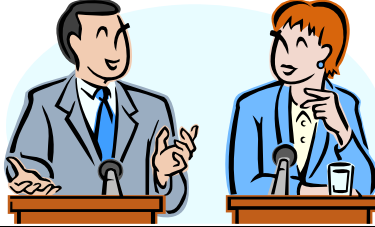


Debating – Building Productive Talk on Social Issues

Appendix A

Debating – K-W-L Chart Debating Skills & Social Issues



LEARNING SKILLS

Overall Expectations -identify and use a variety of literacy skills and strategies to improve reading, writing, and oral communication in everyday contexts

Specific expectations -identify and use oral communication skills to support reading, writing, and positive interaction with others (making oral presentations of group work)

INTERPERSONAL KNOWLEDGE & SKILLS

Overall Expectations -apply appropriate interpersonal and teamwork skills in a variety of learning environments

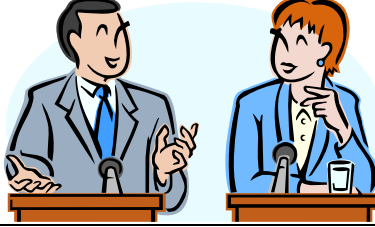
Specific expectations -identify and describe positive teamwork skills (e.g., sharing ideas, managing tasks, offering constructive criticism, using conflict resolution strategies)

| What do you know about debating? - K - | What do you want to know about debating? - W - | What did you learn about debating? - L - |
|--|--|--|
| | | |

Debating – Building Productive Talk on Social Issues

Appendix B

Debating Terms – Teacher Copy Debating Skills & Social Issues



LEARNING SKILLS

Overall Expectations -identify and use a variety of literacy skills and strategies to improve reading, writing, and oral communication in everyday contexts

Specific expectations -identify and use oral communication skills to support reading, writing, and positive interaction with others (making oral presentations of group work)

INTERPERSONAL KNOWLEDGE & SKILLS

Overall Expectations -apply appropriate interpersonal and teamwork skills in a variety of learning environments

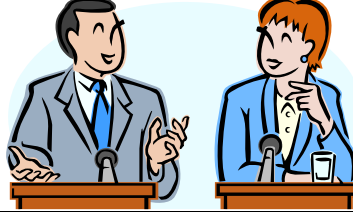
Specific expectations -identify and describe positive teamwork skills (e.g., sharing ideas, managing tasks, offering constructive criticism, using conflict resolution strategies)

| Terminology | Definition |
|-----------------------------|---|
| Debate | <ul style="list-style-type: none">- a structured argument- two opposing teams make speeches to support their proposition- teams disagree with the arguments of the other team |
| Proposition (or Resolution) | <ul style="list-style-type: none">- the statement about which the two teams debate |
| Affirmative team | <ul style="list-style-type: none">- the team that agrees with the proposition |
| Negative team | <ul style="list-style-type: none">- the team that disagrees with the proposition |
| Rebuttal | <ul style="list-style-type: none">- statements that debunk (prove as incorrect) arguments from the opposing team |
| Judge or Chair | <ul style="list-style-type: none">- decides the winner of the debate- the winner is the team that defended their side the best |

Debating – Building Productive Talk on Social Issues

Appendix C

Debating Terms – Student Copy Debating Skills & Social Issues



LEARNING SKILLS

Overall Expectations -identify and use a variety of literacy skills and strategies to improve reading, writing, and oral communication in everyday contexts

Specific expectations -identify and use oral communication skills to support reading, writing, and positive interaction with others (making oral presentations of group work)

INTERPERSONAL KNOWLEDGE & SKILLS

Overall Expectations -apply appropriate interpersonal and teamwork skills in a variety of learning environments

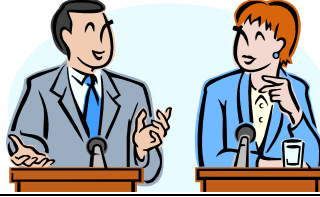
Specific expectations -identify and describe positive teamwork skills (e.g., sharing ideas, managing tasks, offering constructive criticism, using conflict resolution strategies)

| terminology | definition |
|-----------------------------|-------------------|
| Debate | |
| Proposition (or Resolution) | |
| Affirmative team | |
| Negative team | |
| Rebuttal | |
| Judge or Chair | |

