

## **Adjudicating the Debate**

The assessment of a debate is really a subjective exercise. The adjudicator forms a personal judgment, which could be different from another adjudicator's judgment. However, these guidelines help adjudicators make judgments within a framework of procedural rules and guidelines and help limit the subjectivity. The adjudicator has the job of deciding which team performed better in the process of persuasion following the rules of debate. This is different from the role of the audience who ask themselves if they were persuaded by the debaters' arguments.

Since the result of the debate depends entirely on the adjudicator's decision, an adjudicator must thoroughly understand the rules. The adjudicator's judgment should not be influenced by his/her own personal likes, dislikes or prejudices. The adjudicator should adopt the role of an average person with an average reasonable knowledge of the subject under debate but with expert knowledge of the rules of debate.

There can be one adjudicator or a panel (always an odd number).

The adjudicator will sit with the audience because he/she is supposed to see the debate as the audience does. However, he/she will come to the front of the room to address everyone when giving his/her adjudication.

### **Functions of the adjudicator**

An adjudicator has three main functions.

- To decide which team has won the debate
- To provide an explanation of the reasons for the decision
- To provide constructive feedback to the debaters

The first is the most important role. It is the adjudicator's role to decide which team has won, and this decision should be made by the adjudicator and not solely by the marks. The marks should reflect the adjudicator's decision, but they should not make that decision. For instance, a particularly talented speaker might skew the marks in favour of his team, but the other team could have presented a stronger case overall and should be chosen as the winning team. In such a case, the individual speaker might be chosen as the "Best Speaker" of the competition.

The adjudicator should give a clear and firm decision on who has won, the reasons for that decision and constructive comments to each speaker. It is a good idea to give a summary of the decisive issues in the debate and how each team dealt with, or used, these to its dis/advantage.

Constructive comments made to each speaker should be brief and positive. The delivery of the adjudication should take about 5 - 7 minutes. Sound advice from good adjudicators can make a substantial difference to debating careers.

If requested, an adjudicator can offer tips and other advice after a debate, however it is considered poor sportsmanship for team members to argue with the adjudicator about the result.

### **Definitions**

Definitions are an important part of a debate. They have a role in determining if a debate is focused. The adjudicator must be able to see a clear and logical link between the definition and the topic. The correct way to define a topic is to use the “issue-based approach”, rather than focus on the individual words. The topic is defined as a whole by looking at the context. Focus can be directed towards one or more keywords, but the objective is to state a clear issue stemming from the examination of the individual words. Timesetting is also not allowed. Debates should take place in contemporary society though evidence from the past can be used in the arguments.

### **Timing of speeches**

After the first bell sounds, speakers should quickly finish the point they are making. A second bell is sounded after half a minute. There is no penalty for finishing after the first bell but before the second bell. Matter delivered after the time limit does not gain any “matter” marks. Finishing before the first bell usually means a loss of “method” marks. The speaker will receive a penalty for continuing after the second bell has sounded.



#### **Active Listening!**

Really listen to the person who is talking.  
During the debate, note down key words of the arguments from the opponent's speech and look at the speaker, if it helps.

## Marking the Debate

The marking scheme allows a maximum of 100 marks to be awarded for each speaker. This is divided into:

Matter - 40 marks

Manner - 40 marks

Method - 20 marks

A debater who speaks at the expected level for the grade in each matter, manner and method usually receives a score of  $30 + 30 + 15 = 75$ .

Most speeches will score between 70 and 80. Marks above or below these are rare and indicate an exceptionally good or bad performance.

The adjudicator decides on the relative merits of the two cases and it is this ability to compare that is important in adjudication.

No ties can be awarded.

Matter or Manner	Method	Meaning
26	13	Poor
27-29	14	Below average
30	15	Average or expected standard
31-33	16	Above average
34	17	Excellent

The margins for marking debates are outlined in the following table.

Margin	Meaning
1-4 marks	A very close debate, with only minor differences separating teams
5-9 marks	A relatively clear decision, with one team having an obvious advantage.
10+ marks	A very clear win, with the losing team probably having failed in one or more fundamental aspects of its argument or presentation.

## Score Sheet - Example 1

Each speaker is marked on:

Matter: including definition; team line; supported arguments; rebuttal	40
Manner: effective delivery creating rapport with audience; gestures; voice	40
Method: structure of speech; use of time; evidence of team work	20
<b>TOTAL</b>	<b>100</b>

AFFIRMATIVE TEAM	NEGATIVE TEAM
First Speaker _____       /100	First Speaker _____       /100
Second Speaker _____       /100	Second Speaker _____       /100
Third Speaker _____       /100	Third Speaker _____       /100
Team Total       /300	Team Total       /300

Main reason(s) for decision:

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Date: \_\_\_\_\_

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(Signature of Adjudicator)

(This type of score sheet is used in the NESTA Debate Competition.)

Score Sheet - Example 2

Date : \_\_\_\_\_ Venue: \_\_\_\_\_

Motion : \_\_\_\_\_

Affirmative Team: \_\_\_\_\_ (Name of school)

(A separate sheet is required for the Negative Team.)

