Welcome to debate

Teaching students to debate is easier than you may think!

SEDA has developed a set of "grab-and-go" debate worksheets to use in the classroom.

Included are:
- Evidence cards
- Affirmative constructive speech worksheet
- Negative constructive speech worksheet
- Flowsheets
- Speech templates
- Skill-building activities

What is Debate
Debate is a structured discussion. The degree of structure and formality is up to you. There are usually two teams of at least two people each. One team, the Affirmative, supports the resolution. The second team, the Negative, opposes it.

The topic can be selected to achieve a particular educational goal. In debate, students should be prepared to debate either sides of a resolution.

Types of Debate
There are two types of debate: (Step-by-Step guide, page 6)
- Policy debates – they need a plan and both teams need to research
- Value debates – no research, no plan but it is harder in the end to fill time

Evidence Cards
Using Evidence Cards, students research the topic to find out what the issues are, then examine the research to form their case and gather facts and examples to support their contentions. The more background information they have, the more successful debaters will be.

Constructive Speech Worksheets
The Affirmative will identify the problems and propose a plan advocating the most logical solution. To convince their audience, the Affirmative will point out problems with the current situation and highlight the benefits of the proposed change.

The Negative will try to defeat the Affirmative by showing that the reasoning, evidence, and propositions of the Affirmative are faulty and the Negative may defend the present system, pointing out that the "problems" are insignificant or they may offer solutions of their own.

Flowsheets and Refutation
Debaters use the Flowsheet to help them follow the arguments made during the debate. Students should not agree with their opponents (consensus or creative problem solving models are available). Refutation is where you "clash" with or attack arguments from the opposing team. The best way to clash is by keeping a Flowsheet of the opponents' arguments. As the speakers clash with their opponents' arguments, they can check them off the Flowsheet. This ensures all arguments have been attacked. Each time a student speaks, they should begin with "clash". Second speakers develop their speeches using a combination of the Worksheets, Evidence

Cards and Flowsheets. This includes the 1st Negative speech, the 2nd Affirmative speech and the 2nd Negative Speech.
Debaters begin "clashing" by saying:
- "I will now clash with my worthy opponents' argument …"
Followed by:
- "Our argument will now follow …"

Styles of Debate
There are three styles of debate which provide debaters the opportunity to directly challenge each other through various types of question periods: (Step-by-Step guide, Unit 6 and 7)
- Discussion (good for beginners, four constructive speeches, followed by questions)
- Cross-Examination (similar to the court room, see Speech Template)
- Parliamentary (like the Legislature or House of Commons)

Rebuttals
Regardless of the style of debate used, each team has one last chance to reinforce their arguments, counter any attacks made by their opponents, show the other side's weakness and the strengths of their own case.

Evaluating the debate activity
The debate should be won through a balance of style, research and most importantly who clashes best. Read Unit 1 and 2 of the Step-by-Step Guide as most of the handouts coincide with those pages. Students can act as judges and use the ballots provided in the Guide to provide a mark to the debaters, while in turn the teacher marks the student judges.

Preparing for Debating
The Teacher's Role
- Begin topic discussion and provide research time at the resource centre
- Facilitate brainstorming sessions and skill building activities
- Help students organize information (taking notes, preparing Worksheets, reviewing)
- Provide practise time prior to the debates using the Speech Template
- If having a formal debate, ask parents, administrators or other honoured guests to judge

The Student's Role
- Receive topic, begin research, interview experts from both sides of the resolution
- Look up government reports and books, magazine articles, internet sources
- Review material and mark it Affirmative or Negative, weeding out irrelevant material
- On the Worksheet, establish needs for change and develop a defendable plan
- Review the Affirmative case from the Negative point of view and on the Worksheet prepare Negative responses and evidence. At the same time, test the Affirmative case.
- Plan questions, and using the Speech Template, practise presenting arguments

SEDA's Role
The Saskatchewan Elocution and Debate Association's job is to help you if you are interested in debate. SEDA features a program of workshops, tournaments, special events, and free in-class sessions. SEDA's staff and volunteers, along with topic ideas, low-cost research packages, free print guides, and how-to and demonstration videos from SEDA's lending library, are available to assist any teacher interested in speech or debate. Why not take advantage of us?