Debating – Building Productive Talk on Social Issues

Appendix D

How to Disagree in an Agreeable Way Debating Skills & Social Issues



LEARNING SKILLS

Overall Expectations -identify and use a variety of literacy skills and strategies to improve reading, writing, and oral communication in everyday contexts

Specific expectations -identify and use oral communication skills to support reading, writing, and positive interaction with others (making oral presentations of group work)

INTERPERSONAL KNOWLEDGE & SKILLS

Overall Expectations -apply appropriate interpersonal and teamwork skills in a variety of learning environments

Specific expectations -identify and describe positive teamwork skills (e.g., sharing ideas, managing tasks, offering constructive criticism, using conflict resolution strategies)

- ❖ In a debate, a speaker must be persuasive, but not belittling; be polite, but not condescending; and be convincing, not insulting.
- ❖ The following are suggestions for agreeing and disagreeing with your opponent.
- ❖ They are ranked from slightly agreeing/disagreeing to strongly agreeing/disagreeing.
- ❖ Add more of your own phrases to the lists so you can begin to use them.

| Phrases for Agreement | Phrases for Disagreement |
|--|--|
| <ul style="list-style-type: none">• There is some truth in what you are saying, however...• Yes, perhaps, but...• I agree with you up to a point, but...• That may be worth thinking about• It may be possible, however...• I agree with your thinking to a degree... | <ul style="list-style-type: none">• I am inclined to disagree with your point...• I am not sure your point is true...• The validity of your point depends on...• You may be incorrect that...• I am not so certain of your point that...• I disagree with your point that...• Your idea is wrong• Your interpretation of that fact is mistaken.• |

The Devil's Advocate Co-operative Activity

LEARNING SKILLS

Overall Expectations -identify and use a variety of literacy skills and strategies to improve reading, writing, and oral communication in everyday contexts

Specific expectations -identify and use oral communication skills to support reading, writing, and positive interaction with others (making oral presentations of group work)

INTERPERSONAL KNOWLEDGE & SKILLS

Overall Expectations -apply appropriate interpersonal and teamwork skills in a variety of learning environments

Specific expectations -identify and describe positive teamwork skills (e.g., sharing ideas, managing tasks, offering constructive criticism, using conflict resolution strategies)

The Devil's Advocate



- ❖ Students are placed in pairs and presented with a proposition.
- ❖ Teacher/student decides who will debate for the Affirmative and the Negative side.
- ❖ Students have three minutes to generate points for their Affirmative/Negative side.
- ❖ Teacher says “Begin” and for one minute, the student stands up and argues for the affirmative side.
- ❖ Teacher shouts “Switch.”
- ❖ The other student must now stand up and argue for the negative side.
- ❖ At the end of the debate, students are given positive feedback and constructive criticism from the rest of the class.
- ❖ Students practise linguistic dexterity and quick thinking
- ❖ Have fun and good luck!

Debating – Building Productive Talk on Social Issues

Appendix E page 2

Suggested Propositions for *The Devil's Advocate* Activity

1. Television is better than books.
2. Cats make better pets than dogs.
3. Animals should not be kept in cages.
4. Spelling should never be marked on an exam.
5. The Olympics are a waste of money.
6. School should be two hours longer.
7. Computers should replace teachers.
8. It is better to be a girl than a boy.
9. Teenagers need more sleep than adults.
10. High school students should go on a field trip at least once a week.
11. High school teachers must not teach the same courses for more than two years in a row.
12. Students should be allowed to use their cell phones during the school day.
13. _____
14. _____

Student's notes:

What do I need to work on?