1. Speakers' Presentations

Criteria Members	Content (40 pts)	Delivery (30 pts)	Organisation (20 pts)	Poise (10 pts)	Total Score (Max. 100)
First Speaker					
Second Speaker					
Third Speaker					
Fourth Speaker					
Total:					/400

2. Floor Questions (Max: 10 points each)

First Speaker (any)		Third Speaker (any)	
Second Speaker (any)		Fourth Speaker (any)	
Total:			

3. Free Debate

Criteria Members	Content (50 pts)	Delivery (30 pts)	Organisation (15 pts)	Poise (5 pts)	Total Score (Max. 100)
Any Speakers					
Total:					

Total marks = (1) + (2) + (3)

= + + = \_\_\_\_\_

Adjudicator's Name: \_\_\_\_\_ Signature: \_\_\_\_\_

### Score Sheet - Example 3

**Motion:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Affirmative/Opposition Side:** \_\_\_\_\_

(Circle appropriate team)

(Name of school)

	Name of Debater	Content (40 %)	Delivery (30 %)	Organisation (20 %)	Manner (10%)	Sub-total (100%)
Captain						
1 <sup>st</sup> Speaker						
2 <sup>nd</sup> Speaker						
Summary						
<b>Floor Time</b>						
	First	Second	Third (Final)	Fourth (Final)	Sub-total	
Question	/15	/15	/15	/15		
Response	/15	/15	/15	/15		
* Total:						

\* The maximum mark for each side on an adjudicator's mark sheet in the preliminaries and semi-final is:

$$100 \times 4 \text{ speakers} + 15 \times 2 \text{ questions} + 15 \times 2 \text{ responses} = \underline{460}$$

\* The maximum mark for the grand final is:

$$100 \times 4 \text{ speakers} + 15 \times 4 \text{ questions} + 15 \times 4 \text{ responses} = \underline{520}$$

Signature of the Adjudicator: \_\_\_\_\_

Comments (if any):

Signature of the Host: \_\_\_\_\_ Signature of the Captain: \_\_\_\_\_

(Yuen Long Public Secondary School, Inter-class English Debating Competition 2006-07)

## **Possible Debate Topics**

1. Students should be required to wear school uniforms.
2. Students should be permitted to have any hairstyle they like.
3. Teenagers should be made to do chores around the house.
4. Homework should be limited to no more than one hour per night.
5. No homework should be given at weekends.
6. Teenagers should have a curfew.
7. School hours should be from 12pm to 6pm.
8. Teenagers should be able to watch any TV programmes they like.
9. Television has a negative influence on children.
10. The age to vote, smoke and drink should be lowered.
11. Animals should not be kept in zoos.
12. No animal should have to undergo scientific experiments.
13. Computers should replace teachers.
14. The Olympic Games are a waste of money.
15. Primary and secondary education should be free for all students.
16. Boys and girls should be taught in separate schools.
17. Sex education should be taught in schools.
18. Physical force is not a justifiable method of punishing children.
19. Everyone should speak and be taught the same language.
20. Schools must have the right to search students' lockers.
21. Students should face mandatory drug tests.
22. Parents should be held morally and legally responsible for the actions of their children.
23. The imposition of sanctions on states is the best way to end child labour.
24. Hong Kong should allow no further immigrants.
25. Parents should be allowed to educate their children at home.

## Debate Assessment Worksheet for Student Practice

View the debate (DVD, Title 13). The teacher divides the class into groups of 6 with half the group taking the affirmative side and half the negative. Each person in a group chooses one speaker to evaluate, using this worksheet. At the end, look at your group mates' sheets and decide which team is the winner. Be sure to stop the film at the end of the debate before the adjudicators speak! See if you agree with the adjudicators' decision.

	Criteria	
<b>Matter:</b>		
Introduction:	States the interpretation of the motion	
	States the roles of the speakers on the team	
	States key arguments	
Development:	Arguments are well developed	
	Arguments are clearly labelled	
	Arguments are explained and analysed in detail	
	Each argument is connected	
	Logical sequencing	
	Rebuttals are made to opposing arguments	
Closing:	Summary of each argument	
	States how these arguments are linked to the next speaker	
	Connects the speech with the whole case	
	Total:	/40
<b>Manner:</b>	Confidence	
	Speaking pace	
	Enthusiasm/dynamic speaker	
	Eye contact	
	Voice - volume	
	- pitch	
	- emphasis	
	- pace	
	Humour	
	Total:	/40
<b>Method:</b>	Only relevant arguments are used	
	All speakers' arguments are effectively linked to make a team line	
	Arguments are presented logically and sequentially in team's presentation	
	Use of time	
	Total:	/20
	Grand Total:	/100



## Lesson Plans

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## Lesson Plan 1 — Pre-debating Activity

<b>Title:</b> Brainstorming
<b>Objective(s):</b> <ul style="list-style-type: none"> <li>• to encourage brainstorming</li> <li>• to show students how to reach group consensus</li> </ul>
<b>Level:</b> S4-7
<b>Time:</b> one lesson — 40-45 minutes
<b>Materials:</b> topics, one sheet of paper per group and a pencil
<b>Preparation:</b> organise desks in groups of 4 or 6
<b>Lesson Plan:</b> <b>Steps:</b> <ol style="list-style-type: none"> <li>1. Teacher arranges students in groups of 4 or 6.</li> <li>2. Each group receives a piece of paper and a topic. (A different topic for each group.)</li> <li>3. Students write as many ideas as possible on the piece of paper.</li> <li>4. They whittle down the list to the best ideas. E.g. Topic: "Should the wearing of school uniforms be discontinued?"</li> <li>5. They categorise the ideas: Categories: <ul style="list-style-type: none"> <li>• students' opinions</li> <li>• teachers' opinions</li> <li>• parents' opinions</li> <li>• how to come to a final decision</li> </ul> </li> <li>6. They decide who will say what.</li> <li>7. Students will prepare their own speeches. (individual work)</li> </ol>
Homework: Prepare 2-minute speeches

