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Using Debate as a Teaching and Learning Method

METHODOLOGICAL GUIDE

COORDINATORS:

Elena Calistru | Alina Ștefaniu Crăciun

Coordinators:

Alina Ștefaniu-Crăciun

Elena Calistru

Authors and coordinators of debate club activities within the Erasmus+ project

"Young People Matter"

Marija Juvan

Francisco Raposo

Mihaela Georgeta Țurcanașu

Miroslav Rauš

Juan Francisco Montero Alárcon

USING DEBATE AS A TEACHING AND LEARNING METHOD

METHODOLOGICAL GUIDE

ISBN: 978-973-0-44902-0

Iași, 2026

MOTION

VOTING AGE SHOULD BE LOWERED TO 16 – PRO AND CON

Arguments:

PRO ARGUMENTS:

As the global population is rapidly ageing, due to a drop in fertility, the gap between the old and the young is significantly increasing. As such, numerically speaking, middle-aged and senior people have a huge advantage over those who will need to endure the toll that political decisions have on the foreseeable future. This endangers the fairness and inclusiveness of direct democracy, because the youth is excluded from voting based on their present and future needs, leaving one demographic category underrepresented.

For example, a 2024 report from Pew Research Center, a crucial scientific database founded in the US, shows that young people are much more likely to opt for democratic parties, while older ones choose to remain conservative. While the former have a deeper understanding of human rights, equality and worldwide issues, which is one of the traits of the latest generation, the latter pick the option that's been the most favourable and comfortable for a long time. The issue arises when the latter have a majority over the former, leaving the US, like many other states, with antiquated regimes and ideologies.

Therefore, lowering the voting age would ensure a healthy, regenerative democratic system, in which each generation can make its voice heard for the future that they'll get to live. Moreover, it would balance the numbers of each demographic, so that all groups are equally represented. In time, showing young people that their critical thinking skills can be trusted when it comes to their lives can raise voting participation rates, building a sense of responsibility and civic engagement. After all, aren't young people the future itself?

CON ARGUMENTS :

Even though several young people have great access to information and education, as well as the emotional maturity required to make such a decision, their main influence remains their environment. Family, friends, and teachers play a huge role in molding their political views, because teens are dependent on them. This lack of autonomy that lasts until 18 years old, that ties them to their parents and supervisors, makes them prone to coercion or misleading. They might feel obliged to vote what their parents tell them to, or to share the view that their peers have. This inevitably inhibits independent voting from taking place, especially in difficult social situations or environments.

For example, in Romania, most citizens living in the rural side of the country take an uniformed vote, because they are less exposed to political education or are simply marginalized by society. The gap between the rural and the urban being exponential, the rural picks the most popular option, without knowing what it means. Under their parents' wing, teenagers, lacking an efficient education system, might be forced to vote the same way as their family, in order to boost their favorite candidate's chances of winning.

Thus, lowering the voting age merely scratches the tip of the iceberg, instead of solving the real issue: uninformed and irrational voting. Instead of teaching children how to vote, this resolution simply equips them with a privilege and a responsibility they don't know how to handle, aggravating the current political situation. The solution is a stable, complex education system and diverse means of helping underrepresented categories, not the loophole this motion tries to find.

PRO ARGUMENTS:

Sixteen-year-old are just as knowledgeable about civics and capable of making informed voting choices as older individuals. A study in the Annals of the American Academy of Political and Social Science found, “on measures of civic knowledge, political skills, political efficacy, and tolerance, 16-year-old, on average, are obtaining scores similar to those of adults... Adolescents in this age range are develop mentally ready to vote.” . They have the cognitive maturity needed to make reasoned decisions, as "cold cognition" skill —those necessary for thoughtful, informed choices—are firmly established in 16-year-old