Debating – Building Productive Talk on Social Issues

Appendix F

Student Advice on Debating Debating Skills & Social Issues

LEARNING SKILLS

- Overall Expectations* -identify and use a variety of literacy skills and strategies to improve reading, writing, and oral communication in everyday contexts
- Specific expectations* -identify and use oral communication skills to support reading, writing, and positive interaction with others (making oral presentations of group work)

INTERPERSONAL KNOWLEDGE & SKILLS

- Overall Expectations* -apply appropriate interpersonal and teamwork skills in a variety of learning environments
- Specific expectations* -identify and describe positive teamwork skills (e.g., sharing ideas, managing tasks, offering constructive criticism, using conflict resolution strategies)
-

Student Advice on Debating

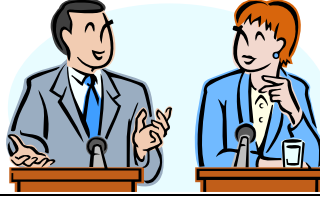


- ❖ You must address your arguments to the judge(s) or chair of the debate.
- ❖ Speak loudly and clearly. Make eye contact with the judge and the audience (if any.)
- ❖ Be prepared! Research facts and figures to support your points.
- ❖ Plan parts of your rebuttal speech ahead of time by thinking about what the opposing team might say, then debunking those points.
- ❖ Try not to use absolute qualifiers, such as “always” and “never..
- ❖ Practise your notes with a timer so you can be aware of how much time is left.
- ❖ Don’t make personal attacks or insulting comments about your opponent.
- ❖ Sarcasm reduces the effectiveness of your speech with the judge(s).
- ❖ Take notes during the debate.
- ❖ Try to complete each speech with a brief summary.
- ❖ Be confident! Have fun!

Debating – Building Productive Talk on Social Issues

Appendix G

Topics for Debate Debating Skills & Social Issues



LEARNING SKILLS

Overall Expectations -identify and use a variety of literacy skills and strategies to improve reading, writing, and oral communication in everyday contexts

Specific expectations -identify and use oral communication skills to support reading, writing, and positive interaction with others (making oral presentations of group work)

INTERPERSONAL KNOWLEDGE & SKILLS

Overall Expectations -apply appropriate interpersonal and teamwork skills in a variety of learning environments

Specific expectations -identify and describe positive teamwork skills (e.g., sharing ideas, managing tasks, offering constructive criticism, using conflict resolution strategies)

- ❖ Canada has a responsibility to defend human rights in other countries.
 - ❖ Canada should begin to trade its water resources with other countries.
 - ❖ There should be a mandatory high school course for students in Canada about the internet and how to use it.
 - ❖ The culture and economy of First Nations groups can be effective in modern society.
 - ❖ The Canadian government should raise the age at which citizens may vote.
 - ❖ People in Ontario should pay for how many bags of garbage they have.
 - ❖ The rapid growth of technology has been a positive thing for all people.
 - ❖ The rise in living standards has been fair for all people living in Ontario.
 - ❖ The Canadian military acted accordingly in Rwanda.
 - ❖ It is Canada's responsibility to act as peacekeepers all over the world.
 - ❖ We need stricter limits on freedom of speech.
 - ❖
-

Culminating Activity: Debating two sides

Which has more impact on Canadian society: violence or compassion?

Proposition for Affirmative Team:

Proposition for Negative Team:

Debating – Building Productive Talk on Social Issues

Appendix H page 1

Teaching the Debate

Student Notes



By R. Boyd

LEARNING SKILLS

Overall Expectations -identify and use a variety of literacy skills and strategies to improve reading, writing, and oral communication in everyday contexts

Specific expectations -identify and use oral communication skills to support reading, writing, and positive interaction with others (making oral presentations of group work)

INTERPERSONAL KNOWLEDGE & SKILLS

Overall Expectations -apply appropriate interpersonal and teamwork skills in a variety of learning environments

Specific expectations -identify and describe positive teamwork skills (e.g., sharing ideas, managing tasks, offering constructive criticism, using conflict resolution strategies)

Our Class Debate : Purpose

Your task is to prepare to argue and support a proposition that is assigned to you. You will need to do research to support your ideas, prepare a speech, plan with your teammates, and practice your group's presentation so it is well-polished. Your goal is to defend your side as best you are able.

