



Debate Challenge B2

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

Entrepreneurial Civic Education



Debattierclub


How can we exchange arguments for and against a certain topic and be fair at the same time?

The debate club will teach you the rules and help you learn to discuss controversial issues, which may even concern your own group.

Student Manual



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Youth Start Entrepreneurial Challenges Programme

based on the TRIO Model for Entrepreneurship Education – www.youthstart.eu

Core Entrepreneurial Education				Entrepreneurial Culture						Entrepreneurial Civic Education	
	Idea Challenge		Hero Challenge		Empathy Challenge		Storytelling Challenge		Buddy Challenge		My Community Challenge
	My Personal Challenge		Lemonade Stand Challenge		Perspectives Challenge		Trash Value Challenge		Open Door Challenge		Volunteer Challenge
	Real Market Challenge		Start Your Project Challenge		Extreme Challenge		Be A YES Challenge		Expert Challenge		Debate Challenge

The TRIO Model is a holistic definition of entrepreneurship that encompasses three areas:

Core Entrepreneurial Education comprises basic qualifications for entrepreneurial thinking and acting: developing and implementing original and innovative ideas in a creative and structured manner.

Entrepreneurial Culture refers to personal development: self-initiative, self-confidence, teamwork, empowering oneself and others.

Entrepreneurial Civic Education aims at enhancing social competences and empowering students in their role as citizens: assuming responsibility for oneself, others and the environment.

Each challenge belongs to a **challenge family** that has its own icon with a colour code that corresponds to one of the three TRIO areas. A challenge family comprises several challenges on different competence levels. The letter codes given in the teaching materials correspond to the following levels:

A1 – primary level; A2 – secondary level I; B1 and B2 – secondary level II; C1 – transition from secondary level II to tertiary level. Each level builds on the preceding level.



Worksheet 1: Task Clarification

Assessment on Debate Performance

Description: During the course of a week, you have been challenged to reflect and develop an argument taking the stance as either "Affirmative" or "Negative" on a variety of hot issues. You have even had to take the side of an issue that you may not have agreed with and develop an argument. Understanding and being able to argue the "other side" of an issue will greatly benefit you in your own argument when debating. Over the course of the next 10 classes, you will engage in 5 different debates.

Part 1: Develop a stance! Are you "For" or "Against" the issue?

Develop an Argument

You and your group will need to develop arguments for different debates. Remember you don't have to argue the side you actually agree with, you simply need to develop a well-founded argument. Using the provided worksheet, be sure to reflect on the following questions.

1. What is your stance? Do you and your group take the affirmative or the negative side of the issue? Why?
2. In statement form, list three reasons/details/facts that support your side of the issue
3. Support your statements with at least three examples

Understand your opponent! Develop and understand your Opponent's argument

Understanding your opponent's position and their argument, will help you better strengthen your own. Using the same process to develop an argument for your team, now do the same but with the perspective of your opponent.

1. What strengths/weaknesses do you think your opponent's argument might have?
2. Imagine that you are your opponent. What weaknesses do you think that they might find in your argument? Based on this reflection, how might you be able to strengthen your argument?

Part 2: Practice Debate!

Role play within your group

1. Within your group, select roles A) Affirmative B) Negative and C) Audience/Judge
2. Practice these roles arguing each side of the issue.
3. Assess each other using the provided rubric below.
4. After each practice, reflect on strengths/weaknesses of the argument and add any necessary notes for your practice.



Worksheet 2: Performance/Self Assessment

Level	Content and Design	Presentation Style and Language
0	My content and argument have not reached any of the standards described below.	My performance does not reach any of the standards described below.
1-2	My speech may have not fulfilled the required time limit and it still needs to have more organization. My position of the affirmative or the negative is not clear. I may have forgotten to do one of the following: I gave at least one strong argument for my position, or provided at least one concrete example. My choice of arguments and examples are mostly opinion based and my argument may not seem valid.	I made little eye contact with my audience, and did not speak clearly nor audibly. I had little command of my speech and needed to practice more. I was able to check the opponent's speech for its validity, weigh its argument and successfully apply at least 1 strategy: 1) My rebuttal was specific to arguments made by the opposing team. 2) I addressed the opponent's counterpoints. 3) I posed questions that challenged the opponent's position that they did not cover. 4) I was able to identify strengths and weaknesses in my opponent's position.
3-5	Although I completed my speech and have an argument, I still needed to work more on my organization of ideas. My position of the affirmative or the negative needs to be made clearer. I gave at least one strong argument for my position and provided at least one concrete example. My choice of arguments and examples are based on a combination of facts and opinions.	I made some eye contact with my audience, and spoke somewhat clearly and audibly. I had command of my speech, but it needed more practice. I was able to check the opponents speech for its validity, weigh its argument and successfully apply at least 2 strategies: 1) My rebuttal was specific to arguments made by the opposing team. 2) I addressed the opponent's counterpoints. 3) I posed questions that challenged the opponent's position that they did not cover. 4) I was able to identify strengths and weaknesses in my opponent's position.
6-8	My speech and argument were well thought out and followed most of the provided debate organization. I have a somewhat clear position in the affirmative or the negative. I gave at least two strong arguments for my position and provided at least two concrete examples for each. My choice of arguments and examples are mostly factually based which makes my position strong.	I made eye contact with my audience, and spoke clearly and audibly. I practiced my speech beforehand and had a good command of it. I was able to check the opponents speech for its validity, weigh its argument and successfully apply at least 3 strategies: 1) My rebuttal was specific to arguments made by the opposing team. 2) I addressed the opponent's counterpoints. 3) I posed questions that challenged the opponent's position that they did not cover. 4) I was able to identify strengths and weaknesses in my opponent's position.
9-10	My speech and argument were well thought out and followed the provided debate organization. I have a very clear position in the affirmative or the negative. I gave three strong arguments for my position and provided at least three concrete examples for each. My choice of arguments and examples are only factually based which makes my position very strong.	I made much eye contact with my audience, and spoke clearly and audibly. I practiced my speech before hand and had an excellent command of it. I was able to check the opponents speech for its validity, weigh its argument and successfully apply all strategies: 1) My rebuttal was specific to arguments made by the opposing team. 2) I addressed the opponent's counterpoints. 3) I posed questions that challenged the opponent's position that they did not cover. 4) I was able to identify strengths and weaknesses in my opponent's position.