In countries like Austria, where the voting age was lowered to 16, studies show that younger voters make choices similar to adults, meaning they effectively represent their own interests. According to Markus Wagner, Social Sciences Professor at the University of Vienna, and his coauthors, studies of elections after the Austrian voting age was lowered show “the quality of these [younger] citizens’ choices is similar to that of older voters, so they do cast votes in ways that enable their interests to be represented equally well.” Additionally, lowering the voting age can increase voter turnout and help establish lifelong voting habits. Research suggests that people who vote in early elections are more likely to vote in future ones, whereas those who don’t vote when first eligible tend to disengage long-term. Sixteen-year-old are learning about government and civics in high school, and the structured environment would lead to higher turnout among 16- and 17-year-old as teachers and parents help them overcome typical obstacles for first-time voters, such as the registration process and finding their polling places. By contrast, many 18-year-old are in a time of transition, making them less likely to participate in elections.

Sixteen-year-old are already impacted by laws that shape their lives, such as those related to driving, working, paying taxes, and in some states, even living independently. With pressing issues like climate change and school shootings affecting their futures, young people deserve a say in the policies and decisions that will shape their world. Engaging them early in the voting process ensures they have a voice in the direction of their society and their future.

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CON ARGUMENTS:

Experts say that 16- and 17-year-old demonstrate lower interest in politics, have less political knowledge, and lack the experience needed to participate in elections. Studies indicate that younger adolescents are generally less interested in politics, have less political knowledge, and are more susceptible to external influences, like those from parents or peers. Social scientists Tak Wing Chan and Matthew Clayton say that 16- and 17-year-old wouldn't be competent voters because "research in neuroscience suggests that the brain, specifically the prefrontal cortex, is still undergoing major reconstruction and development during the teenage years." They add that the prefrontal cortex is what "enables us to weigh dilemmas, balance trade-offs and, in short, make reasonable decisions in politics.

David Davenport, research fellow at the Hoover Institution, says, "My concern is if 16-year-old were allowed to vote on any kind of broad scale, what we'd actually be doing is bringing the least politically informed, the least politically experienced, the least mature in terms of making long-term judgments and trade-offs, directly into and potentially affecting our voter turnout and results." Additionally, low voter turnout among 18- to 29-year-old—a group already eligible to vote—raises concerns about the engagement of younger voters. If older teens are not motivated to vote, it's unlikely that 16-year-old, with even less political involvement, would turn out in large numbers. Furthermore, evidence shows that younger voters tend to be influenced by those around them, such as their parents, making their votes less independent.

Polling consistently shows that the majority of Americans oppose lowering the voting age to 16, indicating that most people do not believe 16-year-olds are ready for such a responsibility. A 2019 Hill-HarrisX poll found that 84% of registered voters opposed lowering the voting age to 16. The poll found every age group was against 16-year-olds voting, with the most support found among those under 35 where still only 39% were in favor. A Twitter poll by WJLA, the ABC news affiliate in Washington, DC, found just 18% support for a proposed bill to lower the voting age to 16 in the District of Columbia, compared to 77% against. The local NBC news affiliate ran a similar poll online in which 83% of participants were against the bill. This broad resistance suggests that 18 remains a more appropriate age for voting, reflecting a more widely accepted level of maturity and political awareness.

PRO ARGUMENTS:

Lowering the voting age to 16 allows young people to take an active role in shaping the society they live in and the future they will inherit. Teenagers are directly affected by decisions regarding education, climate policies, technology, employment opportunities, and human rights. For example, governments make decisions about school curricula, university access, environmental protection, and digital regulations that impact young people every day. Giving them the right to vote ensures that their voices are heard when these important decisions are made.

Furthermore, many 16-year-olds are already responsible members of society. They volunteer, participate in community projects, hold part-time jobs, and contribute to social causes. In some countries, they even pay taxes on their earnings. If society trusts them with these responsibilities, it is reasonable to trust them with the right to vote. Democracy should include those who are affected by political decisions, not only those who have reached a certain age.

