

IT'S' TIME TO TRY DEBATE!



'THERE IS ALWAYS A MULTITUDE OF REASONS BOTH IN FAVOR OF DOING A THING AND AGAINST DOING IT. THE ART OF DEBATE LIES IN PRESENTING THEM.'

MARK RUTHERFORD

Debate is an opportunity for students to apply and increase skills of **READING, THINKING, WRITING, SPEAKING, AND LISTENING** in a meaningful situation that can be related to their own lives.

Debate skills can be taught in any way that works for you ,the teacher. Here are some suggestions:

- ⇒ As an outgrowth of language arts, science and social sciences where students are introduced to some prerequisite skills of debate, as mentioned above.
- ⇒ As a unit of study where students are taught debate skills and are given the opportunity to practice those skills, and are allowed to participate in a debate.
- ⇒ As a small group enrichment class using parent coaches.

IDEAS FOR INCORPORATING DEBATE IN YOUR CLASSROOM

PROVERBS ARE A GREAT TOOL TO TEACHER TWO SIDES OF AN ISSUE. WRITE INDIVIDUAL PROVERBS ON SLIPS OF PAPER AND HAVE PAIRS OF STUDENTS DRAW ONE SLIP OUT OF A JAR. THE PAIR SPENDS A FEW MINUTES DISCUSSING THE MEANING OF THE PROVERB. ONE DEFENDS THE PROVERB AND THE OTHER REFUTES THE PROVERB. THEY MUST SUPPORT THEIR POSITION WITH MANY, VARIED REASONS.

A T-GRID CAN BE USED TO TEACH STUDENTS TO LOOK AT BOTH SIDES OF AN ISSUE. WRITE “:BE IT RESOLVED THAT SCHOOL UNIFORMS SHOULD BE MANDATED IN ELEMENTARY SCHOOLS” ON THE BOARD. HAVE STUDENTS CONSIDER THE MANY, VAIED REASONS THERE

SHOULD **NOT** BE A MANDATE FOR SCHOOL UNIFORMS. NEXT, HAVE THEM CONSIDER ALL THE MANY, VARIED REASONS THERE **SHOULD** BE A MANDATE.

A ONE-MINUTE SPEECH IS A VALUABLE WAY TO TEACH STUDENTS TO WRITE AND DELIVER SPEECHES. HAVE STUDENTS WRITE A SPEECH WITH AN INTRODUCTION (CAPTURE THE INTEREST OF THE AUDIENCE), BODY (GIVE 3 MAIN POINTS AND REASONS AND USE EXAMPLES), AND A CONCLUSION (REPEAT IMPORTANT POINTS AND URGE AUDIENCE TO ACCEPT YOUR POINT OF VIEW).

ARTICLES FROM A TEXTBOOK OR NEWSPAPER CAN BE USED TO TEACH STUDENTS TO DISTINGUISH BETWEEN FACT AND OPINION. READ, UNDERLINE AND ANALYZE INFORMATION FROM THE ARTICLES, DISCUSSING THE DIFFERENCES BETWEEN FACTS AND OPINIONS.

TABLE TOPICS EACH STUDENT SPEAKS FOR 30 SECONDS TO 1 MINUTE ON A TOPIC, WITHOUT STOPPING. EXAMPLES OF TOPICS MIGHT BE: KINDNESS, PETS, NUTRITION, HAPPINESS, RECESS...

FORECASTING ACTIVITIES HELP STUDENTS LEAN TO LOOK AT CAUSES/EFFECTS. HAVE STUDENTS CONSIDER TOPICS SUCH AS “WHAT IF ROBOTS TOOK OVER THE WORLD?”

AS YOU CAN SEE, ALL GRADE LEVELS CAN BE TAUGHT THE DEBATE PROCESSES. **IT IS BENEFICIAL FOR ALL STUDENTS** TO HAVE EXPERIENCE PRACTICING THESE REAL LIFE SKILLS AS THEY LEARN TO BECOME CRITICAL THINKERS, ORGANIZE THEIR THOUGHTS AND SHARE OPINIONS AND INFORMATION WITH OTHERS.

FOR MORE INFORMATION ABOUT TEACHING DEBATE AND/OR NEXT YEAR'S PROGRAM, CONTACT YOUR SPECIALIST:

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