

مناظرات قطر
qatardebate

عضو في مؤسسة قطر
Member of Qatar Foundation

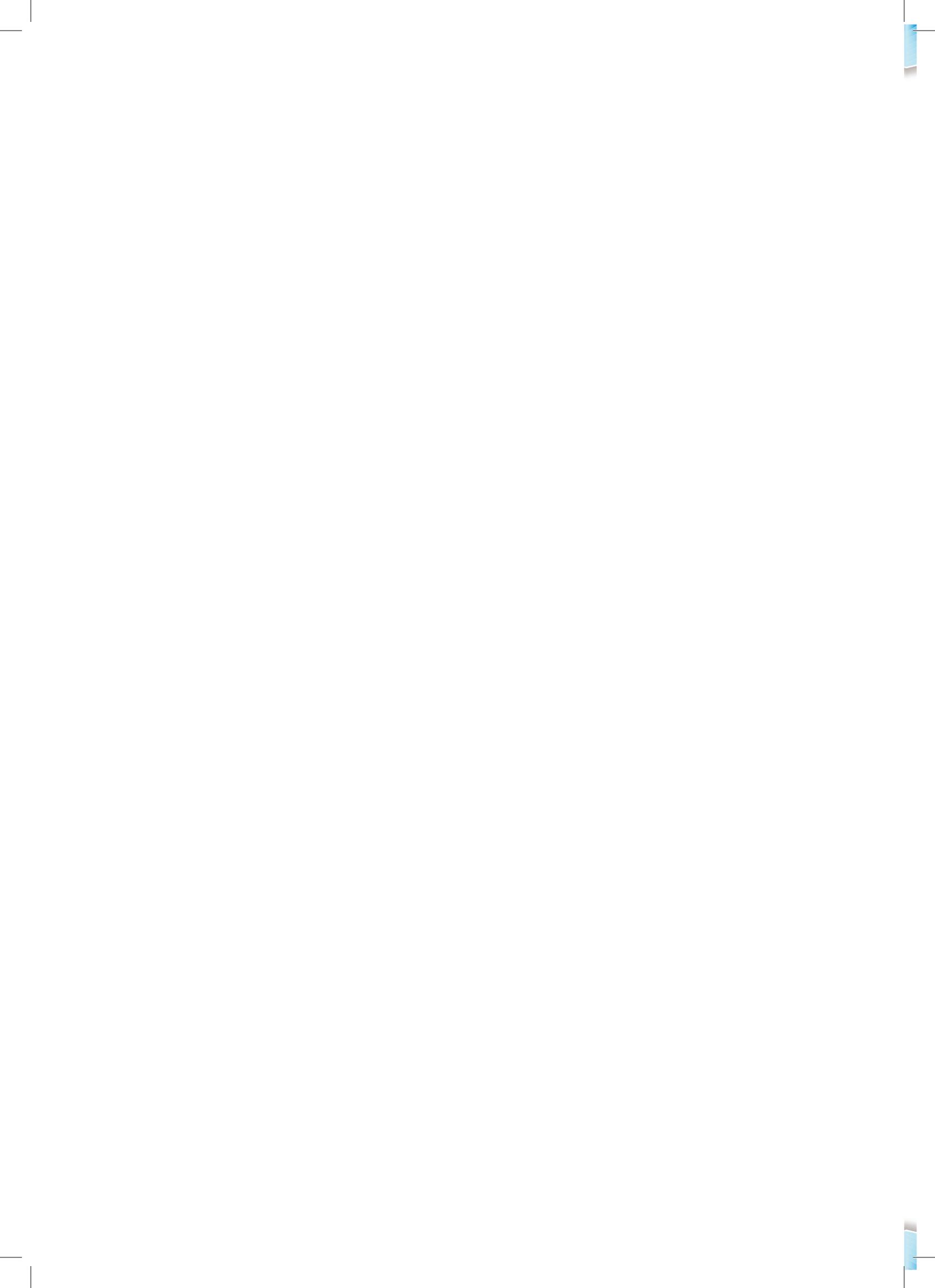
Debate

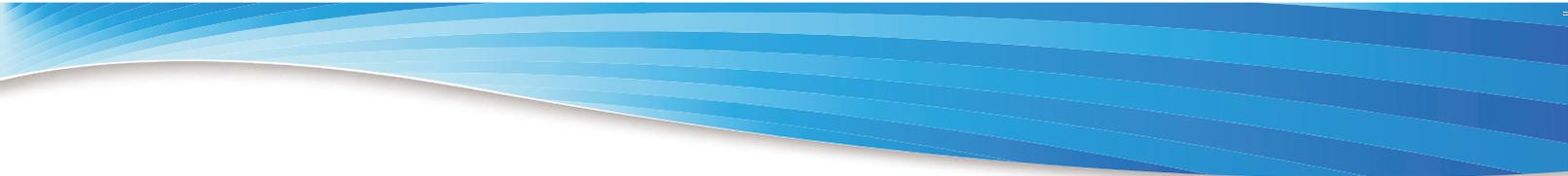
Instructional Resource Materials

Lesson 7: Points of Information



Debaters Today, Leaders Tomorrow





Lesson Plan

Part One – Unit 1

Lesson 7: Points of Information

Subject

Debate and the skills of debating

Topic

Points of Information

Level

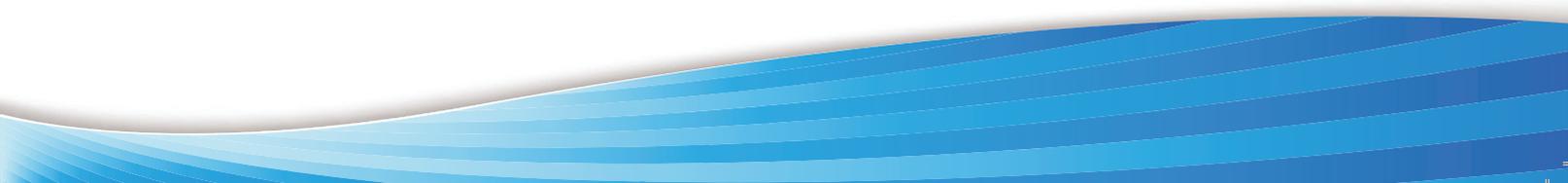
Intended audience: Beginners

Projected Length of the Lesson

Depending on the number of the activities used in the lesson

Pre-requisites

Lessons 2, 3, 4 and 5



Description:

Points of Information (Pols) are the most exciting part of a debate. Not only do they bring more life to any debate, but they challenge the debater to think critically and respond immediately. This lesson comprises exercises and activities that aim to familiarize students with Points of Information (Pols) and how to use them effectively when debating. Practice is the only way to improve. Practice is crucial!

Goals

The overall goals of this lesson are to :

- To reinforce and enhance students' listening skills.
- To develop students' speaking and critical thinking skills.
- To learn and acquire the skills of debating and argumentation.

Objectives

By the end of this lesson, learners will be able to:

- Use Pols and develop the skills of refutation.
- Express their viewpoints and offer Pols.
- Be familiar with the different ways of offering Pols.
- Learn how to offer Pols.
- Learn how to refute opposing arguments.

Key words & phrases

- a) **Point of information:** A request to the speaker that holds the floor to yield the floor to a statement or question from a member of the opposing team.
- b) **Refutation/Rebuttal:** This refers to the response or reaction of debaters to the arguments of the opposing team. Refutation/Rebuttal is one of the most important components of debating. Different speakers should handle rebuttal slightly differently. For example, the rebuttal by a first negative should be brief enough to allow the negative to develop their case fully.

Introduction

