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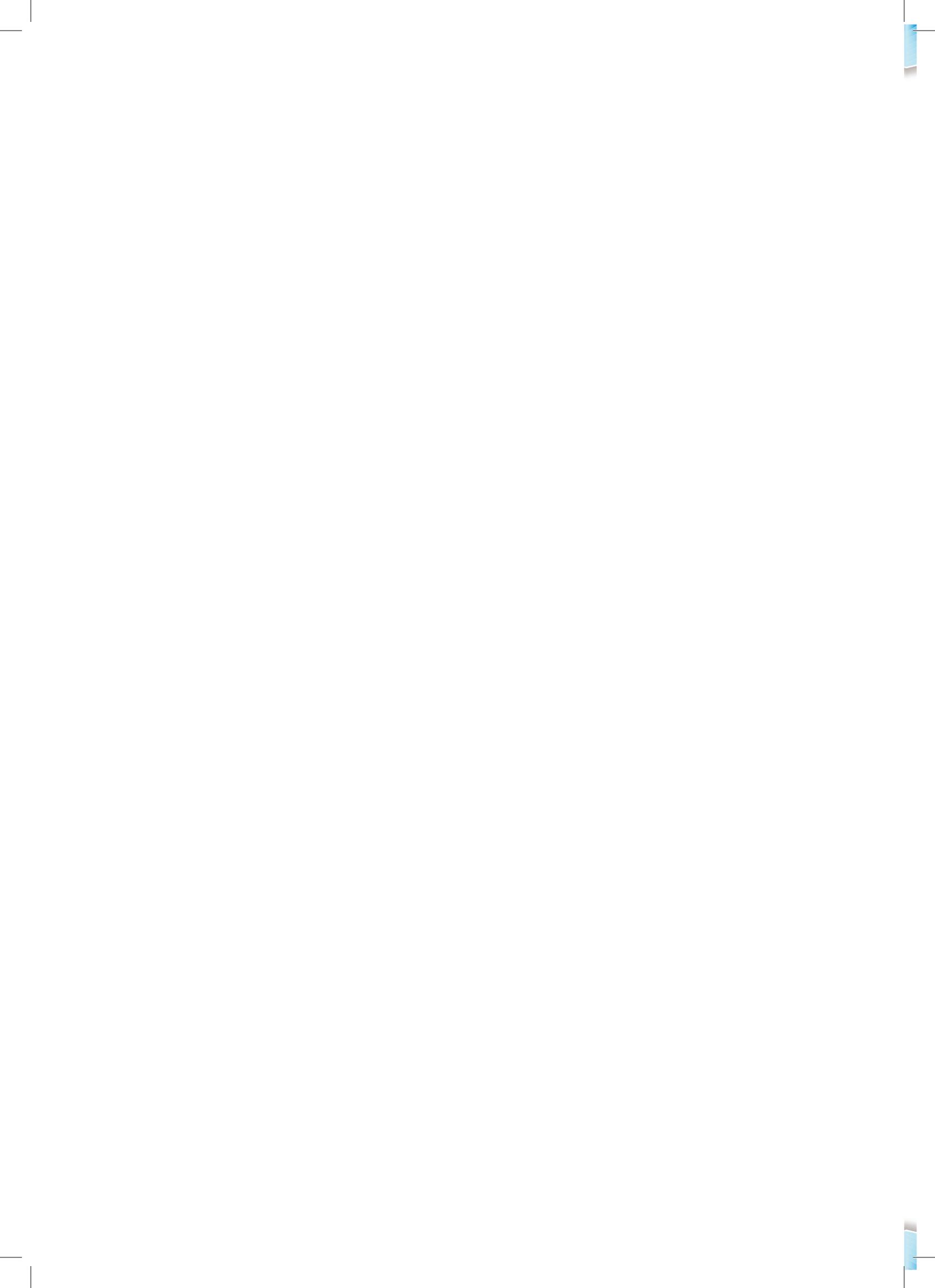
Debate

