

Week 4

Debate

(26APR2016)

Debate Topics – Education

- ⊙ Home schooling is better alternative than public schooling
- ⊙ YL students who have studied overseas are outpacing students who study locally
- ⊙ The Korean university entrance exam is too burdensome for Korean students
- ⊙ Large, multi-level classes should be taught the same as another other size class
- ⊙ Public school teachers' workload is excessive (task force team)
- ⊙ Public school teachers' are required to do too many after-work obligations
- ⊙ The number of students in public schools is decreasing is a bad thing
- ⊙ All bullies should be punished for their actions
- ⊙ Schools give homework over vacation
- ⊙ Children do not need so many holidays
- ⊙ Homework should be replaced by after-school activities
- ⊙ Students should go to school year-round
- ⊙ Children today are overeducated
- ⊙ All classrooms should be flipped (Week 4)
- ⊙ University education should be free
- ⊙ Grades a good indicator of a person's knowledge of a subject

1. Cell phones should be allowed in class
2. Homework should be banned.
3. Schools should block Youtube.
4. Students should be able to leave school for lunch.
5. A school dress code is a good idea
6. Students should be held legally responsible for bullying in schools.
7. Cyber-bullying that occurs outside of school should be punished by the school.
8. Teachers should not be allowed to contact students through social media.
9. All students should take an [online course](#).
10. [Social media](#) comments should be protected by free speech.

Preparing a debate with a class

1) Divide the class into four groups 2) Give each of the four groups one side of one of the topics to prepare 3) Give each member of the class some sticky notes to write on 4) Follow the five steps

Step 1: Brainstorm ideas

- Individual brainstorm – (5') – Ss should write one point on each sticky notes (use key words)
- Group brainstorm – each group needs a sheet of paper and a “chair”. The chair should go around the group hearing all the ideas and sticking them on the paper. Duplicated ideas go together.

Step 2: Organize ideas

- The group then needs another sheet of paper on which they write 1-9 down the side. From the brainstorm they need to identify between 7 and 9 arguments. They may have more than these so to get them down they can:
- Scrap small or insignificant arguments
- Join together similar arguments to make larger ones
- On their sheet, Ss write the names of the arguments. EACH NO LONGER THAN THREE WORDS.
- Ss then need to divide the arguments between the first three speakers. The first speaker should have three arguments. The second and third speaker should have two or three arguments. The fourth speaker does not have any new arguments.

Step Three: Structure the speeches

Introduce the idea of the speech structure on the board:

- **Introduction** – who are you and what do you stand for?
- **Preview** – What are the names of the points you are going to cover?
- **Rebuttal** – unless you are the first speaker, you’d say “first lets take a look at what we heard from the previous speaker” and disagree with their points.
- **Point One** – “Now onto my points”
Name
Explanation (the reasoning – why is your point true and why does it mean your overall position is right?)
Evidence (facts, analogies, examples, imagery or authority to support your reasoning)
- **Point Two** – Name, Explanation, Evidence
- **Point Three** – Name, Explanation, Evidence
- **Reminder** – remind the audience of the three points you have covered
- **Vote for us**

Step 4: Prepare your speeches

Introduce the Idea of developing your arguments by “Making Them REAL”

- **Reason**
- **Evidence**
- **Analysis**
- **Link**

Choose the first speakers in each group. Allow them a few minutes to think about how to make each of their points REAL. Only allow them to write down six words for each point (in addition to the name).

Choose the summary speaker and either a chair or timekeeper from each group

Step 5: Prepare the rest of the class

Whilst the first three speakers are preparing their speeches:

- The summary speakers need to think what they think the biggest issues in the debate will be. Their speech will focus on three big issues and show why their side has won those issues.
- The chairs, timekeepers and any other pupils should try to think what the other side might say and come up with rebuttal.

Preparing a debate with a class

Debate Template Worksheet

Step 1: Brainstorm ideas

Individual: (5 items on sticky notes)

Group Chair collects sticky notes (compile like notes, etc.)

Step 2: Organize ideas – identify 7-9 arguments, and parse. Label each argument no longer than three words.

