

Teaching Pack

Introduction to debating

Cambridge IGCSE™ / IGCSE (9-1)

First Language English



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Lesson plan



Teacher's notes



Lesson resources

Introduction: Introduction to debating

This *Teaching Pack* focuses on supporting learners to develop the skills of formal debating. This is one approach to preparing students for the individual talk/conversation element of the assessment.

Lesson 1 is designed for learners that already have some understanding of what makes a persuasive speech. That means they should be able to identify and use some persuasive language and some features of persuasive delivery.

Learners should already know the basics of how to prepare and deliver a presentation and it would be useful if learners had some knowledge of the context of where debates take place in the world (e.g. some parliaments, the media, social media).

Lesson 2 explores the format and rules of formal debating and presents some of the ways to be effective within a debate. Lesson 2 will help learners to understand that structure is crucial to preparing a debate speech.

It would be useful if learners have completed the homework from Lesson 1 and researched their allotted topic so that they can talk confidently.

In Lesson 3, learners should be prepared to hold a formal debate. The lesson is designed for learners that have already taken part in Lessons 1 and 2 and have prepared and practised their roles. Learners should also be aware of the etiquette of being good listeners in an audience.

Lesson plan 1: Introduction to debating






Resources

- **Video 1:** 'This House would ban animal testing'
- **Worksheet 1:** Questions on the debate
- **Worksheet 2:** Debating techniques
- **Worksheet 3:** Individual notes
- **Stimulus sheets 1–6**

Learning objectives

By the end of the lesson learners will be able to:

- understand the format, rules and features of a formal debate
- identify and analyse the techniques that speakers use to make their speeches more persuasive
- evaluate the persuasiveness of the speakers

Timings	Activity
 <p>5 min</p>	<p>Starter / Introduction</p> <p>Task: Introduce Video 1 to learners but do not play it yet. Tell learners that they will be watching a video of a debate on the motion: "This House believes that animal testing should be banned".</p> <p>Before watching the video and in pairs, learners discuss their ideas and opinions for why testing on animals should or should not be banned. Learners must justify their ideas, giving reasons for why they have these beliefs.</p> <p>After learners have discussed their ideas, take a hands-up vote to see what the class thinks before the debate. Remind learners that the choices are for, against or abstaining. Select some learners from different sides to share their reasons for their opinions. To develop learners' ability to debate you could ask learners from different sides to comment on or challenge what their classmates are saying.</p> <p>Extension: Ask learners to predict what the speakers in the video will suggest for why animal testing should or should not be banned and whether they will have similar arguments to the ones already suggested. It may be relevant to tell learners that the speakers in the video are 14–16 year olds from a school in England.</p>
 <p>5 min</p>	<p>Extension: Ask learners to predict what the speakers in the video will suggest for why animal testing should or should not be banned and whether they will have similar arguments to the ones already suggested. It may be relevant to tell learners that the speakers in the video are 14–16 year olds from a school in England.</p>
 <p>35 min</p>	<p>Main lesson</p> <p>Task: Hand out Worksheet 1 to all learners and watch Video 1: 'This House would ban animal testing'</p> <p>The video tells you when to pause to allow learners to address the tasks on the worksheet. In pairs, small groups or as a whole class, learners watch the video and use the worksheet to record their answers. This will help them to understand the roles of the different people in a debate and also the main points being raised. You could allocate 2–3 minutes for each question but you may wish to use more or less time for different questions.</p>



Plenary

Using Worksheet 2, learners rank the features of a debate to evaluate which techniques learners believe are the most important. Learners could use a diamond 9 shape to do this or any other shape they choose. (see teacher's notes for explanation of this technique)

Homework

Divide the class into groups of 6–8 and give each group a topic to research. Learners could either choose their own topic or you can allocate topics to each group.