Another important advantage is that young people bring fresh perspectives and innovative ideas into politics. They are often more aware of modern challenges such as climate change, digital safety, mental health, sustainability, and social equality. By including younger voters, political parties would be encouraged to pay greater attention to issues that directly affect future generations. This could lead to more balanced and forward-looking policies.

In addition, voting at a younger age can help create lifelong democratic habits. Studies and experiences from countries that have lowered the voting age suggest that individuals who begin voting earlier are more likely to remain active voters throughout their lives. If students learn about elections while they are still in school, they can receive guidance from teachers and civic education programs, helping them become informed and responsible citizens. Therefore, lowering the voting age to 16 strengthens democracy and increases civic participation in the long term.

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PRO ARGUMENTS:

Teens have opinions too: at 16, many teenagers care about school, the environment and the future. Voting lets them share their ideas and help make decisions.

They already have responsibilities: at 16, teens can work, and in some places drive and pay taxes. If they do adult things, they should also be allowed to vote

CON ARGUMENTS:

Still learning about the world: many 16 - year- olds are still in school and may not know enough about politics to make bid decisions.

Easily influenced: teens might vote based on what their friends or parents say, not what they really think is best

PRO ARGUMENTS:

At 16, many young people are already mature enough to understand political issues and are directly affected by government decisions (education, environment, youth employment). Allowing them to vote would give them an active voice.

CON ARGUMENTS :

At 16, many young people still lack life experience and sufficient political knowledge to make informed decisions, which could weaken the quality of the vote.

MOTION

This house believes that national and minority traditions and languages should be studied in school.

Arguments:

PRO ARGUMENTS:

Argument 1: Saving Cultural Traditions and Identity
The first reason is that teaching these traditions and languages in schools is crucial to keeping them alive. Languages and traditions are part of our identity, showing who we are, where we come from, and what we believe in.
Why schools matter: Schools are the most effective way to pass down knowledge. Without this, minority languages and traditions are at risk of disappearing.
According to UNESCO's Atlas of the World's Languages in danger, 40% of the world's 7,000 languages are endangered, and education is one of the strongest tools to reverse this trend.
Example: In New Zealand, integrating the Māori language into the school curriculum has increased the number of speakers. A 2018 study by the New Zealand Ministry of Education showed that students who learned Māori in school felt a stronger connection to their culture and history.
Why this matters: When children learn about their own culture in school, they feel proud of who they are. For minority groups, this inclusion helps them feel respected and valued in society, reducing feelings of marginalization.

Argument 2: Promoting Diversity and Understanding
The second reason is that learning about different traditions and languages helps students respect and understand others.
Education promotes tolerance: A diverse curriculum teaches children to embrace differences. A study published by **the American Psychological Association (APA)** in 2019 found that students exposed to multicultural education were 20% more likely to develop empathy and reduce prejudices compared to those who weren't. Learning about traditions from different communities
makes students more open-minded, better at problem-solving, and more cooperative.
• **Example:** In Canada, the Truth and Reconciliation Commission (TRC) recommended integrating Indigenous history and traditions into schools. A 2020 study by the **Canadian Education Association** found that schools teaching about Indigenous cultures reported increased understanding and cooperation among students of different backgrounds.
• **Why this matters:** When students understand each other's traditions and experiences, they build a more inclusive society where everyone feels they belong.

CON ARGUMENTS :

Argument 1: Overloading the School Curriculum
The first reason we oppose this motion is that adding the study of national and minority traditions and languages would overload an already crowded curriculum. Schools already have to teach essential subjects like mathematics, science, and language arts, which are crucial for students' academic and future success.

If new subjects are added, students will have even more to learn, and time for core subjects will be reduced. According to a UNESCO report, when students face an overloaded curriculum, it leads to increased stress and poorer academic performance. Adding additional subjects would take away time from important subjects like foreign languages or technology, which are necessary in today's globalized world.