Please contact SEDA at 1860 Lorne Street Regina, SK S4P 2L7, call 306-780-9243, fax, 306-781-6021, email info@saskdebate.com or visit www.saskdebate.com.

Olympics of the Mind!

Debate is an excellent way to teach the Common Essential Learnings:

Independent Learning
Independent learning focuses on creation of the opportunities necessary for students to become capable, self-reliant, self-motivated and life-long learners. Guided by the educator, debate encourages progressively more independent research, evaluation, critical thinking, and alternative formulation.

Communication Skills
Growth in language abilities takes place as a result of planned language experiences in all four modes essential to debate – listening, speaking, reading and writing. Language development is enhanced through debate by the opportunity to use language in many different situations in order to deal with a wide variety of tasks.

Critical and Creative Thinking
The importance of having students develop good critical and creative thinking abilities has to do with the foundations needed for a democracy and with the tools needed for independent and life-long learning. Debate:
- allows for 'structured controversy', involves students in discussions and debates which tackle more than one side of an issue and requires students to back arguments with evidence and reference to consequences
- has students attempt to solve real life problems where there is a possibility of more than one adequate solution and where several different types of information are required
- requires students to defend their assertions with reasons
- has students analyze the content of popular media

Personal and Social Values and Skills
Debating provides an opportunity to examine moral and social issues. The process of debate encourages examination of competing views and contributes to more informed development of ideas.

Numeracy
In order to function in an information society, it is essential students learn how to read and interpret of quantitatively expressed information. Debaters need rely on surveys, graphs, charts, studies, and statistics to support their contentions, and at the same time, need to know how to analysis this data for validity.

Technological Literacy
Technological literacy can be described as the intellectual process, abilities and dispositions needed for students to understand and link between technology, themselves and society in general. A technologically literate debater:
- critically examines and questions
- understands that technological issues involve conflicting assumptions, interpretations and options
- has the necessary data collection and decision-making skills to make intelligent choices.

EVIDENCE CARDS
Can also be used in developing persuasive essays**

Evidence Card

Argument # ____ : _____

Example:

Quote: "

Source:

Evidence Card

Argument # ____ : _____

Example:

Quote: "

Source:

Evidence Card

Argument # ____ : _____

Example

Quote: "

Source:

Evidence Card

Argument # ____ : _____

Example

Quote: "

Source:

Affirmative Constructive Speech Worksheet

1.   State the resolution:

"Be it resolved that _____

_____

2.   Define the terms of the resolution.

This must be done so that everyone uses the main terms of the resolution in the same way. The 1st Affirmative defines the key terms for everyone, but it is wrong to define the terms in a way which gives you an unfair advantage.

1st term – Definition: _____

2nd term – Definition: _____

3rd term – Definition:_____

3.   State the Needs for Changes

As the Affirmative you are presenting a resolution which always calls for a big change to the present system or status quo. Before presenting your change you must explain why we need this change. Your change must be significant; otherwise you fail your job as Affirmative. You are required to change serious ills in the system, not make changes within the existing system.

The needs for change are

1. _____

2. _____

3. _____

4. _____

4.   Introduce the Plan

Part of the Affirmative case is to introduce a plan which will solve the need for change. The 1st Affirmative must present at least an outline of the plan for the Negative. The 2nd affirmative expands and defends the plan. (Policy Debate only. Not needed for Values debates.)

We will:
1. _____

2. _____

3. _____

4. _____

Negative Constructive Speech Worksheet (Step-by-Step Guide, page 24)

Strategies to pursue:
- A. Shoot down all reasons for change and proposed plan – find all the flaws
- B. Suggest system would be even better with Minor Changes (without agreeing)
- C. Agree system needs fixing, but suggest a better Counterplan

1. Clash with the Definitions

Accept the definitions **– or –** Dispute the terms if unfairly defined.