## Lesson Plan 2 — Pre-debating Activity

<b>Title:</b> One-minute Speeches
<b>Submitted by:</b> David Peers
<b>Objective(s):</b> to encourage fluent speaking
<b>Level:</b> S2-7
<b>Time:</b> 10-15 minutes
<b>Materials:</b> topics
<b>Preparation:</b> topics
<p><b>Lesson Plan:</b></p> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Two rows of students sit facing each other.</li> <li>2. The teacher gives a topic and a time limit. E.g. "Your topic is 'Chocolate' and you have 30 seconds to speak on this topic." The teacher indicates which row will do the talking.</li> <li>3. The students in that row speak on the topic to their partners facing them.</li> <li>4. After 30 seconds, one row of students moves one seat. The other remains seated.</li> <li>5. The teacher gives a new topic and then the process is repeated.</li> <li>6. The same row moves one more seat and the other remains seated.</li> <li>7. The teacher gives a new time limit, e.g. 1 minute and the process is repeated.</li> </ol>

## Lesson Plan 3 – Pre-debating Activity

<b>Title: Looking at Both Sides</b>
<b>Submitted by:</b> Bill Henderson
<b>Objective(s):</b> <ul style="list-style-type: none"> <li>• to encourage brainstorming</li> <li>• to encourage students to think of both sides of an argument</li> </ul>
<b>Level:</b> S6
<b>Time:</b> one lesson – 50 minutes
<b>Materials:</b> A song, e.g. “Money Can’t Buy Me Love”
<b>Preparation:</b> Song and cloze exercise on the song, sheets on roles for audience
<b>Lesson Plan:</b> <b>Steps:</b> <ol style="list-style-type: none"> <li>1. Play a song like “Money Can’t Buy Me Love”. Students can do cloze exercise on it.</li> <li>2. Discuss “money” and “love” with the students.</li> <li>3. Divide class into groups/teams of students. (class of 30 = 10 teams = 5 debates later)</li> <li>4. Five groups talk about ideas why money is more important and the other five groups talk about why love is more important.</li> <li>5. Introduce the formal topic: “Money is more important than love”.</li> <li>6. Write the topic at the top of the board in the middle. Divide the board in half - “Affirmative” on one side and “Negative” on the other side.</li> <li>7. Students write their ideas on the board under the side they have been discussing.</li> <li>8. Give students a sheet on the roles of each speaker in a debate: <ul style="list-style-type: none"> <li>1<sup>st</sup> Speaker: defines the topic and the overall team line, allocates and starts to develop some of the main points;</li> <li>2<sup>nd</sup> Speaker: explores certain aspects of the argument with examples; and</li> <li>3<sup>rd</sup> Speaker: rebuts and summarises their case.</li> </ul> </li> <li>9. Explain the concept of definition, such as the parameters and semantics. ( E.g. If you play basketball, the parameters are the area within which the game is played.) So, for the purpose of this debate, what is “love”? Is it family, partners or altruism towards the whole society?</li> <li>10. Discuss the idea of the team line. This becomes the BIG WHY you feel your position is “the truth”. All the team’s ideas can be hung from or built upon this simple statement. After the debates, the teacher can give examples of team lines. Let the students find their own or help weaker students during the preparation. Examples of team lines: “No money, no food - you die” or “Love is priceless”. Both money and love are important but “X” is more/slightly more important than “Y”.</li> <li>11. The left hand side of the class prepares to debate the right hand side, i.e. They use the opposite idea from the one they discussed before.</li> <li>12. Demonstration debate with each speaker talking for 2 minutes (3 minutes if English level permits). The audience looks at their sheets on roles to see if each speaker has fulfilled the task.</li> <li>13. Vote on adjudication and students give feedback to the speakers.</li> </ol>
Notes: The debating can later take place over several days.

## Lesson Plan 4 – Pre-debating Activity

<b>Title:</b> One-minute Arguments
<b>Objective(s):</b> to produce fluency in debating
<b>Level:</b> S3-6
<b>Time:</b> one lesson – 35 minutes
<b>Materials:</b> timer, debate topics
<b>Preparation:</b> none
<p><b>Lesson Overview:</b></p> <p>This is a lesson to encourage students to develop their debating skills in a non-threatening manner.</p> <p><b>Lesson Plan:</b></p> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Arrange the students in two rows in the centre of the classroom, facing each other. They should be sitting on chairs or stools. One row of students will be <i>for</i> the motion and the other <i>against</i>. The row which is on the same side of the room as the instructor will be <i>for</i> the motion.</li> <li>2. Once the motion (topic) is announced and the timer is started, the students must start speaking to the person sitting directly opposite.</li> <li>3. Students must look and sound like they believe what they say. They must give reasons for their opinion and try to convince the other person. They should use examples to help with their arguments, e.g. To sell a mobile phone, the salesman tells you to buy it now as it is \$1,000 for today only. The answer is “no”. Next, he says you should buy it because it is “good value” in comparison with the other models. Again, “no”. Then, more reasons are required to convince the buyer. The more reasons you have, the better your argument.</li> <li>4. When the timer rings at the one-minute mark, students must change partners by standing up, turning left and moving forward one place. They sit down and another topic is presented.</li> </ol>
<p><b>Notes:</b> Possible topics are: No school uniforms; HK should have a GST; The voting age should be lowered to 16.</p> <p>Remember in the debate:</p> <ol style="list-style-type: none"> <li>1. Give the reason</li> <li>2. Explain</li> <li>3. Give examples</li> <li>4. Talk about the consequences</li> <li>5. Compare the ideas</li> </ol>