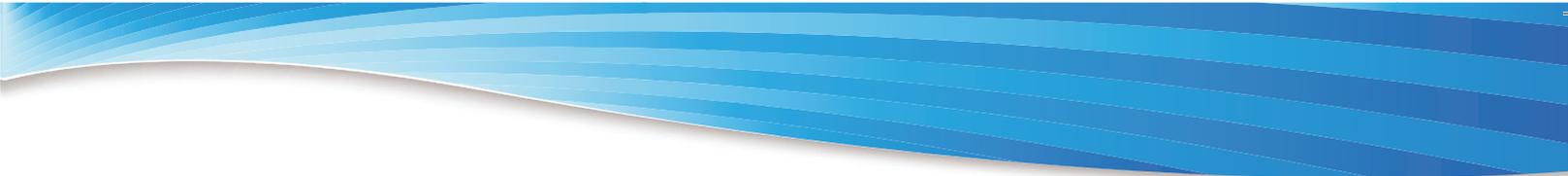
Instructional Resource Materials

Lesson 6: Case-Building



Debaters Today, Leaders Tomorrow





Lesson Plan

Part One – Unit 1

Lesson 6: Case–Building

Subject

Debate and the skills of debating

Topic

Case–Building

Level

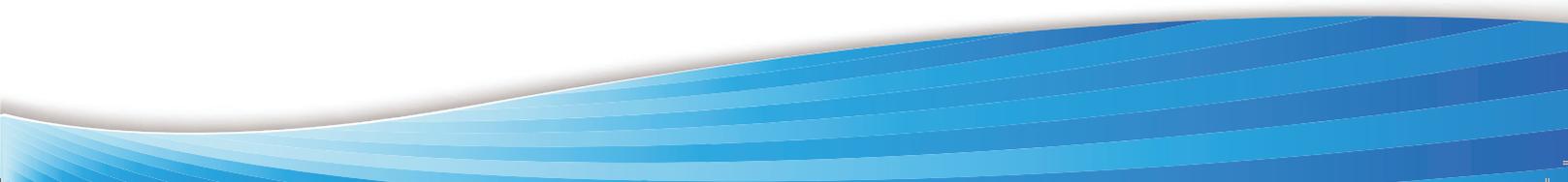
Intended audience: Beginners

Projected Length of the Lesson

Depending on the number of activities used in the lesson

Pre-requisites

Lessons 3 and 4



Description:

This lesson looks into what may be regarded as the backbone of a debate: case building. In debating each team will present points in favour of their case. Without a case, a team has very little chance of winning a debate. When building a case, the goal of each team is to work together in order to win the debate by presenting the most convincing arguments on their side and by refuting the arguments presented by the other side. For this reason, teams should attempt to split up their arguments between the first two speakers, with each speaker making different arguments and refuting the arguments made by the previous speaker on the other side of the debate. Therefore, it is important to remember that debating is a TEAM activity and each team must build up its own case through arguments. The second part is to tear down the other team's arguments through refutation. The lesson comprises activities and other materials that guide the instructor through the steps involved in building a team's case.

Goals

The overall goal of this lesson is to enable students to:

- Appreciate the value of working as a team in a debate.
- Understand the role of arguments in a debate.
- Respect opposite arguments.
- Engage in informed and constructive arguments.

Objectives

By the end of this lesson, students will be able to:

- Work together and build their team's case.
- Divide their case into arguments.
- Justify their arguments using logical evidence.

Key words & phrases

- a) **Team's Case:** The set of ideas and arguments that a team prepares in support of their position.
- b) **Argument:** A conclusion together with the premises that support it.
- c) **Assertion:** A statement or claim (usually an opinion) about the world.
- d) **Reasoning** (elaboration and explanation): This is the “because” part of the argument. Reasoning makes the speaker's assertion an argument.
- e) **Evidence** (support used to help prove and show): Provides proof to support your argument. The four types of evidence include: example, common sense, statistics and expert opinion.

Introduction

In the simplest of terms, a case can be defined as a set of arguments raised by one side of a debate to support their stand in the debate, that is, the Affirmative and the Negative Case. Therefore, case building is the process of putting together the arguments for the side on which your team is debating.