If done well, Points of Information (Pols) can greatly improve the quality of debate: they make a debate more dynamic and exciting to watch. This lesson encourages students to question points of view but also offers an outlet to students who may find debating or public speaking difficult as they can be involved in the activities by offering short points of information. This is a good way to start students speaking in public and to help them build confidence. Points of Information do not make a very good lecture. There are some basic points that students need to understand and then practice.

Materials

- Video projector
- Screen
- PowerPoint Presentation
- Writing pads
- Pens / pencils
- Flip chart
- Board pens

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.

Pol Practice Activities

Exercise 1: Learning Pols

- a) Have the students compose a 3-minute speech on a motion, preferably from a previous debate.
- b) Have one student give the 3-minute speech without interruption.
- c) Then, have each of the other students make one point (which must be accepted) to that speaker.
 - After that has happened, evaluate the points and the answers.
- d) Have the next speaker try the same until all have had a chance to experience it.
- e) Have students work in pairs. Based on a previous speech, have the other students make points for about eight minutes.
 - Then have them switch roles.

Exercise 2: Preparing Pols

- a) Divide the class into two groups.
- b) In each group, have a lead student make a short speech about some recent motion.
- c) Then, have each student in the group make points to the lead student
 - The lead student will model good response techniques.

Exercise 3: Preparing Pols (continued)

- a) Divide the class into two groups.
- b) Use the speeches students gave earlier in Exercise One, the instructor can make points to each student in turn with them answering.
- c) After each answer, the instructor gives feedback about their performance.

Exercise 4: Engaging in Poles

- a) A member of the group must speak for 2 minutes on a controversial topic of their choice.
- b) During this time, the other members of the group should make Points of Information (POIs) to the speaker, which the speaker can either accept or decline.
- c) As the speaker becomes more extreme, the other members of the group should make more and more POIs, putting the speaker under pressure.