## Lesson Plan 5 – Pre-debating Activity

<b>Title: Paired Arguments</b>
<b>Submitted by:</b> Rhonda Ozturk
<b>Objective(s):</b> <ul style="list-style-type: none"> <li>• to introduce the idea of debate</li> <li>• to introduce the terms “rebuttal” and “motion”</li> </ul>
<b>Level:</b> beginners
<b>Time:</b> 35-40 minutes
<b>Materials:</b> a topic (for the motion)
<b>Preparation:</b> none
<b>Lesson Plan:</b> <b>Steps:</b> <ol style="list-style-type: none"> <li>1. Divide class into pairs of boys and girls.</li> <li>2. Write a simple motion on the board, but don't say it is a motion. Make it controversial and perhaps sexist, e.g. “Boys are superior to girls”.</li> <li>3. Give students 2-3 minutes to write down ideas that support their point of view.</li> <li>4. Start the debate with the boys, giving them about 1 minute to speak.</li> <li>5. Ask girls to present their case.</li> <li>6. Boys give their rebuttal.</li> <li>7. Girls respond.</li> <li>8. Explain to students that they have now done their first debate and then go on to explain the terms.</li> </ol>
<b>Notes:</b> To really test the students, let the girls argue the boys' case or vice versa. Explain that sometimes it is necessary to argue a case totally opposite from what you believe.

## Lesson Plan 6 – Pre-debating Activity

<b>Title:</b> Developing a Team Line
<b>Submitted by:</b> Rhonda Ozturk
<b>Objective(s):</b> to develop a team line
<b>Level:</b> beginners
<b>Time:</b> 35-40 minutes
<b>Materials:</b> topics
<b>Preparation:</b> none
<p><b>Lesson Plan:</b></p> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Each team has a simple motion and knows whether they are affirmative or negative.</li> <li>2. Give each team a large piece of paper and tell them to come up with 3 good arguments or points to support their motion.</li> <li>3. Students then brainstorm each of these points.</li> <li>4. Get students to look at the whole picture and ask them to work out the main theme, which ties all their points together.</li> </ol> <p>E.g. "The school library should be relocated to a lower floor."</p> <p>Three main points:</p> <ul style="list-style-type: none"> <li>• more people would go there;</li> <li>• it would take less to get there;</li> <li>• it could be more easily accessed during lessons.</li> </ul> <p>The over-arching theme, or team line, is "convenience".</p> <p>Students then realise they must relate each speaker's argument back to this topic.</p>

## Lesson Plan 7 – Pre-debating Activity

<b>Title:</b> Tag Debating
<b>Submitted by:</b> David Peers
<b>Objective(s):</b> <ul style="list-style-type: none"> <li>• to encourage fluent speaking</li> <li>• to improve rebuttal skills</li> </ul>
<b>Level:</b> beginners to intermediate
<b>Time:</b> 20-30 minutes
<b>Materials:</b> topics, e.g. “Homework is very useful” or “Japan is a good place for a holiday”
<b>Preparation:</b> topics
<b>Lesson Plan:</b> <b>Steps:</b> <ol style="list-style-type: none"> <li>1. Organise students into teams of 3.</li> <li>2. Two teams of 3 debate against each other.</li> <li>3. They are given about 90 seconds to 2 minutes to speak <i>for</i> or <i>against</i> a topic.</li> <li>4. The first affirmative speaker stands up.</li> <li>5. As soon as he/she runs out of things to say, he/she can tag (touch) another team member, who must immediately stand and speak. Or if a student wants to speak themselves, they may tag their team mate to ask them to sit down, so they can stand up and speak.</li> <li>6. In the second round, the speakers can give a rebuttal for about 30 seconds to 1 minute.</li> </ol>
Notes: The debate can continue for 2 or 3 innings.



## Lesson Plan 8 – Pre-debating Activity

<b>Title:</b> Pick an Opinion
<b>Submitted by:</b> Deborah Warton
<b>Objective(s):</b> to introduce the idea of forming an opinion and justifying it
<b>Level:</b> S3-7
<b>Time:</b> one lesson – 35-40 minutes
<b>Materials:</b> Signs of A4 size printed: Agree, Strongly agree, Neutral, Disagree and Strongly disagree.
<b>Preparation:</b> Post the signs on the wall in different areas of the classroom.
<p><b>Lesson Plan:</b></p> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Students push their chairs under their desks and stand behind their desks ready to move.</li> <li>2. The teacher presents an idea to the students, such as: “School is boring”. Statements should be written on an overhead; revealed to the students one statement at a time.</li> <li>3. Once an idea has been stated, the students have to move to the sign which best corresponds to their belief.</li> <li>4. When the students are in place at the various signs, the teacher asks for volunteers to give a reason why they feel that way, e.g. “Disagree”. If the student can give a good reason, he/she can then sit down. (See Note 2).</li> <li>5. The teacher continues with the activity giving a dozen statements, including some that are fun or crazy, for instance, “Teachers should be beautiful”, and the students move around the room according to their opinions of the concept. As the students are asked to substantiate their opinion, they sit down. (See Note 2).</li> </ol>
<p><b>Notes:</b></p> <ol style="list-style-type: none"> <li>1. Should one or two students not respond to the statement at any time and they are still standing when everyone else is sitting down, show them the list and ask them to choose one of the statements, give their opinion and a reason for it and then sit down.</li> <li>2. This activity, even in a class of 41 Form 3 students, is not chaotic because the students are quite interested in what is happening and they want to hear the statement. A way to ensure the noise level is kept down is to choose only the quiet students who have their hands up.</li> </ol> <p><b>Extending the activity:</b> Choose one of the statements, e.g. “Smoking is Dangerous”, and have the students list 10 arguments <i>for</i> and <i>against</i> the concept. After each side has listed their points on the board, each side may refute the opposing side’s point. If the teacher accepts the refutation, the point is removed from the board. The side with the most remaining points still on the board at the end of the lesson is the winner. It is a good activity to encourage listening and critical thinking skills and the students like it. The lesson can also be followed up by writing an essay on the topic.</p>