Reasons why unfair: _____

New definitions:

1st term – Definition:_____

2nd term – Definition: _____

3rd term – Definition:_____

2. Clash with the Needs for Change

Be prepared with your counter-arguments from the evidence cards and flowsheet.

1. _____

2. _____

3. _____

3. Clash with the Plan

Pick a strategy and use the negative constructive evidence cards. If you choose a Minor Changes or Counterplan your 3-4 points are:

1. _____

2. _____

3. _____

4. _____

4. Negative Point of View

The Negative can build its own constructive case as well.

1. _____

2. _____

FLOWSHEET
(to help me clash affirmative and negative)

Resolution: Be it resolved that: _____

Them	Us

Debate Speeches Templates

- **Discussion Style** (4-5 minute constructive speeches, followed by a 6-10 minute discussion period, a 5 minute break, and 3 minute rebuttal speeches)
- **Cross-Examination Style** (5 minute constructive speeches, each one followed by a 3 minute cross examination period, a 5 minute break, and 3 minute rebuttal speeches)
- **Parliamentary Style** (details available from the Step-by-Step Guide and the web site)

First Affirmative Constructive Speech (5 minutes)

Mr./Madam Chairperson, honourable judges, worth opponents, ladies and gentlemen:

(INTRODUCTION)
The resolution before us today is that … *from worksheet*

We the affirmative define … *from worksheet*

The affirmative has # _____ needs for change (or contentions)
… *from worksheet*

My partner will go into the last # _____ needs for change.
… *from worksheet*

(MAIN BODY OF THE SPEECH)
Our first needs for change is …, evidence

The second is …, evidence

I will now outline our plan which has #_____ points which will address each of these needs for change.
… *from worksheet*

I will now discuss the first # _____ points, while my partner will discuss the last # _____ points in greater detail.

(CONCLUSION)
In conclusion, the affirmative has shown clear needs for change (summary)… and a workable solution (summary) … that will have convinced you that you must support the resolution in this debate.

Concluding observation, or quotation, relating to your case.

I now stand for cross-examination. *(3 minutes, by 1ˢᵗ Negative)*
Or in Discussion Style, the next constructive speech.

First Negative Constructive Speech (5 minutes)

Mr./Madam Chairperson, honourable judges, worth opponents, ladies and gentlemen:

(INTRODUCTION)
EITHER We the Negative accept the definition of the resolution offered by the First Affirmative.
OR We the Negative challenge the Affirmative's definition of the resolution, which is designed to give the Affirmative an unfair advantage. We urge the judges to accept our more reasonable definition:

We define … *from worksheet*

OR As the Affirmative failed to define the resolution, that task falls to the Negative, according to the rules. We therefore define … *from worksheet*

Apart from the definitions, the Negative team is unable to accept the contentions put forward by the first Affirmative. I will refute them now. *Touch on the weakness of each contention, and mention logical weaknesses revealed by your cross-examination of the First Affirmative.*
The Affirmative had #_____ needs for change.

1.   The points are wrong/illogical/weak because… *from worksheets*

The Affirmative plan had # _____ points.
Points of the plan will not work because… *from worksheets*

The Negative case has #_____ contentions.
I will begin the Negative case with # _____ contentions: … *from worksheet*

My partner will continue our case with # _____ contentions: … *from worksheet*

(MAIN BODY OF THE SPEECH)
My first contention is that …, evidence … *from worksheet*

And that leads into our second contention, that …, evidence … *from worksheet*

(CONCLUSION)
In conclusion, I have begun the negative case by clashing with the Affirmative case and by making # _____ strong points for the negative:
1.   that
etc.

Concluding quotation or observation about the Affirmative case.
I am sure that the judges will agree that their case must fall.

