

## Lesson 2

### Preparing for the debate

#### Key statements and debating strategies

This matrix sums up the information a teacher needs to plan and deliver the lesson.

Competence training refers directly to EDC/HRE.

The learning objective indicates what students know and understand.

The student task(s), together with the method, form the core element of the learning process.

The materials checklist supports lesson preparation.

The time budget gives a rough guideline for the teacher's time management.

Competence training	Participation: the students make a choice by vote. Methods and skills: team work.	
Learning objective		
Student tasks	The students prepare their roles for the debate.	
Materials and resources	<p>☞ Student handouts 8.2-8.5, 9.1.</p> <p>Media information.</p> <p>A tabloid and quality paper, a youth magazine.</p>	
Method	Group work, co-operative learning.	
Time budget	1. The students choose an issue.	10 min
	2. Forming groups for the debate.	10 min
	3. Group work.	20 min

#### Information box

The unit consists of two student activities: 1. the students choose their debating issue and 2. the students form groups and prepare for the debate in their different roles: the two debating teams (the “affirmative”, or pro side, and the “negative”, or con side).

The main part of the lesson should be spent on preparing the debate. Therefore it is important to conduct the vote smoothly and efficiently.

For the news reporter groups, it is an exciting experience to see their story published by a real newspaper. The teacher may suggest this idea to the news reporter teams. If the students agree, the teacher decides with them how to approach a newspaper.

### 1. The students choose an issue

The teacher performs as chairperson in this first lesson sequence. First he/she thanks the students for producing so many interesting ideas. Then the teacher explains the procedure.

The students are expected to have read the ideas and materials produced by their fellow students, and to have made up their minds which issue they would like the debate to be held on. The voting procedure can be conducted by two students. One asks each student for their choice. The second notes the topics on a list on the board, marking those that have been named several times. Then the

topics are ranked, and by majority vote, the class makes a choice between the first three at the top of the ranking list. The topic chosen then becomes the issue for the debate.

## 2. Forming groups for the debate

The teacher announces that the students will now prepare for the debate. A debate follows certain rules, and the students form groups and teams that perform in different roles.

The students are given ✎ student handout 8.2 and read it in silence. They ask questions to clarify whatever needs further explanation, and (preferably) other students or the teacher provide the answers. The students should understand what role the different teams perform.

The students join one of the following teams. This table shows what groups take part in the debate and what handouts they need. The debating teams should have one additional member in reserve in case one team member is sick on the debating day.

The two chairpersons divide the tasks of conducting the debate and the audience's vote between them. If one chairperson is sick, the other takes over both parts.

Group	Number of members (+ reserve members)	✎ Student handout No.
Debating team No. 1 ("affirmative")	5 (+1)	8.3
Debating team No. 2 ("negative")	5 (+1)	8.3
First and second chairperson	2	8.2, 8.4, 8.5
Reporter teams (quality paper, tabloid paper, youth magazine)	3 x 2	8.6, 9.1
Audience	All remaining students	8.5

This can be done conveniently by creating columns on the blackboard or a couple of flipcharts. The students then enter their names under the group of their choice. If a group is overbooked, the teacher and the class decide jointly how to solve their problem. It is *theirs*, not the teacher's. Experience has shown that students are willing to co-operate, and the groups are formed quickly, with a satisfactory result for the students.

## 3. Preparations for the debate

The groups receive a copy of ✎ student handout 8.3 (debating teams), 8.4 (audience) or 8.5 (press teams). The groups spend the second half of the lesson planning their activity and can assign themselves a piece of homework if necessary. The teacher acts as observer and coach. As a coach, the teacher does not approach the groups, read their papers, or even participate in producing results. If the groups need any support, they approach the teacher. If not, they have the liberty and responsibility to work as they think right. Experience has shown that students appreciate the confidence that is placed in them, which works as a strong incentive and gives encouragement.

The teacher provides news reporters with a copy of their type of paper – tabloid paper, quality paper, or youth magazine. This will help them to imagine what kind of profile and reading audience their paper has, and what their news story should look like.

If at all possible, the teacher asks the students to arrange the tables and chairs for the debate as indicated in ✎ student handout 8.2 before the next lesson begins.