Argument 2: Lack of Resources and Educational Inequality
Our second argument is that many schools simply do not have the resources to teach national and minority languages and traditions. This would require specialized teachers, new textbooks, and materials, all of which come at a high cost.

Many schools, especially those in rural or underfunded areas, already struggle with a lack of resources. According to an OECD report, schools in wealthier urban areas are better equipped, while schools in poorer areas lag behind. Introducing these new subjects would only worsen these disparities.

PRO ARGUMENTS:

The right to be educated in the mother tongue is one of the inalienable human rights provided by international and state documents. Articles 28 and 29 of the UN Convention on the Rights of the Child (1989) state that the international community recognizes the right of the child to get an education in the mother tongue as one of the basic values of education. The document calls for respect to the child's mother tongue and their cultural identity. The Convention on the protection and promotion of the diversity of cultural expressions (2005) once again confirms the role of education in protecting and promoting various forms of cultural self-expression and stresses that linguistic diversity is one of the basic elements of cultural diversity.

The EU Commission set the aim to turn young Europeans into bi-/trilingual speakers who know, besides their mother tongue, a minority or regional language plus a European majority language. Regional and minority languages referred to in European documents on education are plentiful. Teaching ethnic minority languages and traditions at school plays a crucial role in preserving cultural heritage and promoting a sense of identity among students. This practice allows students from ethnic minority backgrounds to connect with their roots, fostering pride and self-esteem. According to Fishman (1991), language is a key carrier of culture and traditions, and maintaining linguistic diversity helps ensure that cultural practices and values are passed on to future generations. Studies show that language and culture are intrinsically linked, and when students learn their native language, they also gain a deeper understanding of the cultural context in which it evolved (Cummins, 2000). Teaching ethnic minority languages and traditions also helps foster a more inclusive and socially cohesive society. It allows students from diverse backgrounds to feel valued and seen within the educational system, contributing to a more positive school climate. Research shows that when schools embrace cultural diversity, students' academic performance and social interactions improve (Banks,2006). By learning about the traditions and languages of ethnic minorities, students develop greater empathy and

CON ARGUMENTS:

One argument against teaching ethnic minority languages and traditions in schools is the potential strain on already limited resources, including time, funding, and trained educators. Schools may face challenges in allocating sufficient resources to properly implement these programs without negatively affecting the core curriculum. According to Chao & O'Neill (2007), schools are often already overwhelmed with standardized testing requirements, curriculum demands, and budget constraints. Adding additional language programs can exacerbate these issues, potentially leading to a reduction in focus on subjects deemed essential, such as math, science, and literacy.

Another concern is that teaching ethnic minority languages and traditions could inadvertently foster segregation rather than integration, potentially creating divisions within the student body. Critics argue that an emphasis on separate cultural and linguistic
education could promote a sense of "otherness" and hinder social integration. According to Huntington (2004), focusing on ethnic minority cultures and languages may reinforce cultural differences, rather than emphasizing common national values and unity. This could make it harder for students to build a cohesive sense of identity as members of a broader society, potentially fostering division along ethnic lines.

PRO ARGUMENTS:

Teaching national and minority traditions and languages in schools plays a crucial role in preserving cultural heritage. Every nation and community has unique customs, stories, values, and languages that have been passed down through generations. Without education, many of these traditions risk being forgotten over time. Schools serve as an important bridge between the past and the future by ensuring that young people understand and appreciate their cultural roots. For example, learning traditional songs, folklore, celebrations, and historical events helps students maintain a connection with their identity and cultural background.

Furthermore, studying national and minority traditions promotes diversity, tolerance, and mutual respect. In multicultural societies, students come from different ethnic, linguistic, and cultural backgrounds. When schools teach about these differences, students learn to appreciate rather than fear diversity. For instance, learning about the customs and traditions of various communities encourages understanding and reduces stereotypes and prejudice. This creates a more inclusive environment where everyone feels respected and valued regardless of their cultural background.