One of the biggest responsibilities of a debate team is to build a case for or against the motion. The case is a team's overall position on the motion. In order to build a case, students must keep the following in mind:

- (i) Problem
- (ii) Solution
- (iii) Outcome

Debaters need to identify the problem – i.e. they need to think about the following questions:

- Why are we having this debate?
- What is the problem that needs to be addressed?
- What are we proposing as the solution?
- What is the aim/expected successful outcome of our proposal?

Materials

- Video projector
- Screen
- PowerPoint Presentation
- Writing pads
- Pens / pencils
- Board pens
- Flip chart

Procedure

This section describes the different component parts of the present lesson.

1. Preparation [5 minutes]

- a) Prepare a PowerPoint Presentation created to run slide shows that explain the different roles of speakers in a debate.
- b) Have YouTube/short embedded videos ready for use to demonstrate samples of speeches.
- c) Have an LCD projector ready for displaying data on a screen.
- d) Provide notepads, pens, and pencils.

2. Lesson

This part of the lesson includes the different steps followed in the delivery of the 'Case-Building' lesson.

Activity 1: Defining Motions

The purpose of this activity is to help the students to learn the procedures of preparing a specific definition.

The instructor can follow these steps:

- a) Split the class in to groups depending on class size.
- b) Provide the students with a controversial topic or issue such as:
 - Euthanasia.
 - Medical examination before marriage.
 - Junk food at school.
- c) Give the students 1-2 minutes to do brainstorming and come up with a definition for the topic they have choose.
- d) Write on the board the phrase “brainstorm” using highlight pen explain that it is important to start the case–building process by brainstorming individually. These way debaters will be more comfortable in discussing the issue with our partner.
- e) Discuss the brainstorming with them for (2 minutes) and use another color to write on the board the phrase (Discuss the brainstorming).
- f) Agree with them on one definite definition for the topic and use color pen to write the phrase “Agree on a definition”.
- g) Explain to the students that the definition must determine the debated issue and illustrate the meaning of the vocabulary and terminology in it.

Activity 2: Composing Arguments

The purpose of this activity is to help the students learn the procedures that the team should follow to compose arguments that support or rebut the case. This activity complements Activity 1 above.

The following steps may be followed:

- a) Split the class into groups depending on their size each group make two teams with/against.

- b) Provide the students with a controversial topic or issue such as:
- Using mobile phones in school should be allowed.
 - Smoking should be banned in all public places
 - Capital punishment.
 - Exposure to violent TV programs increases the tendency for violent behaviour.”
 - Homework is a waste of time.
- c) Give the students 1-2 minutes to brainstorm and come up with arguments, remind them of how it is important to start building their case with brain storming.
- d) Discuss the arguments that they come up with in their brainstorming for (2 minutes) and remind them of the importance of the discussion after the brainstorming.
- e) Give them 5-6 minutes to agree on arguments that support and rebut the issue.
- f) Ask each team to distribute the arguments and tasks between them.
- g) Write on the board the phrase “allocate tasks” using a colored pen.
- h) Then write under it the phrase “Prepare individual speech” and give them 5 minutes to prepare their notes by writing their points on the cue cards.
- i) Tell the students to not use this time to write the whole speech (they won't have enough time to do that). It is better to use this time to practice their speech (by speaking). For example, they may practice how they are going to open their speech, how they are going to deliver the definition and team split (so that this can be clarified within the first minute of the speech), etc.

There is no definitive guideline on how to build a case. Some teams prefer to brainstorm all ideas that they can think of first, and then try to structure them into a solid case. Unfortunately, brainstorming can easily become time consuming. Another way would be to make the process of case-building itself structured from the very beginning.

Activity 3: Lecture and video

The purpose of this activity is to help students to learn how to build their team's case in a debate. The instructor may use a PowerPoint presentation to familiarize students with the various roles different speakers play as they build their team's case, including:

- Defining the motion (topic) and
- Presenting arguments.