This exercise helps shy speakers to develop confidence when making POIs and helps confident speakers to deal with the pressure of being offered many POIs in a short space of time. Even if you are not a debater, learning to question other's opinions quickly and briefly is invaluable.

Activity 5: I Couldn't Disagree More'

'I Couldn't Disagree More' is a useful and quick game that can help students practice rebuttal techniques and helps develop the ability to deal with points of information. One student makes a statement (this statement could be serious, controversial or obvious). The next student has to:

- reply to the statement by saying 'I couldn't disagree more' and
- give a reason why.

Here's an example:

Student A – "I believe that politics is a waste of time"

Student B – "I couldn't disagree more. Politics is incredibly important as politicians make decisions that affect every aspect of our lives'.

Now it is Student B's turn to make a statement:

Student B – 'I believe that we should introduce road pricing in Germany

Student C – 'I couldn't disagree more. In early 2007, over 2 million people in Germany signed a petition saying that they didn't want it.

Activity 6: The Point of Information Game

'The Point of Information Game' is simple but very effective. To begin with, the teacher should explain the game to the class.

- a) The activity is – that the speaker will speak on a controversial topic.
 - The first time the speaker will be the teacher
- b) The speaker has to defend the controversial topic by giving reasons and examples.
- c) The rest of the class have to offer points of information.
 - They do this by standing up and saying 'Point of Information'.
- d) The speaker either accepts the Point of Information by pointing at the person and saying 'Yes' or declines the point by saying 'No thank you'.
- e) If the speaker says 'Yes', the questioner must offer a point of information.
- f) When the point has been given, the speaker must answer that point of information whilst continuing their speech.
- g) A time limit should be set and that should be between 1 and 2 minutes.
- h) After the teacher has shown the class how the game is played, they can ask for volunteers to be the speaker.

Examples of good controversial topics to start with are:

- Using mobile phones in school should be allowed.
- Smoking should be banned in all public places
- Capital punishment.
- Exposure to violent TV programs increases the tendency for violent behaviour."
- Homework is a waste of time.

Activity 7: Introducing Pols

This activity aims to provide some background information related to Pols. The purpose is to familiarize students with the general rules that govern the use of Pols.

- a) Prepare a PowerPoint Presentation created to run slide shows that contain sample video clips from recorded debates to exemplify instances of PIs, or else
- b) Have YouTube/short embedded video clips ready for use to demonstrate samples of PIs.
- c) Have an LCD projector ready for displaying data on a screen.
- d) Start by discussing the meaning of a PI with the students.
- e) Encourage them to engage in the discussion.
- f) Explain the general rules regarding PIs:
 - i) When to give PIs,
 - ii) How to give PIs,
 - iii) The speaker's right to accept or refuse PIs, and
 - iv) The best way to accept PIs.
- g) Use the PowerPoint Presentation to illustrate examples of PIs and relate these examples to points (f: i – iv) above.
- h) Encourage the students take part in the discussion.
- i) Play the video clips and ask the students to indicate which of the four points above (points (f: i – iv) is illustrated in the video clips.
- j) Next, run video clips that illustrate different PIs (for example, a clip showing when to give PIs; another demonstrating how to give PIs, yet another showing how to give PIs, etc.).

Activity 8: Extension

An extension of this activity you may use a PowerPoint Presentation and video clips to demonstrate ways of using PIs to perform the following tasks:

- i) Asking a question,
- ii) Delivering a direct refutation,
- iii) Adding information,
- iv) Defending one's own argument , and
- v) Disturbing the opponent's presentation.

- a) Use the PowerPoint Presentation to further illustrate Poles.
- b) Use examples and relate them to points (i – v) above.
- c) Encourage the students take part in the discussion.
- d) Play the video clips and ask the students to indicate which of the five points above (points (i – iv) are illustrated in the video clips.
- e) Run video clips that illustrate different Poles (for example, a clip showing how to ask a question; another demonstrating how to deliver a direct refutation, yet another showing how to add information, etc.).

Activity 9: Further practice

- a) Divide the class into two groups, one representing the Proposition and the other the Opposition.
- b) Each student is given an argument to develop and present later.
- c) Give students some preparation time (5 minutes)
- d) As the Proposition students present their arguments, students from the Proposition deliver different kinds of POIs as follows:
 - An speaker from the Proposition presents an argument
 - A speaker from the Opposition presents a Poi
 - The speaker from the Proposition answers the POI
- e) Continue the activity until all students have had a chance to take part.

Activity 10: Poi Attack & Prepared Poles

The purpose of this activity is to familiarize students with Points of Information (Poles) and introduced the different technical aspects of Poles. Hence, emphasis in this activity is placed on the following elements:

- a) Types of Poles.
- b) How to offer Poles.