Another important benefit is that learning minority languages helps protect endangered languages from disappearing. Around the world, many minority languages are spoken by fewer and fewer people each year. Schools can play a vital role in keeping these languages alive by teaching them to younger generations. When students learn a minority language, they not only preserve words and grammar but also protect the history, literature, and traditions connected to that language. As a result, cultural diversity becomes stronger and richer.

Moreover, studying traditions and languages helps strengthen community identity and social cohesion. Students who understand their heritage often develop a stronger sense of belonging and self-confidence. They feel connected to their families, communities, and local history. This connection can encourage greater participation in community activities and cultural events. A society that values its cultural heritage is often more united because citizens understand where they come from and what they share with one another.

In addition, learning about different cultures develops important life skills such as empathy, communication, and open-mindedness. Students become more capable of working and cooperating with people from different backgrounds. In an increasingly globalized world, these skills are essential for success in education, employment, and international cooperation. Understanding cultural differences helps individuals build stronger relationships and avoid misunderstandings in diverse environments.

Finally, schools are not only places for academic learning but also institutions that prepare responsible citizens. Teaching national and minority traditions and languages provides students with a broader understanding of society and encourages respect for human rights, cultural diversity, and democratic values. By learning about both majority and minority communities, students become more informed citizens who contribute positively to social harmony and national unity.

CON ARGUMENTS:

Although cultural education is important, making the study of national and minority traditions and languages a compulsory part of the curriculum may create challenges for schools. Educational programs are already crowded with essential subjects such as mathematics, science, technology, and foreign languages. Adding additional cultural and language courses may reduce the time available for these core subjects. As a result, students may struggle to achieve high academic standards in areas that are increasingly important in the modern workforce.

Furthermore, many students may benefit more from learning international languages such as English, Spanish, German, or French. These languages provide greater opportunities for higher education, international communication, and future careers. In a globalized economy, proficiency in widely spoken languages often has a more direct impact on employment and professional success. Therefore, some argue that educational resources should focus on preparing students for global opportunities rather than expanding instruction in local or minority languages.

Another concern is the financial cost of implementing such programs. Schools would need to develop new textbooks, teaching materials, cultural resources, and training programs for teachers. In regions with multiple minority communities, these costs could become significant. Governments may need to allocate substantial funding to support these initiatives, potentially reducing resources available for improving school infrastructure, technology, or other educational priorities.

Moreover, not all students may find these subjects relevant to their personal interests or future goals. Students come from different backgrounds and may have different educational aspirations. Some may prefer additional lessons in science, business, technology, or foreign languages rather than cultural studies. Making these subjects mandatory could reduce flexibility in the curriculum and limit students' ability to focus on areas that better match their talents and ambitions.

PRO ARGUMENTS:

It keeps cultures alive: Learning minority languages and traditions helps us keep those cultures from disappearing. It's like saving a piece of history!

It teaches respect for others: When we learn about different cultures, we understand and respect people who are different from us. That makes the world kinder.

CON ARGUMENTS:

It can take time away from other subjects: If we spend too much time on minority languages, we might have less time for math, science, or other important subjects.
Not everyone will use it: Some students may never need that language or tradition in their daily life, so it might feel useless to them.

PRO ARGUMENTS:

Teaching minority languages helps preserve cultural heritage and promotes diversity, while also combating discrimination and strengthening community identity.

CON ARGUMENTS:

School time is limited; prioritizing minority languages may overload the curriculum and reduce time for core subjects or more globally useful languages.

MOTION

This house believes that pupils should choose their own subjects at school.

Arguments:

PRO ARGUMENTS:

To begin, my teammate has already established that "..." (education is most effective when it is personalized to a student's interests and career goals). We have shown that forcing students into a rigid curriculum leads to disengagement and wasted potential. Now, let's take a closer look at the opposition's claims.