I now stand for cross-examination. *(3 minutes, by 2nd Affirmative)*
Or in Discussion Style, the next constructive speech.

Second Affirmative Constructive Speech (5 minutes)

Mr./Madam Chairperson, honourable judges, worth opponents, ladies and gentlemen:

(INTRODUCTION)
As the 2nd speaker of the Affirmative, I will begin by refuting and clashing with the arguments of the First Negative; having done that, I will continue with the Affirmative case.

The First Negative made #_____ contentions. I will demonstrate how none of them serve to shake the contentions put forth by my partner, and how they are based on inadequate evidence. *Clash thoroughly with each contention of the First Negative, include weaknesses in the Negative case revealed by your cross-examination.*
Negative point refuted
Negative point refuted
(etc.)

So much for the Negative case so far.
I will complete our case with the last #_____ contentions that my partner referred to earlier.
1. that
2. that (etc.)

(MAIN BODY OF THE SPEECH)
For my first contention, that …
Which brings me to my second contention, that…
(etc.)

(CONCLUSION)
In conclusion, my partner and I have proved the resolution with # ___ contentions. I will briefly remind you of our case.
List your partner's and your own contentions.

We feel that our case is certainly proven on the balance of the evidence presented.

Concluding observation or quotation, relating to the negative case.

I now stand for cross-examination. *(3 minutes, by 2nd Negative)*
Or in Discussion Style, the next constructive speech.

First Affirmative Official Rebuttal (3 minutes, last speech of the debate)
The Negative has put forward #_____ contentions. Not one of them serves to disturb the affirmative case.
Deal with negative contentions one by one.

In addition, our contentions that
Were not challenged by the negative.

I would like to remind you that the Affirmative contentions …
List them, dealing with negative challenges to the Affirmative case.

Finally, as the Affirmative has met its responsibility to prove its case and the Negative has not managed to shake our proof, I am sure that the judges will wish to award the debate to the Affirmative.

Second Negative Constructive Speech (5 minutes)

Mr./Madam Chairperson, honourable judges, worth opponents, ladies and gentlemen:

(INTRODUCTION)
As the last Negative speaker, I will begin by refuting and clashing with the arguments of the Second Affirmative; having done that, I will complete the Negative case.

The Second Affirmative made #_____ contentions. I will demonstrate that they are based on inadequate evidence to support the resolution; and that the 2nd affirmative's attempt to shake the first part of the Negative case was not successful.
Clash thoroughly with each contention of the Second Affirmative, include weaknesses in the Affirmative case revealed by your cross-examination.
Affirmative point refuted
Affirmative point refuted
(etc.)

Moving from the weaknesses of the Affirmative case to the completion of the Negative case, I will discuss the last # _____ contentions:
3.   that
4.   that (etc.)

(MAIN BODY OF THE SPEECH)
My first contention is that …
And that leads to my second contention, that…
(etc.)

(CONCLUSION)
In conclusion, the Negative has demonstrated that, so far, the Affirmative case is not proven; and we have supported our case with # ____ contentions, which I will briefly summarize:
List your partner's and your own contentions.

We feel confident that our case has successfully challenged the Affirmative case, and that the judges will wish to award this debate to the Negative.

Concluding observation or quotation, relating to the Affirmative case.

I now stand for cross-examination. *(3 minutes, by 1st Affirmative)*
Or in Discussion Style, the next constructive speech.

First Negative Official Rebuttal (3 minutes, second last speech of the debate)

The Affirmative has attempted to prove the resolution with # ____ contentions. The evidence that they have presented is inadequate to establish these contentions, as I will demonstrate.
Deal with major Affirmative contentions, one by one.

The Negative case contained # _____ contentions.
List them, countering Affirmative challenges as you go.

Finally, as the Affirmative has clearly not met its obligation to prove its case, and as the rules prevent it from introducing new contentions or evidence in its rebuttal, I'm sure that the judges will wish to award the debate to the Negative.