Debate Format : Timing



| | | |
|------------------|-------------|-----------|
| Affirmative Team | Speaker # 1 | 2 minutes |
| Negative Team | Speaker # 1 | 2 minutes |
| Affirmative Team | Speaker # 2 | 2 minutes |
| Negative Team | Speaker # 2 | 2 minutes |

Break: 3 minutes (Debaters use this time to plan as a team and make last minute changes to rebuttal speeches!)

| | | |
|-----------------------------|-------------|---------------------------------------|
| Rebuttal - Negative Team | Speaker # 3 | 1 minute |
| Rebuttal - Affirmative Team | Speaker # 3 | 1 minute |
| Rebuttal - Negative Team | Speaker # 4 | 1 minute (with concluding statements) |
| Rebuttal - Affirmative Team | Speaker # 4 | 1 minute (with concluding statements) |

Decision of the Judge(s) or Chair of the Debate!

Debating – Building Productive Talk on Social Issues

Appendix H page 2 **Physical Set-up of Room**

Affirmative Team

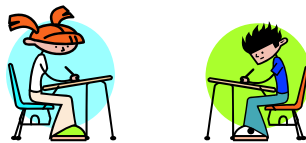
Negative Team

podium

Judge(s)

audience members or rest of class

My Team Planning Notes



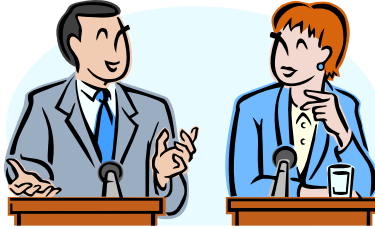
My teammates:

Our proposition:

Numbers and email:

Debating – Building Productive Talk on Social Issues

Appendix I Student Notes for Rebuttal Class Debate



By R.Boyd

| Argument(s) of the Opposing Team | Their Evidence | Our Rebuttal |
|----------------------------------|----------------|--------------|
| | | |
| | | |
| | | |

Debating – Building Productive Talk on Social Issues

| |
|----------------------------------|
| Appendix J: Debate Rubric |
|----------------------------------|

| Category | Level 1 50-59% | Level 1 60-69% | Level 1 70-79% | Level 1 80%+ |
|---|--|--|--|---|
| Knowledge -proposition supported with evidence: strong opinions and research | -arguments are just opinions; purpose not clearly defined -no evidence of research (facts, figures, statistics) -no opening and closing statements -little or no use of appropriate terminology during speech | -arguments stay on topic; purpose somewhat defined -minimal evidence of research (facts, figures, statistics) -opening and closing statements are simple -use of appropriate terminology during speech | -strong arguments stay on topic -evidence of research (facts, figures, statistics) -opening and closing statements are clearly and concisely stated -thorough use of appropriate terminology during speech | -excellent arguments stay on topic -clear evidence of research (facts, figures, statistics) -opening and closing statements are memorable -effective use of appropriate terminology during speech |
| Communication -oral delivery style -presentation skills | -nervous tension obvious -fails to convince Chair to believe his/her arguments -no attempt to use body language and facials expressions to persuade audience | -attempt to state arguments clearly -ideas are read to Chair, with obvious reliance on notes -a simple attempt to use body language and facials expressions | -arguments are clear and convincingly delivered -ideas are stated in a clear and concise manner, without too much reliance on notes -satisfactory use of body language, facials expressions, tone of voice | -arguments are delivered in a confident, relaxed manner -ideas are stated in a clear and creative manner, without reliance on notes -effective use of body language, facials expressions, pauses, tone of voice |
| Application -organization of presentation and teamwork | -presentation shows no forethought and organization -insufficient evidence of teamwork in 3-minute break time (notes not shared or discussed) -cue cards and notes do not show research and active listening -timing: speech ended early or went overtime | -minimal evidence of forethought in presentation -some evidence of teamwork in 3-minute break time (note-sharing, discussion) -cue cards and notes show some research and active listening -timing: speech ended early or went over | -presentation shows forethought and organization -teamwork clearly evident in 3-minute break time (note-sharing, discussion) -cue cards and notes show thorough research and active listening -good use of time | -presentation shows significant forethought and organization -teamwork noticeably evident in 3-minute break time (note-sharing, discussion) -cue cards and notes show effective research and active listening -excellent use of time |
| Thinking/ Inquiry -rebuttal arguments, either in notes or in speech | -an attempt to make counter-arguments -rebuttal statements do not address statements of the opposing team | -simple counter-arguments made -rebuttal statements stay on topic but opposing team's statements only minimally addressed | -effective counter-arguments made -rebuttal statements effectively address statements of the opposing team | -memorable counter-arguments made -pertinent rebuttal statements effectively weaken statements of the opposing team |