The Power point presentation should have links to sample video clips from recorded debates to exemplify instances where the 1st, 2nd and 3rd speakers play their respective roles and responsibilities.

a) The instructor starts by discussing the main “components/elements of a debate”, i.e.:

- Problem
 - Why is it a ‘problem’?
 - What is the function of a ‘problem’ in a debate? (What does it do?)
 - What is the significance of a ‘problem’ in a debate? (How important is it?)
 - What are some examples of problems?
- Solution(s)
 - Why is it a ‘solution’?
 - What is the function of a ‘solution’ in a debate? (What does it do?)
 - What is the significance of a ‘solution’ in a debate? (How important is it?)
 - What are some examples of solutions?
- Outcome(s)
 - Why is it an ‘outcome’?
 - What is the function of an ‘outcome’ in a debate? (What does it do?)
 - What is the significance of an ‘outcome’ in a debate? (How important is it?)
 - What are some examples of outcomes?

b) The students are encouraged to engage in the discussion.

c) The instructor then explains how each component/element (i) constitutes an integral part of a debate and (ii) relates to and fits within a debate. Examples need to be provided to illustrate.

- d) The students answer questions that require of them to explain the role expected of different debate speakers with regard to each of the following:
- Identifying the problem – Including a definition of the motion
 - Suggesting a solution(s) – Based on the team's case
 - Identifying the outcome(s) – The goal of the team
- e) An alternative would be to ask the students to indicate which of the four speeches (and speakers) should tackle (i) the problem, (ii) the solution, and (iii) the outcome.
- f) Next, the instructor runs video clips that illustrate different speech portions which exemplify the different roles of speakers (for example, a clip displaying a problem; another presenting a definition, etc.).
- g) By playing a clip at a time, the instructor asks the students to identify:
- What task or responsibility is being performed (for example, defining the motion (topic), introducing the team's case, etc.).
 - Who performs this task or responsibility (1st, 2nd or 3rd speaker).
- h) Next, the instructor asks the students to identify the speaker(s) whose responsibility is to perform the tasks and responsibilities listed below:
- Defining the motion (topic).
 - Presenting the team case.
 - Outlining briefly what each speaker in the team will talk about.
 - Accepting or rejecting the definition
 - Refuting the main points presented by the opposite team.
 - Reaffirming the team line.
 - Presenting a summary of the team's case.
 - Rounding off the debate.
- i) The students learn to associate each of the roles and responsibilities with the relevant speaker.

Activity 4: Demonstration Debate (1)

This activity demonstrates how a team can construct their case. Students watch a demonstration video showing how a team can work together to build their case.

- a) The instructor introduces the video-taped debate by telling the students they will be watching a debate on topic 'X' where two opposed teams present their respective cases, one in favor and the other against.
- b) The instructor explains that he/she will be pausing and re-winding selected portions of the video pertaining to individual speeches in order to facilitate discussion.
- c) As they watch, and to facilitate active observation, the students need to take notes to identify, evaluate, and discuss the different speeches that make up a team's case.
- d) The instructor gives the students directions to look for certain characteristics of individual speeches.
- e) The instructor encourages the students to ask/answer questions that lead them to critical thinking about the decisions that they would make when identifying, evaluating, and discussing the different speeches.
- f) The students ask or answer any questions they may have on the debate.

Activity 5: Demonstration Debate (2)

This activity can be used to reinforce what is covered in Activity 4 above so that students better understand case-building in a school's competitive debate and how the speakers can work as a team to prove their case and win the debate. Using a video-taped debate, the students are exposed to case-building rules and procedures.

Suggested steps for this activity include:

- a) The instructor runs a recorded debate(s).
- b) At any point, the video can be paused and re-wound to facilitate discussion.

As required and following the flow of the recorded debate, the instructor should allow ample space for discussion. This also depends on how much time is available and the size of the group, too. This may take the form of a Question-and-Answer session where the students are asked questions that revolved

around the roles of the speakers and how the team case is built. Questions which may instigate the discussion could comprise the following:

- Which of the speakers should provide a definition of the debate motion?
- What are 2, 3 or 4 tasks the 1st (or 2nd/3rd) speaker should perform?
- Who should refute the opposite team's arguments?
- What happens if a speaker does things another speaker is supposed to do?
- Which speaker should re-structure the whole debate?
- Which speaker needs to prove the other team wrong?
- Which speaker needs to declare the reasoning of their team's victory?