Argument 1:

Argument 6:

Argument 2:

Argument 7:

Argument 3:

Argument 8:

Argument 4:

Argument 9:

Argument 5:

Now, divide the strongest arguments between the first 3 speakers (2 arguments each)

Step 3: Structure the speeches

Introduction – who are you and what do you stand for? (Affirmative or Negative)

Preview – What are the names of the points you are going to cover?

Rebuttal – unless you are the first speaker, you'd say, "First, let's take a look at what we heard from the previous speaker" and disagree with their points.

Point One – "Now onto my points"

Name

Preparing a debate with a class

Explanation (the reasoning – why is your point true and why does it mean your overall position is right?)

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Advanced English Debate and Presentation (AD) – Practice Activities

1) Start with just talking. Tell the group the best or worst thing that happened this week. Do it without notes and try to make it engaging. Get comfortable just telling a story and having others listen to you. Easy, comfortable delivery without notes is what you need to take into your debating.

2. Agree / Disagree

Make four signs: Agree, Disagree, Strongly Agree, and Strongly Disagree. Post one sign in each corner of the room. Write a statement on the board that will elicit a reaction from students, such as, "Fast food is a good thing." Students move to the corner with the sign that most closely matches and reflect their opinions, without any discussion or verbal response. Allow the students ample time, approximately five minutes, to discuss their reactions and opinions. A spokesperson from each group reports its opinions. Each group should be allowed equal time (1-3 minutes). Open the floor to debate and discussion. Allow students who have changed their opinions to change corners. Students are invited to explain any changes in opinion as a result of the debate.

3) Switch

Form a circle. One person announces the resolution — women should serve in the military in South Korea, for example — then points to another person and says “switch,” whereupon that second person has to start speaking, making an argument in favor of the motion. A switch happens every 30 seconds in the same way, with each new speaker continuing as if it were the same speech. After a while, the group leader says “change” and people have to start making arguments against the motion, switching between speakers as before. Excellent listening skills are needed to follow the thread of an argument and be able to continue it without pause; disciplined arguing skills are another necessity if you are going to make a point in just 30 seconds; and synthesizing skills are required to flip between reasons to support/oppose the motion off the top of your head.

4) Bluff

Everybody writes a question on a piece of paper — a debatable and difficult question — something to which the person writing does not know the answer. Examples might include: “How should we solve the problem of desertification in China?” or “Should there be free kindergarten in Korea?” The papers are folded and put in a bowl. Each person picks a question, reads it, and gives a clear, fluent, and persuasive one-minute answer. This may be your opinion, you may have genuine evidence to back it up — or you may not. The purpose here is not to discover the “truth” but to develop confidence in persuasion. If you can speak well on

a topic about which you know little, with no preparation time, it will boost your ability to cope with any situation you encounter in a debate.

5) Balloon Debate

A great activity based on a peculiar premise —you are a famous person of your choice in a hot air balloon hurtling toward the earth. It cannot take the weight of everyone, and some passengers must be thrown overboard to save the rest (the group decides the number!). You must make a passionate case for keeping you on board the balloon. The strangeness of the scenario allows people to relax and be passionate in their public speaking. This is a great exercise to develop speaking and arguing skills; as the appeals to throw someone else overboard begin, you start to see listening and synthesizing, too.

6) Five Good Reasons

The idea behind this game is to teach students to think quickly on their feet while under pressure. A list of premises are prepared in advance which begin with, "Give me five good reasons why...". These statements can be very elementary such as, "Give me five good reasons why soda should be banned from school activities" to the more difficult such as "Give me five good reasons why drilling for oil should be allowed in public parks and recreation areas". The harder topics are reserved for the more advanced debaters. The students, in turn, are then asked to supply the reasons while the coach and others press them to answer quickly within some arbitrary time constraint. In most cases, they can spew out three reasons in very short order, but then it gets tough reaching for the fourth and fifth reasons. We have learned, that some students resort to certain "tricks" to come up with reasons such as saying, "1. Its good for your health 2. It prevents people from getting fat..." At that point, we may interrupt and disallow the second reason for being too similar to the first. We also may disallow certain obvious and repeated answers which are universal to many topics such as "its good for the economy". Often the answers are silly, and perhaps not completely correct but the idea is not to be at a loss for words in a pressure situation. This game is a lot of fun and easily adapted to debaters of all skill levels.