## Lesson Plan 9 – Pre-debating Activity

<b>Title:</b> Four Corners Debate
<b>Submitted by:</b> Nikelle Ebert
<b>Objective(s):</b> <ul style="list-style-type: none"> <li>• to verbalise a position on a specific topic</li> <li>• to learn to use convincing arguments to sway others' opinions</li> </ul>
<b>Level:</b> S1-7
<b>Time:</b> one lesson – 45 minutes
<b>Materials:</b> 4 large pieces of paper with these words written on them: Strongly agree, Somewhat agree, Strongly disagree, Somewhat disagree Rubric (see next page)
<b>Preparation:</b> Post the four pieces of paper in the four corners of the classroom.
<b>Lesson Overview:</b> This activity introduces students to persuasion. By the end of the lesson, students are able to express their positions, as well as opposing arguments, on a particular issue. As a follow up, students can write a persuasive essay.
<b>Lesson Plan:</b> <b>Steps:</b> <ol style="list-style-type: none"> <li>1. Post the four pieces of paper in the four corners of the classroom.</li> <li>2. Write a controversial topic on the board (e.g. "Schools should eliminate report cards").</li> <li>3. Students move to the corner that best matches their position (Strongly agree, Somewhat agree, Strongly disagree, Somewhat disagree). Note: If social cliques are a problem, have students write their choice on a card first in order to ensure honest reactions.</li> <li>4. Each corner will have 2 minutes to discuss and solidify their reasoning/logic.</li> <li>5. Each group selects a spokesperson to express the group's position. He/She has 30 seconds to express thoughts concisely and persuade their classmates. Other groups must listen intently.</li> <li>6. After the first corner presents, invite those who have been persuaded to move to the appropriate corner. Direct each group to present their group's position in turn. Allow students to move to the appropriate corners if they have changed their minds.</li> </ol>
<b>Assessment:</b> Each student will write a 5-paragraph persuasive essay. In order to receive a maximum score, the student must express his/her position clearly, use appropriate logic and address opposing viewpoints.
Notes: See rubric next page.

### Persuasive Essay Rubric - Lesson Plan 9

**SCORE:** 1 is the lowest; 5 is the highest

1. Introductory paragraph includes a clear central idea that states my opinion about the issue.

1                      2                      3                      4                      5

2. The *pro* paragraph(s) contain(s) several details of meaningful support.

1                      2                      3                      4                      5

3. The *con* paragraph(s) contain(s) several details of meaningful support.

1                      2                      3                      4                      5

4. The concluding paragraph restates my central idea.

1                      2                      3                      4                      5

5. The essay ends with a strong thought that will leave the reader thinking about my ideas.

1                      2                      3                      4                      5

6. The essay follows the conventions of written English.

1                      2                      3                      4                      5

## Lesson Plan 10 – Pre-debating Activity

<b>Title:</b> Hyde Park
<b>Submitted by:</b> David Peers
<b>Objective(s):</b> to encourage loud, fluent speaking
<b>Level:</b> high level, confident speakers, about 12 students
<b>Time:</b> 10 minutes
<b>Materials:</b> topics
<b>Preparation:</b> topics
<p><b>Lesson Plan:</b></p> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Two or 3 students stand against a wall.</li> <li>2. Give students a topic, e.g. "Dogs should be banned in cities".</li> <li>3. They speak simultaneously to that topic.</li> <li>4. The rest of the students are the audience. They stand in front of the speaker who is speaking the most loudly and fluently.</li> <li>5. When a different speaker speaks more loudly or fluently, the audience moves in front of him/her instead.</li> </ol>

## Lesson Plan 11 – Pre-debating Activity

<b>Title:</b> Around the Circle
<b>Submitted by:</b> David Peers
<b>Objective(s):</b> to encourage fluent speaking
<b>Level:</b> beginners to intermediate
<b>Time:</b> 20 minutes
<b>Materials:</b> topics, timer
<b>Preparation:</b> none
<p><b>Lesson Plan:</b></p> <p><b><u>Steps:</u></b></p> <ol style="list-style-type: none"> <li>1. Students sit in a circle, numbered 1-10 (or higher).</li> <li>2. Teacher gives the topic, e.g. "Dieting".</li> <li>3. A student has to talk on the topic for about 1 minute.</li> <li>4. When the teacher calls another number, that student has to speak on the same topic for about a minute, etc.</li> </ol>