Activity 6: Model Debate

In this activity students take on a particular role – as 1st, 2nd or 3rd speakers – and perform that specific role from this perspective in a live debate delivered in class. It is strongly recommended that the model debate is tried only after the preceding activities have taken place. The value of this exercise is two-fold:

- It enables the students to practice speaker roles.
 - It also helps to focus the attention of students not immediately involved in the debate.
- a) A topic of interest to students may be chosen by the instructor. Ideally this is a topic they research prior to class; otherwise, the students are given sufficient time to prepare.
 - b) The instructor may have the 6 most skilled and confident students to debate center stage and model proper debate form and style.
 - c) As the 6 debaters to sit center-stage and split themselves in two 2 groups, each consisting of 3 individuals.
 - d) The other students observe the action.
 - e) The instructor then assigns roles to different students and explains:
 - The format the debate will follow.
 - The speech times.
 - What the 1st speaker, 2nd speaker and 3rd speaker of each team (Proposition & Opposition) is expected to do (tasks & responsibilities).

Note: No reply speeches are performed in this activity (see Appendix 1).

- f) The students are given 15–20 minutes to prepare their respective speeches.
- g) The instructor stresses students in each group should work as a team as they distribute their respective roles.
- h) To actively involve observers, the students may be asked to:
 - Write down the main points introduced by each side as the debate progresses.
 - Take note of any errors committed by the speakers and share them with class.
- i) Students have a go at the actual debate and present their 3–5-minute speeches one after the other.
- j) At the end of each individual speech the instructor gives continuous feedback on how to improve the speech and invites comments from the rest of the class.
- k) The students deliver 3–5-minute speeches again following the feedback they received from the instructor.
- l) The roles may be rotated so the students can try different roles as a 1st, 2nd or 3rd speaker.

N.B. The rigor of this model debate can be enhanced by giving out roles in advance and requiring that the students research the positions they take and prepare formal speeches.

Activity 7: Definitions

This activity highlights the importance of a definition in a debate. Before a debate starts, the motion that is given must first be defined by the Proposition team. A definition clarifies the motion and gives a clear description that limits and focuses what the debate will be about. This prevents the debate from turning into a vague and confusing display of unrelated arguments and different interpretations from both teams of what is actually being debated among them. Out of the definition should come a clear understanding of the issues that will be fought over in the debate.

The instructor explains that defining the debate motion is the role of the 1st speaker from the Proposition team. The 1st Opposition speaker may challenge the opposing team's definition.

- a) The instructor distributes copies of the 'Speaker-roles' sheet and each student gets a copy (Appendix 2).
- b) Each student is asked to:
 - Think about a word or term of his choosing.
 - Write it in clear, bold character on a piece of paper.
 - Provide 3 definitions of the word/term such that one definition carries a positive meaning, another is associated with a negative meaning, and the third has a neutral meaning.
 - Ask the other students in class if the meaning of that word/term is positive, negative or neutral and explain why.
 - As the other students respond, they realize words/terms are perceived and defined differently by different students.
- c) The instructor then has the students watch a 1st Proposition speech on video. It is not necessary that the speech is perfect; as a matter of fact, it is better if the speech has a few flaws in it. This way, the students will not feel intimidated and will get a chance to discuss how the speech could have been improved. The video should highlight the following:
 - Statement of the motion.
 - Definition of any terms that need to be defined.
 - Stating the team's case line.
 - Indicating what points will be covered.
 - Stating what the 2nd and 3rd speakers will cover.
 - Delivering the 1st part of the case.
- d) As they watch the video, the students need to take notes of how the 1st speaker delivers the points above.
- e) The instructor guides the discussion and takes some or all of the points listed under (c), one at a time. For example:

- The students may discuss whether or not all of the points are covered in the speech.
 - The instructor may stress the definition must be debatable (i.e. it must have two sides to it).
 - The discussion may involve students' opinions of the wording, relevance, and clarity of the motion.
 - The students can examine whether or not the team's case line was stated.
- f) The instructor then runs a short video clip of the speech of the first Opposition speaker's and asks the students to pay attention to the following:
- Does the 1st Opposition speaker agree or disagree with the definition given by the Proposition?
 - Does the speaker state their team's case line?
 - Is there a statement of what the 2nd and 3rd Opposition speakers will talk about?
 - Does the speech contain a rebuttal of what the 1st Proposition speaker said?
 - Did the speaker deliver their part of the case?
- g) As they watch the video, the students need to take notes of how the speaker's delivers the points above.
- h) The instructor guides the discussion and takes some or all of the points listed under (f), one at a time.
- i) The students exchange their responses and the instructor provides feedback.