- c) How to accept/reject Pols.
- d) How to deal with Pols (accepting or rejecting Pols).

The instructor chooses any student willing to volunteer to prepare and present a short speech delivered in class. By presenting Pols, the other students 'attack' the speech delivered by the volunteering student. Each student is encouraged to offer at least one Pol.

An alternate is to give students a motion and have them prepare a series of Pols to share with the rest of the class. The purpose of this activity is to draw a distinction between two types of Pols:

- In terms of 'quality', students learn to distinguish between 'good' and 'bad' Pols.
- In terms of 'purpose', students get acquainted with the 'reason' why they present Pols.

Activity 11: Video Clips

Videos help learners retain information and understand concepts more rapidly. With videos as a component in a lesson plan, students often make new connections with the topic at hand. They relate better to what they are learning and discover links between these topics and real world situations.

- a) Use video clips to explain the different types of Pols.
- b) The clips provide examples that illustrate and visualize the format followed at QatarDebate.

in class. Additionally, this can be used to see if more practice is needed on the topic.

Summary & Recap

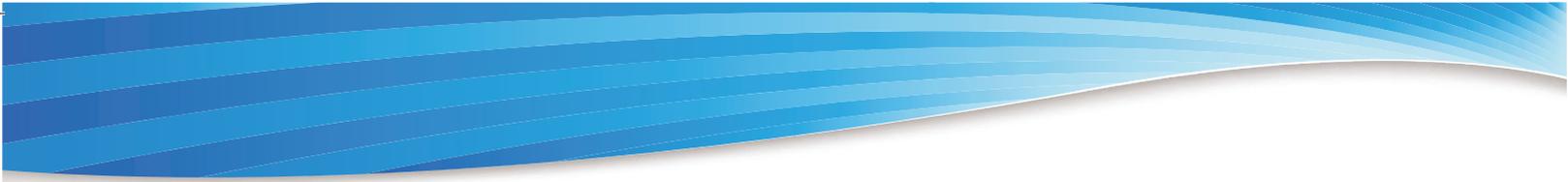
The main purpose of this part is to check the students have grasped the material that was covered in class. Additionally, the aim is to allow the students to ask questions that they may have on the lesson.

Closure

In closing the lesson, the instructor may provide a general review of the lesson. This will help in reminding students of the materials that was taught in class. This can also be useful in identifying areas that would need further practice or emphasis.

Appendix

Appendix: Pols



Appendix: Points of Information (POIs)

Points of Information (POIs)

What is a Pol?

A Pol is the only interaction that other debaters can have with the speaker during his/her speech. POIs are 10-15 seconds where a speaker from the other team asks a question or makes a statement to the speaker. The speaker must reply immediately. Poles are offered between the first and the last minute of the speech.

Note: The first and last minutes of a speaker's speech are protected times where no Pol's can be offered.

Forms of Pol's:

- Statements:
 - US troops have already left Iraq, so your plan is irrelevant.
- Questions:
 - So, are we going to wait until everyone is addicted to tobacco? (rhetorical)
 - How many years will your plan take to implement? (normal question)
- Clarification:
 - Which sector of the government is going to implement this law?

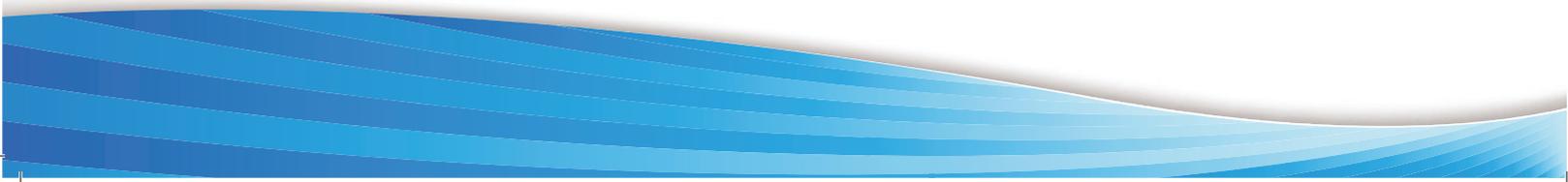
Uses of POI:

- Distraction
- Clarification
- Introducing a new argument
- Keeping your arguments relevant in the debate (if you are in the first half of the debate, sometimes both debaters and judges forget what you have said, so in order to make sure that your arguments are still being discussed, you can bring them up in a Pol)

When to take a Pol:

- Between arguments
- After the case set up (in the case of the 1st speaker)
- Do not take a Pol in the middle of delivering an argument
- Accept 1-2 Pol's during your speech (if debating in World Schools, you must take at least 2 Pol's)

When to offer a Pol:

- At any point of un-protected time
 - Try to offer as many as you can – especially when the speaker is making a strong argument
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