## Lesson Plan 12 – Pre-debating Activity

<b>Title:</b> For and Against
<b>Submitted by:</b> David Peers
<b>Objective(s):</b> <ul style="list-style-type: none"> <li>• to encourage fluent speaking</li> <li>• to encourage consideration of both views</li> </ul>
<b>Level:</b> beginners to intermediate, small group
<b>Time:</b> 10-15 minutes
<b>Materials:</b> topics
<b>Preparation:</b> topics
<b>Lesson Plan:</b>  <b><u>Steps:</u></b> <ol style="list-style-type: none"> <li>1. A student speaks <i>for</i> a topic, e.g. “Japan is a great holiday destination”, in front of the group.</li> <li>2. After about 30 seconds, teacher claps hands, and the student has to swap sides and argue <i>against</i> the topic.</li> </ol>

## Lesson Plan 13 – Pre-debating Activity

<b>Title:</b> Back-to-back
<b>Submitted by:</b> David Peers
<b>Objective(s):</b> <ul style="list-style-type: none"><li>• to encourage fluent speaking</li><li>• to encourage consideration of both views</li></ul>
<b>Level:</b> beginners to intermediate
<b>Time:</b> 15 minutes
<b>Materials:</b> topics, timer
<b>Preparation:</b> none
<b>Lesson Plan:</b> <b><u>Steps:</u></b> <ol style="list-style-type: none"><li>1. Students sit back-to-back.</li><li>2. One speaks for 1 minute <i>for</i> the topic.</li><li>3. Then the other speaks for 1 minute <i>against</i> the topic.</li></ol>

## Lesson Plan 14 – Pre-debating Activity

<b>Title:</b> Impromptu
<b>Submitted by:</b> David Peers
<b>Objective(s):</b> to encourage fluent speaking
<b>Level:</b> beginners to intermediate
<b>Materials:</b> topics, timer
<b>Preparation:</b> none
<p><b>Lesson Overview:</b> Students start debating by giving impromptu speeches. These can be as individuals or in groups, as below.</p> <p><b>Lesson Plan:</b></p> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Students form groups of 3.</li> <li>2. Teacher gives them a topic, e.g. "Hong Kong tourism".</li> <li>3. Teacher gives them 1 minute to prepare the topic.</li> <li>4. Each student speaks within the group one by one on a different aspect of the topic, e.g. shopping, dining, traditional culture.</li> </ol>



## Lesson Plan 15 – Pre-debating Activity

<b>Title:</b> The Art of Listening
<b>Submitted by:</b> Rhonda Ozturk
<b>Objective(s):</b> <ul style="list-style-type: none"> <li>• to introduce the idea of rebuttal</li> <li>• to encourage listening skills needed in successful rebuttal</li> </ul>
<b>Level:</b> beginners
<b>Time:</b> topic
<b>Materials:</b> one lesson - 35-40 minutes
<b>Preparation:</b> none
<b>Lesson Plan:</b> <b>Steps:</b> <ol style="list-style-type: none"> <li>1. Students sit in groups of 4 – they pair up and face each other.</li> <li>2. Give students a topic that requires them to think about something from their personal lives that others would not know, e.g. “The happiest or saddest childhood memory”. Tell them they will have to tell others about this memory.</li> <li>3. Give students 2 - 3 minutes to think.</li> <li>4. One person in each pair then tells their partner their story.</li> <li>5. Teacher stops activity at appropriate time and each pair then joins up with the other pair at their table.</li> <li>6. Each member then shares with the group what their partner has said. Each speaks for one minute.</li> <li>7. If time permits, these 4 students can join another 4 and relay what someone else from their original group has said.</li> <li>8. Once this is completed, talk to the students about how important it is to listen to the other team.</li> </ol>

## Lesson Plan 16 – Pre-debating Activity

<b>Title:</b> Controversy
<b>Objective(s):</b> <ul style="list-style-type: none"> <li>to be able to list <i>pros</i> and <i>cons</i> of a controversial issue</li> <li>to have a better understanding of the terms <i>controversial</i>, <i>pro</i> and <i>con</i> (<i>for</i> and <i>against</i>)</li> </ul>
<b>Level:</b> intermediate to advanced
<b>Time:</b> two 45-minute lessons
<b>Materials:</b> 8 index cards with 1 controversial topic written on each, pens/pencils, paper
<b>Preparation:</b> materials above
<b>Lesson Plan:</b> <b>Steps:</b> <ol style="list-style-type: none"> <li>Ask students to define the word “controversial”.</li> <li>Divide students into groups of 3 or 4. Tell students that each group will be given a controversial topic. Students will need to work together to determine <i>pros</i> and <i>cons</i> related to the topic. Afterwards, each group will present their topic to the rest of the class, discussing both sides of the issue.</li> <li>One student from each group selects an index card from the teacher’s hands. (The teacher fans out the 8 index cards, which are turned upside down to hide the topics. Have one topic per index card, but make sure the students understand they are to argue both sides of that issue. E.g. One card may have the sentence “Homework should/should not be given”. Students will need to evaluate the purpose of homework and try to see its <i>pros</i> and <i>cons</i>.)</li> <li>Each group will need a piece of paper to record the <i>pros</i> and <i>cons</i> of the topic. Students should write the topic on the top line of the sheet. They should draw a line down the middle and put <i>pro</i> on one side and <i>con</i> on the other.</li> <li>Give each group 20 minutes to discuss the issue and to list the <i>pros</i> and <i>cons</i> on their argument sheet.</li> <li>After 20 minutes, see if they need more time to discuss.</li> <li>Remind students to complete the argument sheet so that they have a guide to help them present their topics.</li> <li>Each group presents their topic to the whole class by first stating the issue and then discussing the <i>pros</i> and <i>cons</i> of that issue.</li> <li>Close by asking, “What made each topic controversial? Did you have trouble seeing both sides of each issue?”</li> </ol>

## Lesson Plan 17 – Pre-debating Activity

<b>Title:</b> A Simple Motion Questionnaire
<b>Submitted by:</b> Rhonda Ozturk
<b>Objective(s):</b> <ul style="list-style-type: none"> <li>• to develop a questionnaire</li> <li>• to gather data to support the motion</li> </ul>
<b>Level:</b> beginners
<b>Materials:</b> topics
<b>Time:</b> one lesson - 35-40 minutes
<b>Preparation:</b> none
<b>Lesson Plan:</b> <b>Steps:</b> <ol style="list-style-type: none"> <li>1. Explain to students how important “matter” is in a debate and remind them to include some data, research or statistics to make their argument stronger.</li> <li>2. Teach students the art of developing a questionnaire, e.g. Make it short with simple language.</li> <li>3. Ask students to develop a 5 or 6 question questionnaire and then have them survey their class or another class.</li> <li>4. Ask students to use their analysed data in their debate.</li> </ol> <p>Example:</p> <ul style="list-style-type: none"> <li>• Sixty per cent of respondents said they visit the library less than once a month;</li> <li>• Eighty per cent said they would visit the library more often if it was relocated to a lower floor;</li> <li>• When asked where the library should be relocated, they suggested building a new wing, using existing classrooms, etc.</li> </ul>

## Lesson Plan 18 – Pre-debating Activity

<b>Title:</b> Overcoming Stage Fright
<b>Objective(s):</b> <ul style="list-style-type: none"> <li>to list common stage fright symptoms</li> <li>to improve debating skills by confronting stage fright</li> </ul>
<b>Level:</b> beginners and advanced
<b>Time:</b> 50 minutes
<b>Materials:</b> lists of topics: concrete words, abstract words and quotations; tape recorder and video camera
<b>Preparation:</b> none
<b>Lesson Overview:</b> <p>The activity uses more advanced debaters to encourage beginning ones to overcome their fear of public speaking.</p> <b>Lesson Plan:</b> <b>Steps:</b> <ol style="list-style-type: none"> <li>During class discussion, define and explain stage fright using specific examples (vocal pauses, shaking limbs, dry mouth, voice volume too soft or too loud, slouched posture, awkward gestures, body swaying, etc).</li> <li>Have students recall and list their own experiences with stage fright.</li> <li>Share these written experiences verbally with the entire class.</li> <li>Divide the class into groups with a combination of advanced and beginning debaters in each group, if possible.</li> <li>Give them each a list of 3 groups of impromptu topics: e.g. concrete words: Christmas tree, aeroplane, skates; abstract words: sorrow, joy, hope; quotations.</li> <li>The students will pick a word and take turns speaking about that word in front of their small group.</li> <li>They do this 3 times with one concrete word, abstract word and quotation.</li> <li>The advanced speakers in each group give their verbal feedback of each novice speaker, praising their strengths and giving suggestions for improving their weaknesses.</li> <li>The novices should write down their speaker strengths and weaknesses and suggestions for improvement.</li> </ol>
<b>Notes:</b> As a follow up, the activity could be repeated in front of the whole class. It could be done with a tape recorder or video camera.

## Lesson Plan 19 – Pre-debating Activity

<b>Title:</b> Make it Their Own!
<b>Submitted by:</b> Rhonda Ozturk
<b>Objective(s):</b> <ul style="list-style-type: none"> <li>• to give students ownership of their debate</li> <li>• to develop students' critical thinking skills</li> </ul>
<b>Level:</b> higher forms
<b>Time:</b> one lesson – 40 minutes
<b>Materials:</b> newspaper articles
<b>Preparation:</b> Cut out articles about topics which require the reader to be angry, shocked or outraged, for example, the practice of showing corpses of innocent road accident victims on the front page of newspapers.
<b>Lesson Plan:</b>  <b>Steps:</b> <ol style="list-style-type: none"> <li>1. Divide the class into an even number, e.g. 8 groups of 4, and ask students to think of a good debate topic.</li> <li>2. Each group writes up its motion/topic on the board. These are then numbered.</li> <li>3. Each member of the class then votes for their two favourite topics by writing two numbers on a piece of paper – usually their own topic and one other.</li> <li>4. One class member calls out the numbers that have been voted for and two other students keep score on the board.</li> <li>5. The four most popular topics become the debate topics.</li> <li>6. The team that thought up the winning motion chooses whether they want to be on the negative or affirmative side, and another team, whose motion was not selected, becomes the opposing team, and so on, until every team has a topic.</li> <li>7. Each team gives itself a name.</li> </ol>
<b>Notes:</b> For the first time, easy topics are best, which don't require much research, e.g. a school-based topic such as, "The tuck shop should sell only healthy food".

## Lesson Plan 20 – Pre-debating Activity

<b>Title:</b> Practise your Debate Expressions
<b>Objective(s):</b> <ul style="list-style-type: none"> <li>• to encourage fluent speaking</li> <li>• to practise debate expressions</li> </ul>
<b>Level:</b> intermediate to advanced
<b>Time:</b> 20 minutes
<b>Materials:</b> list of debate expressions
<b>Preparation:</b> Make sure students have previously learnt the expressions.
<b>Lesson Plan:</b> <b>Steps:</b> <ol style="list-style-type: none"> <li>1. Model a discussion.</li> <li>2. Choose yourself as a conductor and 4 other students to be conducted.</li> <li>3. First, the conductor presents a topic.</li> <li>4. He/She then selects a student and an expression for the continuation of the discussion.</li> </ol> <b>Example:</b> Conductor: Elephants shouldn't be allowed into Bangkok. Student B: "Furthermore" Student B: Furthermore, the government should fine their owners. Conductor: Student A "On the other hand" Student A: On the other hand, people in Bangkok are very generous when they see elephants. Conductor: Student C "For example" Student C: For example, when they see elephants they feel compassion and give them food and money. Conductor: Student D "You may have a point" Student D: You may have a point. Nevertheless, the pollution and traffic are terrible for the elephants' health.
Notes: To reinforce the use of these expressions, follow this activity by a debate or a writing exercise.

## Overview of a Debate

by Stan Dyer

- Roles of the speakers
- Argument - rebuttal
- Style & presentation
- Matter / Manner / Method

1

## Teamwork

- Each speaker keeps to a specific role
- Unified, coherent argument across all three speeches
- Reference to other team members' arguments

2

## First Speaker Affirmative

- Defines and explains the motion
- Introduces the team line
- Outlines what the other speakers will say
- Presents own argument(s)

3

## First Speaker Negative

- Responds to definition provided by affirmative
  - Usually stays with the same definition
  - May want to substitute own definition
- Attacks the Affirmative Team's case (team line)
- Introduces the Negative Team's case
- Outlines what the other speakers will say
- Presents own argument(s)

4

## Second Speaker Affirmative

- Responds to the negative definition if necessary and reaffirms own
- Attacks the negative case (1 or 2 points)
- Presents & develops own team's arguments - gives reasons, explanations, examples, supporting evidence
- Strong focus on MATTER

5

## Second Speaker Negative

- Attacks the affirmative case (1 or 2 points)
- Presents & develops own team's arguments - provides reasons, explanations, examples, supporting evidence
- Strong focus on MATTER

6

### Third Speaker Affirmative

- Reviews both cases
  - compares & contrasts
  - shows merits of the affirmative case
- Attacks with strong rebuttal
- Develops & summarises ideas presented by the 1<sup>st</sup> & 2<sup>nd</sup> speakers
- Avoids introducing new material unless it is rebuttal to opposition's arguments

7

### Third Speaker Negative

- Reviews both cases
  - compares & contrasts
  - shows merits of the negative case
- Constantly attacks with strong rebuttal
- Develops & summarises ideas presented by 1<sup>st</sup> & 2<sup>nd</sup> speakers
- No new material unless it is rebuttal to opposition's arguments.

8

### A Good Debater

- Persuades the audience & adjudicator to either support or reject the motion
- Presents his/her argument as being more reasonable than the opposition's.

9

### Argument

- Coherent
- Clear
- Convincing
- Logical progression
- Structured
- Addresses earlier points

10

### Rebuttal

- Effectively attacks the critical point of opposition
- Undermines their arguments
- Incorporates rebuttal into own speech
- While making own points, refers to weaknesses of the opposition's case

11

### Style & Presentation

- Conviction
- Humour
- Presence
- Gesture
- Tone
- Eye contact

12



## Matter

- Definition, team line & explanations
- Well-developed arguments
- Relevant supporting evidence
- Credible sources of information

13

## Manner

- Visual presentation  
- how you look
- Vocal qualities  
- how you sound
- Verbal skills  
- how you use language

14

## Method

- Method refers to the organisation of a speech
  - within itself
  - as part of the overall team case
  - as part of the refutation of the opposing case
- Includes prepared material & rebuttal
- Speaker's role and team line are important

15

## Points

- Matter (40)
- Manner (40)
- Method (20)

16

### Debating Skills Session

- Comparatives/Superlatives
- Three Step Rebuttal

Rob Cooper  
SWCS Chan Pak Sha School  
Wong Chuk Hang

1

### Use Of Comparative/Superlative Whilst Debating

- Form an opinion about which alternative in each pair in your opinion is more important
- With your partner form sentences using the comparative to express your opinion.
- Listen to each other and advise each other on how to express the comparison more effectively.

2

### Use Of Comparative/Superlative Whilst Debating

- 1.Height/strength as an advantage
- 2.Strength/intelligence as an advantage
- 3.General knowledge/specific knowledge as an advantage
- 4.Sport/Music in education
- 5.Books/Computers usefulness

3

### Three-Step Rebuttal

- Acknowledge the speaker i.e. the first speaker of the affirmative said
- Briefly summarize what they have said
- Rebut using your own reason

4

### Rebuttal Examples

- 1.Cats are better than dogs because they are cleaner.
- 2.Dogs are better than cats because they are stronger.

5

### Rebuttal Examples (Con't)

3. Girls are better than boys because they are more creative.
4. Boys are better than girls because they are better at Maths.

6

### Rebuttal Examples (Con't)

- 5. Inner beauty is better than outer beauty because it lasts longer.
- 6. Outer beauty is better than inner beauty when you are young.

7

### Rebuttal Examples (Con't)

- 7. Intelligence is better than strength as you can always use your brain to escape the bully.
- 8. Strength can save your life more often than intelligence.

8

### Rebuttal Examples (Con't)

- 9. Hong Kong teenagers fall asleep in class because they play too many computer games.
- 10. Hong Kong teenagers fall asleep in class because they study too hard.

9

### Rebuttal Examples (Con't)

- 11. Hong Kong models are too thin because they think that makes them look beautiful.
- 12. Hong Kong models are slim because they are so fit.

10

### Rebuttal Examples (Con't)

- 13. Basketball is good as it makes you become taller.
- 14. Basketball is bad because it lets you meet bad guys more often.

11

# Notes Page