Activity 8: Debate Practice

Participating in a debate is a good opportunity to prepare for debating and public speaking. Taking part in a debate not only develops students' self-confidence, but also teaches them to think logically, articulate clearly and respond effectively — all of which are effective oral communication skills that are necessary for debating.

- a) To begin this activity, the instructor takes the students through a few preparatory exercises to help them generate and organize their ideas, and also learn the appropriate expressions to use in a debate.
- b) The instructor can follow these steps:
 - Choosing a topic that is interesting and that generally lends itself to differing opinions, such as:
 - Television does more harm than good.
 - The Internet should not be used in schools.
 - Assuming that the class decides on the first topic, the instructor divides the students into groups.
 - The students brainstorm on the benefits of the Internet. For example:
 - Information on almost every subject imaginable, from scholarly articles to ones directed at children.
 - News of all kinds is available almost instantaneously.
 - People can find others that have a similar interest in whatever they are interested in.
 - Free mail service to anyone.
 - Platform for products like SKYPE, which allow for holding a video conference with anyone in the world who also has access.
- c) The instructor divides the class into two sections — one to support the motion (that is, women are better managers than men) and the other to challenge and oppose it.
- d) Each section sits together and prepares their case.
- e) When they are ready, each section should nominate three speakers to argue their case.
- f) When they are ready, the debate can begin, with the instructor or a student as a moderator.
- g) The instructor decides on the modalities of the debate — for example:
 - Time allotted to each speaker.
 - Being polite and respectful to speakers in the opposite team.
 - Taking turns to speak and not interrupting, and so on.

- h) If possible, the instructor records the debate, and plays it back later so that the students can comment on it and learn from their experience. The debate experience may be extended by involving students from other classes, and asking other teachers to join in. This will extend the students' exposure to debates and help them improve their debating and public speaking skills.

Activity 9: Case – Argument (the parts)

Having outlined the whole of your argument, students must then begin to build a case (i.e. the parts). The best way to do this is to divide their case into between 2 and 4.

- a) Have the students justify their arguments with basic logic, examples, statistics, and quotes.
- b) Remind them that debating is all about the strategy of 'proof'. Proof, or evidence, supporting your assertion is what makes it an argument.
- c) Explain that there are a number of ways of dividing up cases according to:
 - According to individual arguments if you can't group any together, or
 - Groups of arguments (e.g. educational, social, political, economic, moral, theoretical or practical or local, regional, international, etc.)
- d) Under each of these basic headings the students should then explain the reasoning behind the argument and justify it using the methods outlined above.
 - Suggestion: It is usually best to put the most important arguments first.
- e) Show the students an example of a case outline such as the following:

"The media exert more influence over what people think than the government does. This is true for three reasons. "

- Firstly, most people base their votes on what they see and hear in the media.
- Secondly, the media can set the political agenda between elections by deciding what issues to report and in how much detail.
- Thirdly, the media have successfully demonized politicians over the last

ten years so that now people are more likely to believe journalists than politicians.”

All of the arguments in this case outline are debatable (it is easy to see the counter-arguments), but they give the case a wide range which cover all kinds of issues. The trick is not to come up with a watertight case, but a well-argued one. Think: “Can I argue that?”

Summary & Recap

The summary can be used as an opportunity for the instructor to review and consolidate the material covered in class. The instructor may ask the students to reflect on the lesson. The students can also ask any questions they may have on the lesson.

Closure

The instructor may briefly review the lesson and recall the main points discussed in class. Additionally, this can be used to see if more practice is needed on the topic.

Appendix

Appendix 1: Speaker roles (1)

Appendix 2: Speaker roles (2)





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