Own by Cordelia Fine
- The Elements of Style by William Strunk Jr., E.B. White
- Argumentation and Debate by Austin J. Freeley and David L. Steinberg
- Art, Argument and Advocacy by John Meany and Kate Shuster
- I'd Rather Die Than Give a Speech by Michael M. Klepper and Robert Gunther
- The Art of Public Speaking by Stephen E. Lucas

Suggested Resources

- Public Speaking: An Audience –Centered Approach by Steven A. Beebe and Susan J. Beebe
- Getting Started in Public Speaking by James Payne and Diana Prentice Carlin
- Public Speaking: Challenges and Choices by Dan O’Hair and Rob Stewart
- The Complete Speechmaker by Jane Willis, Peter Eldin and Angela Lansbury
- The Heart of the Matter: Debating with Team Singapore by Benjamin Mak Jia Ming
- The Public Speaking Guide by Joseph A. Devito
- The Public Speaking Handbook by Susan J. Benjamin
- Well Spoken: Teaching Speaking to All Students by Erik Palmer
- Elements of Parliamentary Debate by Trischa Goodnow Knapp and Lawrence A. Galizio
- Public Speaking for Dummies by Malcolm Kushner

References

- Trapp, R., & Driscoll, W. J. (2005). *Discovering the world through debate: a practical guide to educational debate for debaters, coaches and judges*. New York: IDEA Press.
- Snider, A., & Schnurer, M. (2006). *Many sides: debate across the curriculum*. New York: International Debate Education Association.

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- Trapp, R., & Driscoll, W. J. (2005). *Discovering the world through debate: a practical guide to educational debate for debaters, coaches and judges*. New York: IDEA Press.
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