7) Devil's Advocate

In pairs or groups, one student chooses a resolution. The student then argues for one minute (another student time the speaker) in favor of the resolution. When the time is up the student argues against the resolution for one minute. The other student(s) notes which of the arguments for or against the resolution offered by the speaker was the strongest. These students share their opinions with the student who spoke and give reasons for their choices.

Advanced Debating (AD) – Give Me Five Good Reasons

Give me five good reasons why the man should pay for everything on a date.

Give me five good reasons why group blind dates are better than a regular blind date.

Give me five good reasons why military service should be voluntary.

Give me five good reasons why soju is better than beer.

Give me five good reasons why Koreans should learn English.

Give me five good reasons why someone should take an English debating class.

Give me five good reasons why McDonald's is better than Lotteria.

Give me five good reasons why android phones are better than I-phones.

Give me five good reasons why being single is better than being in a relationship.

Give me five good reasons why being a public school teacher is a good job.

Give me five good reasons why public transportation in Korea is great.

Give me five good reasons why Korea is a relatively safe country.

Give me five good reasons why HUFs a high school student should come to HUFs.

Advanced Debating (AD) – Devil’s Advocate Topics

Cellular phones should be allowed in schools.

Television is a bad influence.

Junk food should be banned in schools.

School should be year-round.

School attendance should be voluntary.

Violent video games should be banned.

Parents should be punished for their children’s mistakes.

Beauty pageants do more good than harm.

Schools should end the practice of giving awards.

Homework should be banned.

Teachers should not use candy as rewards.

All schools should be co-ed.

Celebrities should not be role models.

Schools should eliminate letter grades.

Credit cards do more harm than good.

Rebuttal Activities

Rebuttal is vital in any competitive speech. Any argument left unchallenged is allowed to stand.

1. Point and Rebuttal

Decide on an Issue: i.e., "Should pets be allowed to live in cities?" Divide the group into two teams -- pros and cons. Allow the group 5 to 10 minutes to consult and come up with a point for each person to present. Seat the groups opposite each other. The first person presents a point for their side (pros usually should begin). The first person on the opposite side makes a statement refuting the previous person; then proceeds to present their point. Continue down the line with each person refuting the previous opposition argument, then presenting a new point of their own.

2. Rebuttal Tennis

A quick game of rebuttal tennis will give students an opportunity to practice making rebuttals and thinking quickly. This game is simple and requires little advance preparation beyond compiling a list of topics. To begin, split the students into pairs and have each pair sit facing each other. One partner makes a statement related to a debate topic, such as "assisted suicide is unacceptable in all cases," and the other must quickly offer a rebuttal. The original student then rebuts this statement, and the two continue back and forth. Set a time limit for each rebuttal, perhaps 15 seconds to a minute. The student who cannot think of a rebuttal loses the round. Ask the students to play a predetermined odd number of rounds so that each pair has an overall winner.

3. One-on-One Rebuttal

Two students sit face to face. The first student should make a simple, controversial statement (e.g. "Ice cream is healthy"). The second student should come up with 3 or 4 arguments against the proposal and deliver them with clear distinction between the arguments "My first argument is..., My second argument is..., My third argument is.....) The original speaker should answer each of the second speaker's arguments one by one. The original speaker should reference her opponent's arguments and then offer at least two responses. For example: "Her first argument is... Her second argument is..."

4) Four-Step Rebuttal Summary

One of the most effective ways of rebut an argument is to use the Four-Step Rebuttal, summarized below

Step 1: “**They say . . .**”

It is important to reference the argument you are about to rebut so that your audience can easily follow your line of thought. . .”