The topics to choose from are:

- This House would shut down zoos
- This House would ban junk food for children
- This House would ban violent video games
- This House believes that everyone should be a vegetarian
- This House supports curfews for under-16s
- This House would ban smoking

Give each learner a copy of Worksheet 3 and the Stimulus Sheet for the topic that they will be researching.

Lesson 1 Teacher's notes



Key words / concepts you could highlight during the lesson, or have pre-taught before the lesson:

- **debate** – a formal, structured argument with two sides
- **motion** – the name given to the topic which is to be debated; traditionally these are phrased 'This house would...' to mirror the debates which take place in the Houses of Parliament in the United Kingdom
- **Proposition/Opposition** – the names of the sides which agree and disagree with the motion
- **rebuttal** – the word given to arguments which counter the points put forward by the other team
- **floor debate** – the name given to the part of the debate where the audience can ask questions or put forward their point of view

These are just a few key terms that you should highlight to your learners. You will find more useful terminology in the glossary designed to accompany this pack.

Introduction to debating

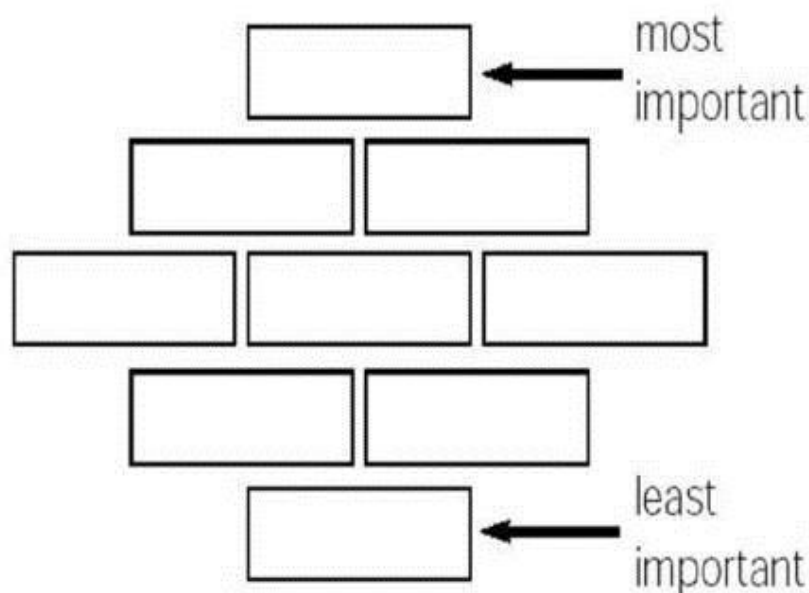
These lessons have been written assuming that the class has not taken part in a debate before, but this lesson will also serve as a useful refresher for classes who have had some experience of debating and need to sharpen their skills.

The video

The video is designed to be paused after each speech to allow for discussion or notes to be taken, so make sure you are sitting next to the pause button. The video gives you a cue for when to pause. When you are ready to move on, press play and it will continue to the next speech.

Diamond 9

A diamond 9 shape is a classroom tool that allows learners to rank their opinions from most to least important. The most important goes on the top row, followed by the two next important all the way to least important on the bottom row. We have included an image for your reference:



Lesson 1 Teacher's notes – *continued*



Putting the class into groups before homework

In the next lesson, the class will start to prepare for their own debates. The homework is to do some research about their topic and so you will need to have split the class into groups and given them a topic. The lesson plan includes a list of topics with stimulus questions that learners may want to consider.

Here are some things to consider:

1. If you want even numbers of learners to do a speech in the debate then you need groups of six. If you would like some of the learners to take part as chairperson and timekeepers until their confidence grows then you should have groups of eight.
2. The number of learners you have in your class will vary so you may not need all the topics.
3. If your class does not divide by six or eight you may need to make some adjustments (e.g. some groups with one learner being both the chairperson and timekeeper).
4. You can choose your own topics, but if you choose from this list then you can use the stimulus worksheets attached to the lesson plan. These are optional and you may prefer to let learners research before they see them and then hand them out in the next lesson, or you may prefer not to use them at all.
5. You need to think about whether you want to split groups according to ability or whether you prefer mixed-ability groups.
6. Do not tell learners their side of the debate (Proposition or Opposition) until the next lesson (Lesson 2).

Lesson plan 2: Preparing for a debate



Resources

- **Video 2:** How to prepare for a debate
- **Worksheet 4:** Group notes (two copies per group of 6–8)
- **Worksheet 5:** Organising your arguments (one copy per group of 3–4)
- **Worksheet 6:** Building your arguments
- **Worksheet 7:** Rebuttal generator
- **Proposition and Opposition planning sheets**
- **Scaffolding sheets**

Learning objectives

By the end of the lesson learners will be able to:

- understand how to prepare for a debate and be able to structure a three-point speech
- construct an effective four-part argument
- evaluate arguments to prioritise and organise material effectively

Timings

Activity



Starter / Introduction

Task: Using mini whiteboards, ask learners the following questions to test their recall of the rules of debating. Using their mini whiteboards, learners show you their responses so that you can quickly assess their knowledge of the key debating terminology. Alternatively, you could give them the words and ask them to give you the definition.

1. What is the special word for the topic? (*motion*)
2. What do we call the team who support the motion? (*proposition*)
3. What do you say if you want to interrupt a speaker during their speech? (*point of information*)
4. Can you offer a Point of Information whenever you wish? (*No, there is protected time at the start and end of speeches and there are no points of information in the summary speech*)
5. What is the name for arguments which directly counter what the other team said? (*rebuttal*)



Main lesson

Task: Watch **Video 2: Debate preparation**.

Arrange the class so they are sitting with the people who are debating the *same* side of the same motion. For example, 3–4 learners in the group of 6–8 will be arguing for the Proposition and 3–4 learners will be arguing for the Opposition.




Using their homework and any new ideas they may have, give the groups five minutes to share their ideas with each other to complete **Worksheet 4**. This is an opportunity for learners to evaluate which ideas and opinions they may want to keep and which ones they may reject as a group.



Only after learners have completed **Worksheet 4**, tell the groups which side of the motion they will debate. Give each side of the group one copy of **Worksheet 5** which allows learners to select and organise their arguments for their side of the motion.

When learners have completed **Worksheet 5**, introduce learners to PEEL (Point, Explanation, Evidence, Link) as a way to construct and structure each argument. Remind learners that PEEL follows the structure below:

- **Point:** Give the argument a short name which flags up what it is going to cover

Timings	Activity
	<ul style="list-style-type: none"> • Explanation: Explain the argument in detail, showing all the logical steps which will help persuade the listener that it is right • Evidence: Give an example or some facts, statistics or quotations which support your theoretical argument and show that it works in the real world • Link: Explain why this argument helps to show why you should/should not support the motion by showing why it is relevant/significant <p>Then distribute Worksheet 6 'Building your arguments'. You may wish to have a few learners model the idea of an argument constructed with PEEL before learners practise constructing a written argument on Worksheet 6.</p> <p>After learners have completed Worksheet 6 they need to decide who is going to speak in which position. You can allot the positions or allow the groups to decide themselves. If you want to build in differentiation then allot the positions, giving the Chair and Timekeeper roles to learners who may not be ready to give a main speech at this time and giving the role of summary speakers to those who are best able to think on their feet and speak under pressure.</p> <p>Hand out the Proposition and Opposition planning sheets. Note that you need to make sure that each group has a set of both the Proposition and the Opposition sheets. Learners should complete these to plan their notes for what they will say in the formal debate.</p> <p>If you have larger groups, give any learners who are not preparing for a speech Worksheet 7 to make notes on rebuttal. The summary speaker cannot fill in very much before the debate starts so they can also help with the rebuttal.</p>
	<p>Plenary</p> <p>Give learners the opportunity to practise speaking from their notes to the other learners in their side of the group and encourage the rest of the group to give feedback.</p>

Lesson 2 Teacher's notes



Key words / concepts you could highlight during the lesson, or have pre-taught before the lesson:

- **analysis** – the process of explaining in detail why what you are saying is true
- **evidence** – the facts or examples that you are using to support your analysis and show why your argument is right
- **rebuttal** – the word given to arguments which counter the points put forward by the other team

In this lesson the teams will prepare for their debates. The pace of this lesson is very fast and some teachers may prefer to spread it across two lessons.

You can ask the questions for the starter verbally or write them on the board for learners to write down the answers or discuss in pairs.

The video

The video is a play-through video lasting 3.20. There are no particular prompts to pause the video, but you may do so at any point if there is anything you wish to highlight.

Class organisation

When you split the class into groups, be aware that it is not the whole group of 6–8 people doing the same motion, but half of this group (3–4 learners) so they are sitting with the people who are debating the *same side* of the same motion.

Worksheet 4 is for the group to pool their ideas and it may be useful to give each group two copies of this worksheet as they will need to split into two sides. After they have completed **Worksheet 4**, tell the groups which side of the motion they will debate. This will then allow them to fill in **Worksheet 5** which is for selecting and organising their arguments. They need one of these sheets per group of 3–4. Learners need one of the **Worksheet 6** each.

Proposition and Opposition planning sheets

The speech pro formas are tailored for the individual speeches so you need to make sure that the groups have a set of Proposition and Opposition sheets.

Lesson plan 3: Taking part in a debate



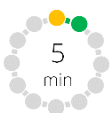



Resources

- **Video 3:** Reminder of the debate format
- **Worksheet 8:** Chairperson's notes
- **Worksheet 9:** Timekeeper's notes
- **Worksheet 10:** Debating techniques

Learning objectives

By the end of the lesson learners will:

- experience being in a debate
- demonstrate the skills of taking part in a debate
- demonstrate the skills of giving a powerful speech in a debate

Timings	Activity
 <p>5 min</p>	<p>Starter</p> <p>Task: Watch Video 3, which reminds learners of the debate format and how they should structure their debate. This video outlines the roles and responsibilities of each speaker.</p> <p>Then invite the teams in the first debate to take their places. If there is no chairperson and timekeeper within that group then choose other learners for these roles. Give these learners the Chairperson's and Timekeeper's sheets (Worksheet 8 and Worksheet 9) and explain that these give a script and guidance about timings for learners to follow.</p> <p>The rest of the class sits in the audience. They will need pen and paper to note down points for the floor debate.</p>
 <p>25 min</p>	<p>Main lesson</p> <p>Task: The first debate begins. If you are doing 3-minute speeches then the debate will last approximately 25 minutes. After the first four speeches, the chairperson will take points from the audience in the floor debate.</p> <p>Hopefully there will be no need for teacher intervention during the debate, but be prepared to help if the Chairperson needs you to.</p>
 <p>25 min</p>	<p>Swap in the speakers and Chairperson and Timekeeper and repeat the process for the second debate.</p>
 <p>5 min</p>	<p>Plenary</p> <p>Task: Fill in Worksheet 10. This is the same sheet learners completed in Lesson 1 to say which elements of a debate are the most important. Ask learners to consider whether they still agree with their original answers.</p> <p>Homework</p> <p>Write a persuasive letter to an influential person, trying to convince them of your side of the motion. Will you change any of the features and language now that you are writing a letter rather than delivering a speech?</p>

Lesson 3 Teacher's notes



Depending on the size of your class and the size of your groups, you may need to repeat this lesson two or three times to get through all of your debates. The timings of this lesson are based on learners preparing 3-minute speeches. If you choose to make the speeches longer or shorter then you will need to adjust the timings. You may wish to hold the debates in a hall or drama studio instead of your classroom.

The Chairperson and Timekeeper will need copies of **Worksheets 8** and **9** and the Timekeeper will need a stopwatch or other way to time the debates.

You will need to decide whether you are going to assess the speakers on their speeches. If you do, learners will need to know the success/marking criteria beforehand.

You may wish to get the Chairperson to take a vote before the debate as well as after it to see if anybody has changed their mind and why.

If you have a larger class with some learners who are not delivering a speech in any of the debates, you may wish to appoint them to be official floor speakers. This means they know they must prepare a point or a question for the floor debate and the Chairperson will call upon them first.

You may wish to video the debates (subject to your school's data protection and child protection policies). This could be a powerful teaching and learning tool that allows for further lessons where learners self- and peer evaluate the performances.

Taking it further

Now that the class knows the rules and format and how to prepare, you can use this activity whenever you want. You can even give your learners the task of preparing for a debate for homework, so no class time is given to preparation. You may wish to give your learners the opportunity to run their debates again to other classes or in assembly.

Debating can be an effective way to tackle themes in media and non-fiction texts and also a way to engage with literary texts, for example, "*This house believes that Lady Macbeth was responsible for the murders*" and could link with our *Resource Plus IGCSE Literature in English 0475*. Other colleagues may also wish to use debate in their lessons. For example, science could debate genetic technologies or history could debate the causes of World War Two.

It can also be a valuable experience for learners to have a debating club in your school for those who would like to take it further.

There are free ideas for debating and related critical speaking and listening activities on www.noisyclassroom.com and www.esu.org. If you want a more comprehensive package you can subscribe to www.upfordebate.org. If you are interested in your learners taking accredited examinations in debating then look at the English Speaking Board qualifications (www.esbuk.org).

Lesson resources



Video 1: 'This House would ban animal testing'

Video 2: How to prepare for a debate

Video 3: Reminder of the debate format

Worksheet 1: Questions on the debate

Worksheet 2: Debating techniques

Worksheet 3: Individual notes

Stimulus sheets 1–6

Worksheet 4: Group notes (two copies per group of 6–8)

Worksheet 5: Organising your arguments (one copy per group of 3–4)

Worksheet 6: Building your arguments

Worksheet 7: Rebuttal generator

Proposition and Opposition planning sheets

Scaffolding sheets

Worksheet 8: Chairperson's notes

Worksheet 9: Timekeeper's notes

Worksheet 10: Debating techniques

Worksheet 1: Questions on the debate



1. After chairperson

Why do you think a debate needs a chairperson and timekeeper?

Ready to move on? Note down the three points that the first Proposition speaker makes in his speech.

1. _____

2. _____

3. _____

2. After first Proposition

a) What was the most persuasive point in that speech? What would you say to counter it?

3. After first Opposition

a) How did the first Opposition respond to the other side's points?

b) Can you work out the rules of Points of Information?

c) Ready to move on? Note down three examples of how the first Opposition speaker uses powerful language to make her speech more persuasive.

1. _____

2. _____

3. _____

Worksheet 1: Questions on the debate – continued



4. After second Proposition

- a) How would you coach that speaker to be even more effective?

- b) Ready to move on? Note down three techniques that the second Proposition speaker uses to deliver her speech to make it more powerful.

1. _____

2. _____

3. _____

5. After second Opposition

- a) Which team is the most persuasive so far and why?

- b) Ready to move on? Will the speakers answer the points from the floor immediately?

6. Before the floor debate

What three points would you make in the floor debate?

1. _____

2. _____

3. _____

7. After Opposition summary

Make a note of how the Opposition summary speaker uses examples to make his points more persuasive.

Worksheet 1: Questions on the debate – *continued*



7. After Proposition summary

What makes a summary speaker different from a main speaker?

Ready to move on? How are the Proposition summary speaker's key questions different from the Opposition summary speaker's points?

1. _____

2. _____

8. After Proposition summary

Take a vote to decide which way you would vote.

What made you vote the way you did?

Worksheet 1: Questions on the debate (*Teacher copy*)



You may wish to draw out the following points from the questions on the screen and the worksheet:

1. After chairperson

Why do you think a debate needs a chairperson and timekeeper?

The chairperson makes sure that the rules of debate are followed and everyone speaks in turn. The timekeeper makes sure that nobody speaks for longer than their allotted time. These roles keep the debate fair and ordered.

Ready to move on? Note down the three points that the first Proposition speaker makes in his speech.

1. _____

2. _____

3. _____

2. After first Proposition

What was the most persuasive point in that speech? What would you say to counter it?

3. After first Opposition

a) How did the first Opposition respond to the other side's points?

b) Can you work out the rules of Points of Information?

The rules of Points of Information (POIs) are:

- *Nobody can offer them during the first or last 30 seconds of a speech*
- *Any speaker on the other team can offer a POI during the middle two minutes of a speech*
- *To offer a POI, an opposing team member must stand up, say "Point of Information" or "On that Point" and wait*
- *The Speaker can accept or reject the POI. (We recommend accepting 1-2 POIS in a three minute speech)*
- *If the speaker rejects the POI, the person who offered must sit down and try again later*
- *If the speaker accepts the POI, the person who offered makes a QUICK point and then sits down. They cannot reply to the response.*
- *The clock does not stop during POIs*

Worksheet 1: Questions on the debate (*Teacher copy*)



Ready to move on? Note down three examples of how the first Opposition speaker uses powerful language to make her speech more persuasive.

1. _____
2. _____
3. _____

4. After second Proposition

a) How would you coach that speaker to be even more effective?

The class could suggest points around language, timing, delivery, use of examples etc.

Ready to move on? Note down three techniques that the second Proposition speaker uses to deliver her speech to make it more powerful.

1. _____
2. _____
3. _____

5. After second Opposition

Which team is the most persuasive so far and why?

The class could suggest reasons around the arguments, responses and style of the speakers.

Ready to move on? Will the speakers answer the points from the floor immediately?

6. Before floor debate

What three points would you make in the floor debate?

1. _____
2. _____
3. _____

6. After Opposition summary

Make a note of how the Opposition summary speaker uses examples to make his points more persuasive.

Worksheet 1: Questions on the debate (*Teacher copy*)



7. After Proposition summary

What makes a summary speaker different from a main speaker?

Ready to move on? How are the Proposition summary speaker's key questions different from the Opposition summary speaker's points of clash?

1. _____

2. _____

8. After Proposition summary

Take a vote to decide which way you would vote.

What made you vote the way you did?



Worksheet 2: Debating techniques

Many features go into making a persuasive speech in a debate. Rank these features in order of how important you think they are. You could either list them in order from Most important to Least important or you could create a diamond 9 shape. Use the two blank boxes to add your own features that you believe are important.

Powerful delivery of speech

Persuasive language

Evidence and examples

Rebuttal of the other side

Well chosen arguments

Clear structure

Well explained arguments

What other features would you add to this list?

Worksheet 3: Individual notes



For	Against

Opinions / Facts / Neutral points

Stimulus sheet 1: This House would shut down zoos



What threats do animals face in the wild?

What would happen to the animals in zoos if we closed them?

What would it be like to live in a zoo?

Are zoos immoral?

Is it better for animals to be in their natural habitat?

Is it safer for animals in the zoo or in the wild?

Are zoos good or bad for education?

Do animals have rights?

Can zoo animals be dangerous to zoo staff or visitors?

Is it ok to use animals for entertainment?

What do you get out of going to a zoo?

What are the conditions like in zoos?

Stimulus sheet 2: This House would ban junk food for children



What are the main health problems associated with junk food?

Do you think children would still eat junk food if it was banned? How would they get it?

What would be the effect on junk food restaurants?

What makes junk food different from other foods?

Is junk food always bad for you?

What else is banned for children and allowed for adults?

Is it fair to ban just junk food? What other foods are unhealthy?

What are the benefits of junk food?

What is the best way to prepare children to eat healthy diets when they are older?

Would this affect behaviour in schools?

Should governments decide what food children should eat or should it be their parents?

What would the effects of this be on litter?

Stimulus sheet 3: This House would ban violent video games



Have there been any real crimes based on video games?

How would you choose what games to ban?

If you see violence in the world every day, how would that affect your view of the world?

Does it make a difference that you're the one controlling the actions?

Do age restrictions work? Do you know someone who has played a game they were too young for?

People are really hurt by violence. Is it right to turn this into entertainment?

Does the government have the right to tell people what games they can play? Or should people be able to choose for themselves?

Do people understand that a game is just make believe?

There's lots of violence in books, films, tv and even music. Are computer games any different?

Would you ban toy guns and swords?

Can parents make sure that their children only play appropriate games?

Are there any good things that come out of playing these games?

Stimulus sheet 4: This House believes that everyone should be a vegetarian



Is it immoral to eat animals? Do animals have a right not to be eaten?

Are animals always treated well on farms? Would they be better in the wild? Or would the farmers keep them for other products than meat?

Food can be an important part of culture. Can you think of any meat dishes that are important to the culture of countries or religions?

Do you eat meat? Do you like the taste? Is it in some of your favourite dishes and would you miss it if you had to give it up?

What can you find out about overfishing?

What are the health benefits of eating meat? What are the health risks associated with eating meat? How about the health benefits and harms of being a vegetarian?

Is it OK to eat some animals but not others?

What impact does eating meat have on the environment? How much carbon does it use to produce and transport meat?

Famous view: Paul McCartney, himself a vegetarian, said in April 2008: 'The biggest change anyone could make in their own lifestyle would be to become vegetarian. I would urge everyone to think about taking this simple step to help our precious environment and save it for the children of the future.'

Can you make a difference by just eating less meat? Or is it not enough to be a vegetarian; do you have to be a vegan to make a difference?

Stimulus sheet 5: This House supports curfews for under-16s



Would curfews help prevent crime? In gangs of young people, would keeping them off the streets stop them meeting altogether?

Are curfews fair on kids? What if they want to hang out with their friends after dark, or go to parties?

Could curfews be used to help clean up neighbourhoods with problems of bad behaviour?

Would curfews prevent problems with drinking in the streets, noise and other anti-social behaviour?

Should harsh curfews be a punishment for specific wrongs rather than a general measure against all young people?

How could curfews make other people feel safer on the streets?

Is a curfew practical? Wouldn't everyone just ignore it?

Would curfews make young people angry at adults for restricting their rights?

Would curfews help the police do their job?

Would it be easier to crack down on young criminals if they could be arrested just for breaching the curfew rather than needing them to commit a crime?

Curfews are common in the USA with over 300 towns and cities having them in place. Can you find out more?

Stimulus sheet 6: This House would ban smoking



Do you know anyone who smokes? Would you ever smoke?

If someone's parents smoke, is their health at risk? Would they be more likely to smoke themselves?

Is it the government's job to tell people what they can and can't do? How do we decide what should be banned?

Does banning things work?

Would someone be more likely to smoke if it was banned? Would it make it seem more cool and rebellious?

Is it someone's free choice to decide whether or not they want to start smoking?

If someone wanted to smoke, but it was banned, where would they get their cigarettes from? Would they be able to get help to stop smoking?

Would people resent this ban?

Do some people find smoking relaxing or stress relieving?

What are the main health risks associated with smoking?

Are there people who want to stop smoking but can't because they are addicted?

Is there a cost to society of smoking or just to the individual?



Worksheet 4: Group notes

For	Against

Opinions / Facts / Neutral points



Worksheet 5: Organising your arguments

Now you know which side of the motion you are on, you must choose **six** arguments for your team. If you have more than this on your group notes sheet then:

1. Think about which arguments are the most relevant/significant and choose the top six.
2. Can you group some of your similar arguments together and rename them to make even better arguments? Can some of your arguments be linked under a heading? Does this help you to structure your points logically? Is there a thematic way to divide the points between the two speakers e.g. The first speaker takes the political and social arguments and the second speaker takes the economic arguments?

1.

2.

3.

4.

5.

6.

3. Now decide how to divide and order the arguments over the two speeches. Remember to put your really big arguments at the start so you can persuade the audience from early on.

	First point	Second point	Third point
Speaker one			
Speaker two			

Worksheet 6: Building your arguments



Select one of the arguments from your list and build it using the PEEL structure.

Example (from the first speaker in the animal testing debate):

Point: There is severe cruelty in the animal testing industry.

Explanation: Animal testing is callous, inhumane and unfair. It matters not that the living conditions of the animals involved is humane, when eventually they will be subjects of the testing, which itself is cruel.

Evidence: Over 5 million animals were tested on last year in the EU alone and they suffered fates such as being blinded and losing limbs due to the testing.

Link: If we support the animal testing industry, we are fostering an unacceptable precedent of abuse to receive a desirable result.

<p>Point: Give the argument a short name which shows what it is going to cover</p>	
<p>Explanation: Explain the argument in detail, showing all the logical steps which will help persuade the listener that it is right</p>	
<p>Evidence: Give an example or some facts, statistics or quotations which support your theoretical argument and show that it works in the real world</p>	
<p>Link: Explain why this argument helps to show why you should (should not) support the motion by showing why it is relevant/significant</p>	

Worksheet 7: Rebuttal generator



They might say...	We could respond with...

Worksheet 8: Chairperson's notes



The Chairperson introduces the topic and the speakers on both sides. They call each speaker in the pre-arranged order. They could say:

"It now gives me great pleasure to recognise the first speaker for the Proposition..."

When the speaker has finished, the Chairperson thanks them and calls on the next speaker.

If there is a floor debate the Chairperson asks for points from the audience. They could say...

"Please raise your hand if you have any points"

...and then choose somebody. If the points all seem to be from one team then the Chairperson asks for opposing points to balance it out. At the end of the debate the Chairperson takes a vote by saying:

"Please raise your hands if you wish to vote for the Proposition. Now the Opposition. And finally any votes in abstention (or undecided)."

The Chairperson then announces the results of the debate by saying either:

"The motion has been carried" **or** "the motion has been defeated"
"Abstention" **or** "Undecided"

They then congratulate the teams and invite them to cross the floor to shake hands.



Worksheet 9: Timekeeper's notes

The timekeeper keeps time of all the speeches and makes audible signals during the speeches. You will need a gavel or a bell or you can do a loud clap or bang on the table with your hand. You will need a stopwatch. The timings are as follows:

Time	Reaction
After 30 seconds	One bang
After 2 minutes and 30 seconds	One bang
After 3 minutes	A double bang
After 3 minutes and 20 seconds	Continual banging until the speaker sits down.

In the summary speeches, there are no Points of Information so you do not need the first bang. You should still give one bang at 2 minutes 30 to give them a warning that their speech is nearly over and also the final signals.

Make a note of how long the speakers speak for, so that you can show them afterwards:

Speaker	Time
First Proposition	
First Opposition	
Second Proposition	
Second Opposition	
Opposition summary speaker	
Proposition summary speaker	



Worksheet 10: Debating techniques

Many features go into making a persuasive speech in a debate. Rank these features in order of how important you think they are. You could either list these in order from Most important to Least important or you could create a diamond 9 shape. Use the two blank boxes to add your own features that you believe are important.

Powerful delivery of speech	Persuasive language	Evidence and examples	Rebuttal of the other side
Well chosen arguments	Clear structure	Well explained arguments	

1. What other features would you add to this list?
2. Has your order of importance changed since Lesson 1? Why?
3. Give examples of each of these factors from the debates you have watched.

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