Worksheet 3: Debate worksheet

TASK: After you have discussed the key questions with your teacher, your group will be required to map out your position on an issue. Use the debate worksheet below to help you structure your position.

Key Questions:

- What is your group's position on this issue? Why?
- List three main arguments that support this position.
- What would your opponents think of these arguments? Would they find them weak? Or strong? Why? Reflect and make appropriate modifications.
- What arguments do you think your opponent would have against your position?
- Based on your arguments, do you think your position is stronger or weaker than your opponent? Why?

Title:

INTRODUCTION:

PART 1

Briefly describe the background of the issue. Be sure to use as many facts as possible that would help identify your position.

Based on the stated facts of this issue: our position is:

The main arguments that support our position are:

1. _____
2. _____
3. _____

Now put it into a sentence!

Thing 1 _____,

Thing 2 _____, and

Thing 3 _____,

are three things that I learned and will be reflected on below.

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Youth Start Entrepreneurial Challenges



BODY:

PART 2

ARGUMENT 1:

First of all (or use a different transition), argument 1 is a reason for our position on this issue.

Give three facts to support your argument!

Fact 1: _____

Fact 2: _____

Fact 3: _____

ARGUMENT 2:

Second of all (or use a different transition), argument 2 is another reason for our position on this issue. Give three facts to support your argument!

Fact 1: _____

Fact 2: _____

Fact 3: _____

ARGUMENT 3:

Finally (or use a different transition), argument 3 is the final reason for our position on this issue.

Give three facts to support your argument!

Fact 1: _____

Fact 2: _____

Fact 3: _____

CONCLUSION:

PART 3

As you can see, (ARGUMENT 1) _____ ,

(ARGUMENT 2) _____ ,

and (ARGUMENT 3) _____

greatly made a difference in my thinking about _____

* Once you fill out the graphic organizer, rewrite your speech on a separate sheet of paper.



Worksheet 4: Student Debate

Peer- or Self-Assessment

For each of the criteria, ask yourselves the guiding questions. Based on how well you fulfilled each question, rate yourself between 5 (advanced), 3 (satisfactory), and 1 (needs work).

NOTE: This will be the same criteria used by your teacher to grade your final debate!

Criteria	Guiding Questions	Score 1 (needs work) 3 (satisfactory) and 5 (advanced).
Mastery of Content	How persuasive is your argument? Did the facts add to your viewpoint's strength? How knowledgeable were you able to convey yourself as on this topic? Does your argument have breadth, depth, preciseness, and originality? Was your argument so strong that it was difficult to counter?	1 2 3 4 5
Debate Skills	Were you able to orally express yourself with a well-structured argument by supporting it with a variety of reasons, details, or facts? Were you able to maintain focus on your argument without talking about unnecessary points? Were you able to counter the opposing point of view with questions and concrete facts? Did you give more time to arguing the most important points? Did you use your time wisely?	1 2 3 4 5
Communication Skills	Was your voice heard? Did you use excellent word choice and tone of voice to make your argument more convincing?	1 2 3 4 5
Performance	How believable were you? Were you able to engage your audience?	1 2 3 4 5
Interaction	How well could you interact with your audience? Did you use eye contact, speak directly to them, deal well with questions?	1 2 3 4 5
Teamwork	Were you able to develop a team strategy that involved all members of the group? Did each member in the group engage in the debate without repeating each other?	1 2 3 4 5



Worksheet 5

End of unit Self-Assessment

Assess yourself by circling the appropriate smileys!

I can identify my strengths and weaknesses and I pursue my goals consistently.	☺	☺☺	☺☺☺
In the process I am willing to take responsibility and work to overcome potential difficulties.	☺	☺☺	☺☺☺
In a discussion with others I can find arguments for my ideas in a structured way.	☺	☺☺	☺☺☺
I can network with others and brainstorm ways to work together.	☺	☺☺	☺☺☺
I can develop appropriate strategies to deal with difficult situations while working together.	☺	☺☺	☺☺☺
I can express my opinion in the form of an argument with supporting reasons, details, or facts.	☺	☺☺	☺☺☺
I can listen to an argument, identify uncertainties, and reformulate them into questions.	☺	☺☺	☺☺☺
I can debate while maintaining focus on the topic.	☺	☺☺	☺☺☺
I am better at formulating my argument.	☺	☺☺	☺☺☺
I can easily create a team strategy for a debate.	☺	☺☺	☺☺☺



➔ Worksheet 6

Self-Reflection Wrap-up

1. Using the Debate Challenge to reflect upon, do you think that you have improved your overall debate skills? Why or why not? Give a minimum of three examples and explain.

2. Is there is anything from the Debate Challenge that you could apply to your daily life? What would those things be? List them and explain how you would apply them.

3. Do you see a similarity between presenting your argument orally and writing an argumentative essay. Be sure to highlight the similarities with examples.

4. After completing this challenge, is there anything that left you feeling curious or you would like to know more about? List these things and explain specifically what you would like to know more about.

5. Additional comments.