Teacher Feedback :

Debating – Building Productive Talk on Social Issues

Appendix K

Voting Ballot Class Debate

Which has more impact on society: violence or compassion?



By R.Boyd

LEARNING SKILLS

Overall Expectations -identify and use a variety of literacy skills and strategies to improve reading, writing, and oral communication in everyday contexts

Specific expectations -identify and use oral communication skills to support reading, writing, and positive interaction with others (making oral presentations of group work)

INTERPERSONAL KNOWLEDGE & SKILLS

Overall Expectations -apply appropriate interpersonal and teamwork skills in a variety of learning environments

Specific expectations -identify and describe positive teamwork skills (e.g., sharing ideas, managing tasks, offering constructive criticism, using conflict resolution strategies)

Instructions:

Place a checkmark in the appropriate column each time you hear a clear and supported argument.

| Violence has more impact on society. | Compassion has more impact on society. | Comments of the Judge(s) or Chair |
|--------------------------------------|--|--|
| | | |
| Total number of checks: | Total number of checks: | The team that defended their side the best: _____ |

Debating – Building Productive Talk on Social Issues

Appendix L

Voting Ballot Class Debate

Proposition: _____



By R.Boyd

LEARNING SKILLS

Overall Expectations -identify and use a variety of literacy skills and strategies to improve reading, writing, and oral communication in everyday contexts

Specific expectations -identify and use oral communication skills to support reading, writing, and positive interaction with others (making oral presentations of group work)

INTERPERSONAL KNOWLEDGE & SKILLS

Overall Expectations -apply appropriate interpersonal and teamwork skills in a variety of learning environments

Specific expectations -identify and describe positive teamwork skills (e.g., sharing ideas, managing tasks, offering constructive criticism, using conflict resolution strategies)

Instructions: Place a checkmark in the appropriate column each time you hear a clear and supported argument.

| Affirmative Team Proposition: | Negative Team Proposition: | Comments of the Judge(s) or Chair |
|--------------------------------------|-----------------------------------|--|
| | | |
| Total number of checks: | Total number of checks: | The team that defended their side the best: _____ |

Debating – Building Productive Talk on Social Issues

Appendix M page 1
Movie Guide: The Great Debaters (2007)



1. List some *debating* terms you heard throughout the movie:

| |
|--|
| |
|--|

2. Complete the chart for the 4 main characters:

| | Henry Lowe | Samantha Boone | James "Jr." Farmer | Mr. Melvin B. Tolson |
|--|------------|----------------|--------------------|----------------------|
| Positive characteristics as a debater/teacher | | | | |
| Negative personal habits that needed to be changed | | | | |
| Catalyst or event which caused character to turn around/change | | | | |
| Adjectives to describe them at the end of the movie | | | | |

Debating – Building Productive Talk on Social Issues

Appendix M page 2
Movie Guide: The Great Debaters (2007)



3. In a 4-6 sentence paragraph, describe what you view as the main social conflict in the movie, and how it impacted on the characters on the Wiley College Debate Team.

4. At Harvard, what was the issue to be “resolved”? (What was the statement/*proposition* the students were asked to debate?)

5. In your opinion, what arguments did the Wiley debate team present which resulted in the judges’ decision?

6. Did you like the movie? Why or why not?