Step 2: “**But I disagree . . .**”

In this part of your rebuttal, you state the basics of your counter-argument. This can be, as in the case of the banana-orange controversy, simply the opposite of your opponent’s claim. It can also be an attack on your opponent’s reasoning or evidence. The important thing is to state clearly and concisely the counter-argument you want the judge to endorse.

Step 3: “**Because . . .**”

Having advanced your counter-argument, you need to proceed to offer reasoning. Your reasoning can be independent support for your counter-claim, as in the case above. It can also be a reasoned criticism of the opponent’s argument.

Step 4: “**Therefore . . .**”

Finally, you need to draw a conclusion that compares your rebuttal to your opponents’ argument and shows why yours defeats theirs. This conclusion is usually done by means of comparison, either of reasons or evidence or both. You need to show that your argument is better than their argument because it is:

If the speakers above used the **four-step rebuttal**, their debate would be:

Speaker 1: Bananas are better than oranges because they contain more potassium.

Speaker 2: Speaker 1 **says** that bananas are better than oranges, **but I disagree**. Oranges are better than bananas **because** they contain more vitamin C. **Therefore**, you should prefer oranges because while many foods in an ordinary diet contain potassium, few contain an appreciable amount of vitamin C. It is more important to eat oranges whenever possible than it is to eat bananas.

Four-Step Rebuttal Summary worksheet

Step 1: "They say: _____
[reference partner's argument]

Step 2: "But I disagree: _____
[state the opposite of partner's argument]

Step 3: "Because _____
[offer your own reasoning]

Step 4: "Therefore _____
[draw a conclusion that compares reasons, evidence or both]

Four-Step Rebuttal Summary worksheet

Step 1: "They say: _____
[reference partner's argument]

Step 2: "But I disagree: _____
[state the opposite of partner's argument]

Step 3: "Because _____
[offer your own reasoning]

Step 4: "Therefore _____
[draw a conclusion that compares reasons, evidence or both]

Advanced Debating Scoring Sheet

This House believes that marriage is an outdated institution.

Date: Thursday, April 7 - week 6

Prime Minister:

Member of the Opposition:

Minister of the Crown: **Valerie**

Leader of the Opposition:

Criteria	Rate: 1-10	Comments
Greeting	√	gentlemens
Opening statement is clear, and well organized		
Arguments in support of position are stated clearly, relevant, and well informed	6	1 people become unhappy when married 23.8, 28.7% divorce rates; main 48.5 due to personality difference 2 why get official document; means they don't trust 3 everyone has freedom and independence (‘outdated’ not mentioned once)
Rebuttal to opposing side's argument is clear and effective; clash is obvious	6	MO: now benefits from marriage - family relationship not necessarily a document√ MO: tradition and benefits from government (these 2 points really aren't joined together; try to address separately)
Closing statement clearly states and effectively summarizes the team's position		marriage is outdated; good, but try to say with emphasis
Organization of speech flows logically		
Style of speaking engages the audience; appropriately formal	6-7	(speaking, not reading√)
Body language matches and/or enhances content of speech		(some natural, increase these)
Teamwork is referring to partner's points and supporting them		
Overall preparedness, effectiveness, and professionalism in the debate		time 4:40 (time could have been used to a strong conclusion)
POIs		(no POIs asked; grade would have been B- otherwise)

Grade for debate: C-

Advanced Debating Scoring Sheet

This House believes that _____.

Date:

Prime Minister:

Member of the Opposition:

Minister of the Crown:

Leader of the Opposition:

Criteria	Rate: 1-10	Comments
Greeting	√	
Opening statement is clear, and well organized		
Arguments in support of position are stated clearly, relevant, and well informed		
Rebuttal to opposing side's argument is clear and effective; clash is obvious		
Closing statement clearly states and effectively summarizes the team's position		
Organization of speech flows logically		
Style of speaking engages the audience; appropriately formal		
Body language matches and/or enhances content of speech		
Teamwork is referring to partner's points and supporting them		
Overall preparedness, effectiveness, and professionalism in the debate		Time:
POIs		(POIs asked: YES / NO)

Grade for debate: