

Debate Challenge B1

I can develop my opinion and enter into a debate about it.

Entrepreneurial Civic Education



Debating Society



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KIRCHLICHE
PÄDAGOGISCHE
HOCHSCHULE
WIEN/KREMS



"Recipe" for a Debate Club

- Ingredients for 1 debate:
- 1 motivated teacher
- at least 6 interested students
- 1 room (4 tables etc.)
- Place all ingredients in the room and leave to simmer for about 2 hours.
- The rest will come naturally.





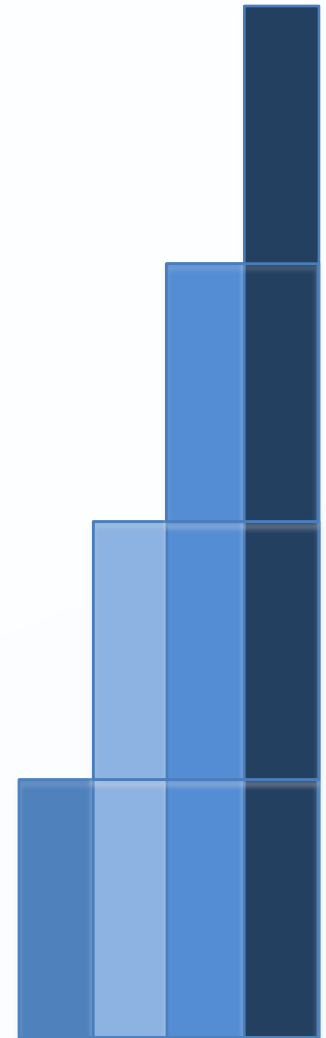
Topics for Debate

All issues regarded as matters of dispute 😊

- Is the West allowed to enforce Human Rights at a global level?
- Should the right to the protection of one's image be abolished?
- Should Austrian neutrality be abolished?
- Do we need a pan-European approach on the right of asylum?
- Should Islamic religious education be offered at all public schools?
- Should the Nobel Peace Prize only be awarded posthumously?
- Should there be a complete ban on tobacco advertising?
- Should paintball be prohibited?

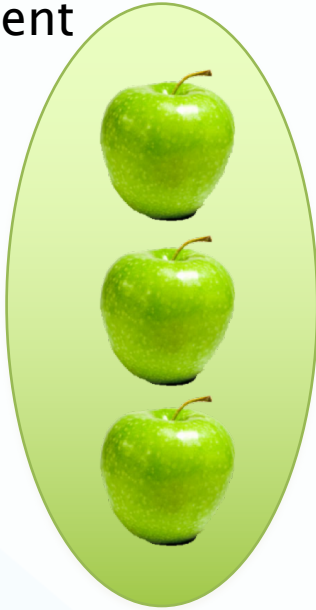
Forms of Debate

- *Debate on definitions*
"This house believes that (THBT) abortion is murder."
- *Debate on values*
"THBT the end justifies the means."
- *Debate on matters of fact*
"THBT the Federal Government has failed."
- *Strategic debate*
"This house would (THW) introduce a 50% inheritance tax."

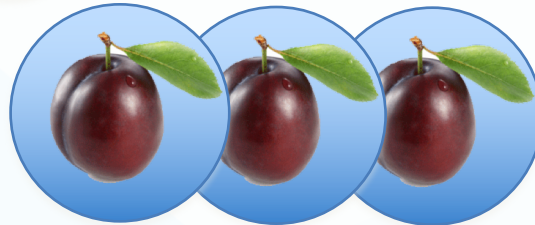
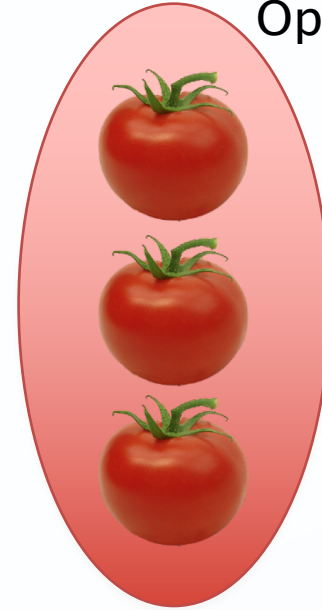


Open Parliamentary Debate (OPD)

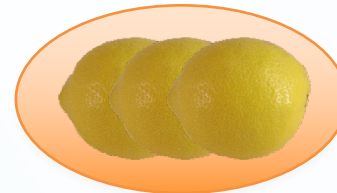
Government



Opposition

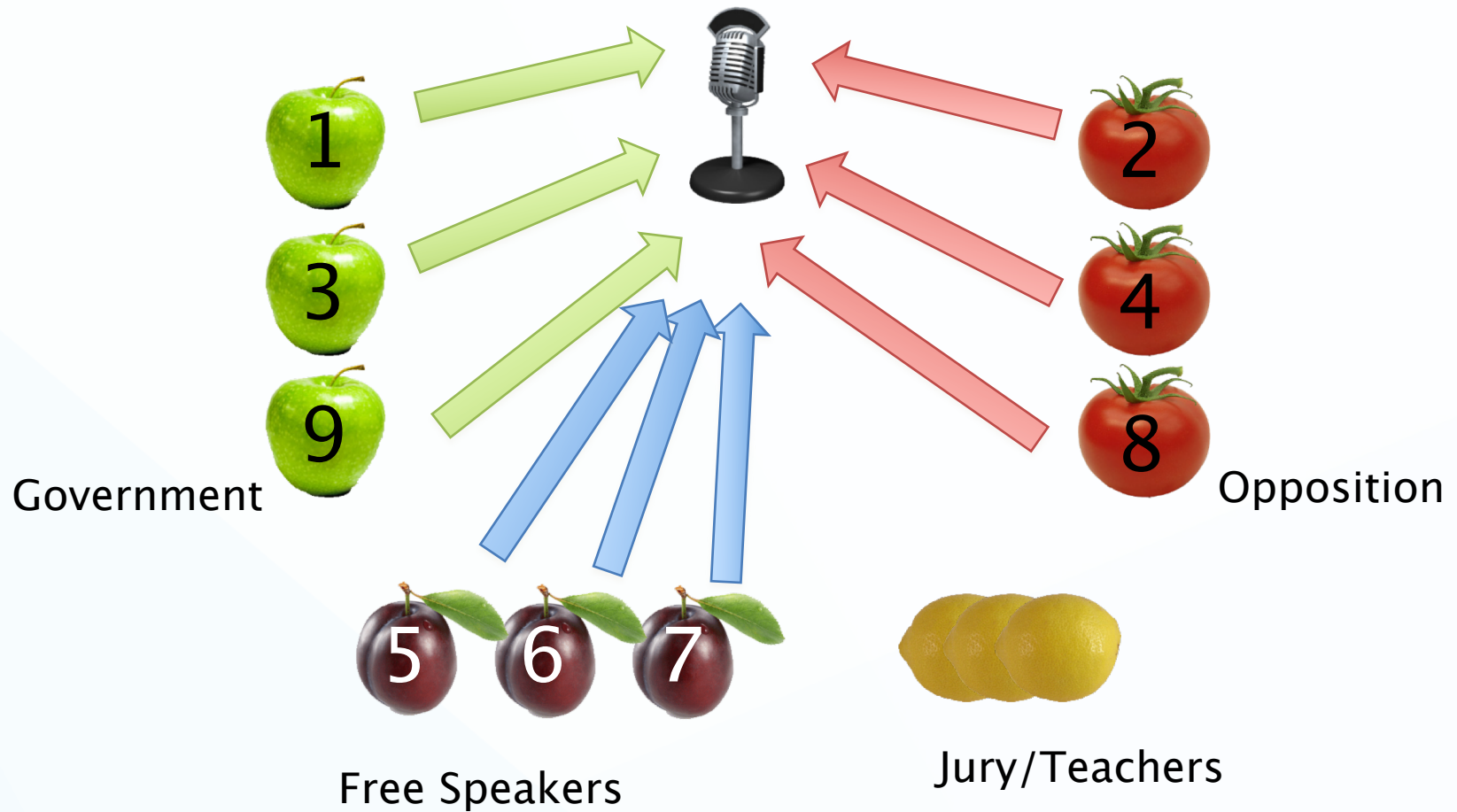


Free speakers



Jury/Teachers

OPD – Order of speakers



Roles – Government – 1st speaker



- Which problem shall be solved by the motion?
- How can the motion solve the problem?
- Why is it important to solve the problem?

Role – Opposition – 1st speaker



- Criticise the motion and/or its goals.
- Criticise and/or rebut the arguments of the government's speaker.
- Bring forward arguments against the motion.

Role – Government – 2nd speaker



- Rebut the arguments of the first speaker of the opposition-side.
- Present further arguments.
- Respond to the arguments (of the foregoing speaker).

Role – Opposition – 2nd speaker



- Rebut and/or criticise arguments of the government-side:
 - Arguments of the 1st government-speaker that have not yet been rebutted and
 - all arguments of the 2nd government-speaker.
- Present further arguments against the motion.

Role – Free speaker



- Neutral at first.
- Decides in the course of the debate which side to take.
- Has to make clear within the first minute of his/her speech, which side he/she supports.
- Is informed of the topic only at the start of the debate = no time to prepare.
- Speaking time is restricted to half of the time the other speakers may take (2.5 minutes).
- Same rules regarding questions etc. apply.

Role – Free speaker



- Introduces new aspects/arguments to the debate.
- Opposing side's response.
(60 seconds)

Role – Opposition – 3rd speaker



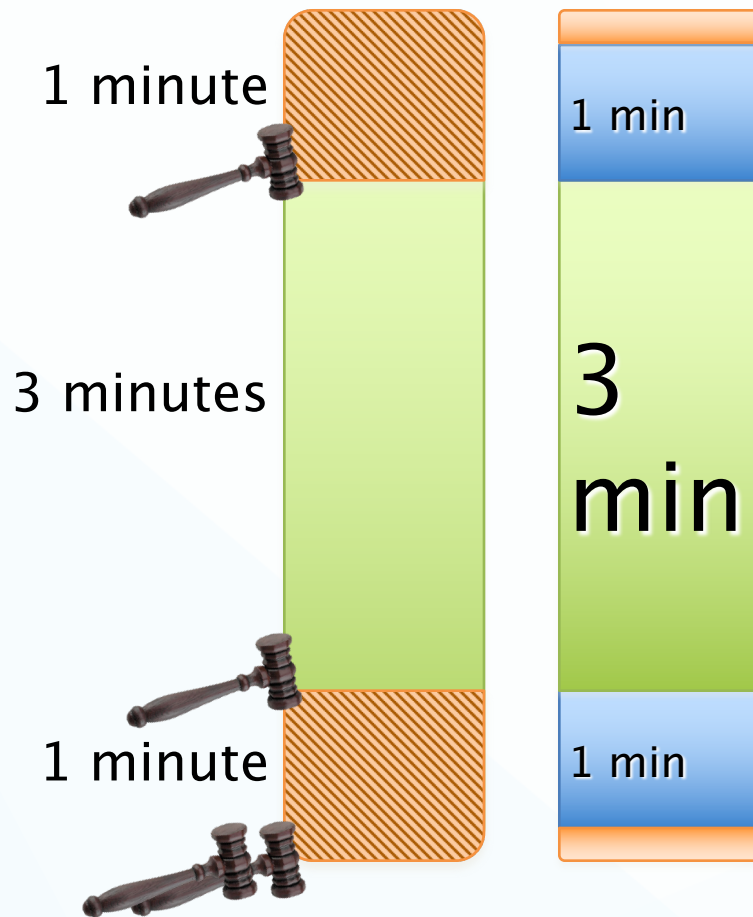
- Different views, arguments and concepts are compared.
- Why are own goals and concepts more desirable?
- What is wrong with the other side?
- Why should the motion be rejected?

Role – Government – 3rd speaker



- Different views, arguments and concepts are compared.
- Why are own goals and concepts more desirable?
- What is wrong with the other side?
- Why should the motion be approved?

Speaking time and allocation – 5min



- Introduction
- What will the speech be about?
Which are going to be the main arguments?
- Explain arguments.
Why is my argument relevant?
Which arguments are there?
Examples from the past etc.
Link to the topic.
- Summarise.
What was it all about?
What was most important?
- Closing remarks

S.A.I.L. Model

- State
Make an assertion.
- Argue
Most important part: e.g. analyse the situation or the persons.
Support the assertion.
- Illustrate
Give a good example in order to make the argument clear and tangible.
- Link
Interrelate the argument/the assertion with the debate as a whole.

Points of information (POI)

- Forces speakers to define their positions or arguments more precisely.
- They are only to be offered by members of the opposing team. These must stand to indicate that they wish to offer a POI.
- The speaker may choose to decline to take a POI.
- There shall be no discussion after an interjection.
- POIs are not allowed during the "protected time" (minutes 2–4)

Preparation time

15 minutes to prepare

Agree upon the speakers' positions.

Settle on a team strategy.

No aids allowed.

The juror calls for the debate to start.

Tips for the debate

- Always give reasons! – Why?
- Take notes.
- Take down keywords for the speech.
- Take a clock with you to time your speech.
- What's most difficult: Keep it simple.

Assessment

- Style (40%)
How is something said?
- Content (40%)
How is it explained?
- Strategy (20%)
What is said?

Assessment – Scale

1. Exceptional
2. Excellent
3. Extremely Good
4. Very Good
5. Good
6. Satisfactory
7. Competent
8. Pass
9. Improvement needed

Assessment – Style

Positive:

- Calm demeanour
- Supporting gestures
- Moderate voice modulation
- (Pleasant to hear)

Negative:

- Fidgeting
- Sweeping gestures
- No gestures
- Shouting and whispering
- Incomprehensible language
- (Unpleasant to hear)

Assessment – Strategy

- Relative Assessment
What works well in the debate?

Positive:

- Important arguments
 - Controversial debate issues
 - Impact on reality
 - Rebutting the opposition
- Prioritising
 - Time weighting
 - Focus on the most important issues
- Interjections

Assessment – Content

The explanation is the key:

1. Roses are pretty because they are red --> statement
2. Roses are pretty because they are red.
 - The colour red appeals to people
 - because they associate it with positive emotions.
 - That is why red flowers (including roses) are perceived as appealing.

Positive:

- Analysis
- Complexity
- Generally accepted assumptions serve as a basis
- No contradicting statements

Now it's your turn!
The Debating Clubs