The opposition argues that "..." (students are not mature enough to make the right decisions about their education). However, this assumption is flawed. In today's world, pupils already make important life choices – they decide on extracurricular activities, select hobbies that shape their skills, and even build online careers as influencers, artists or programmers. If we trust students to make financial decisions, manage their schedules and plan their futures, why shouldn't we trust them with their education? Denying them this freedom means underestimating their ability to make responsible choices.

A student who dislikes math will not become an expert all of a sudden just because it is mandatory. Instead, they will memorize formulae, forget them after the exam, and never apply them in real life. However, when students study what they love, they engage deeply and retain knowledge effectively.

Students learn best when they are genuinely interested in a subject. If they are forced to study topics they dislike, they will disengage and see school as a burden rather than an opportunity.

Education should not be about mechanical learning and obligation; it should be about real growth and skill development. If a student is passionate about a subject, they will put in extra effort, conduct independent research, and develop critical thinking skills that will benefit them for life.

Let's take the example of Luca, a student who has been fascinated by filmmaking since he was 10 years old. He spends his free time studying cinematography, scriptwriting, and editing techniques. But at school he is forced to focus on Chemistry and Physics – subjects in which he has no interest. His potential to become a successful filmmaker is being wasted because his education does not support his true passion.

This example shows us that when students are forced into a standardized system, their unique strengths are ignored. If we want education to be meaningful, we must allow students to shape their own learning paths.

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CON ARGUMENTS:

Many students lack the maturity to make important decisions about their education. At a young age, they may choose subjects based on what seems easy or fun, rather than what is truly beneficial for their future. Shouldn't education be about preparing students for life, not just letting them pick what's easiest? Studies show that young people often lack the foresight needed to make long-term decisions. By having adults, such as teachers or school counselors, guide their choices, students are more likely to make informed decisions about their education.

Education should provide a well-rounded foundation, not just focus on the subjects that a student personally enjoys. A balanced curriculum ensures that students are exposed to a wide range of knowledge, which helps them develop critical thinking and problem-solving skills. Shouldn't students be encouraged to learn subjects outside their comfort zone?A broad curriculum is essential for developing a range of skills that will be valuable in life. For instance, a student who excels in arts might not realize the importance of subjects like math or science, which are necessary in many career paths.A well-rounded curriculum offers students the opportunity to develop a variety of skills. These might include technical skills from math and science, creative skills from art or music, and soft skills like communication and critical thinking from humanities subjects. By focusing only on one area, students might miss out on developing a wide array of skills that could benefit them in their future career.

Not every student is equally capable in all areas. If they were allowed to choose only the subjects they feel confident in, it could widen the gap between students and hinder those who need more support in certain subjects. Isn't it important that all students receive a level of instruction in a variety of areas? Research shows that students who are pushed to learn challenging subjects, even those they may initially struggle with, develop stronger problem-solving abilities and broader competencies.

Choosing subjects without having prior exposure to different fields can limit a student's perspective. They may end up focusing only on one area and miss out on discovering other interests or potential career paths. How can students know what they truly want if they haven't experienced enough options? Having exposure to a wide range of subjects allows students to explore and discover new areas of interest. Without this exposure, they might miss out on subjects they could enjoy or excel in.

When students are exposed to a wide range of subjects, they have the opportunity to explore areas they might not have considered otherwise. For example, a student who initially focuses on graphic design may discover a hidden talent for science or engineering when exposed to those subjects. Without that exposure, students may never realize they have an aptitude for something else. This broad range of subjects helps to foster intellectual curiosity and allows students to identify their true interests and strengths.The Journal of Educational Psychology(2008) published a study showing that students who had a more diverse range of subjects to choose from were more likely to discover new areas of interest and were more engaged in school.

Students may think they want to focus on a particular subject, but later realize they made the wrong choice. At that point, it could be too late to change course, leading to regret. Shouldn't we prevent students from making decisions they may not fully understand the consequences of?Research indicates that regret is a common feeling among students who make early career and academic decisions without enough guidance. This is why expert advice is crucial when it comes to choosing subjects.

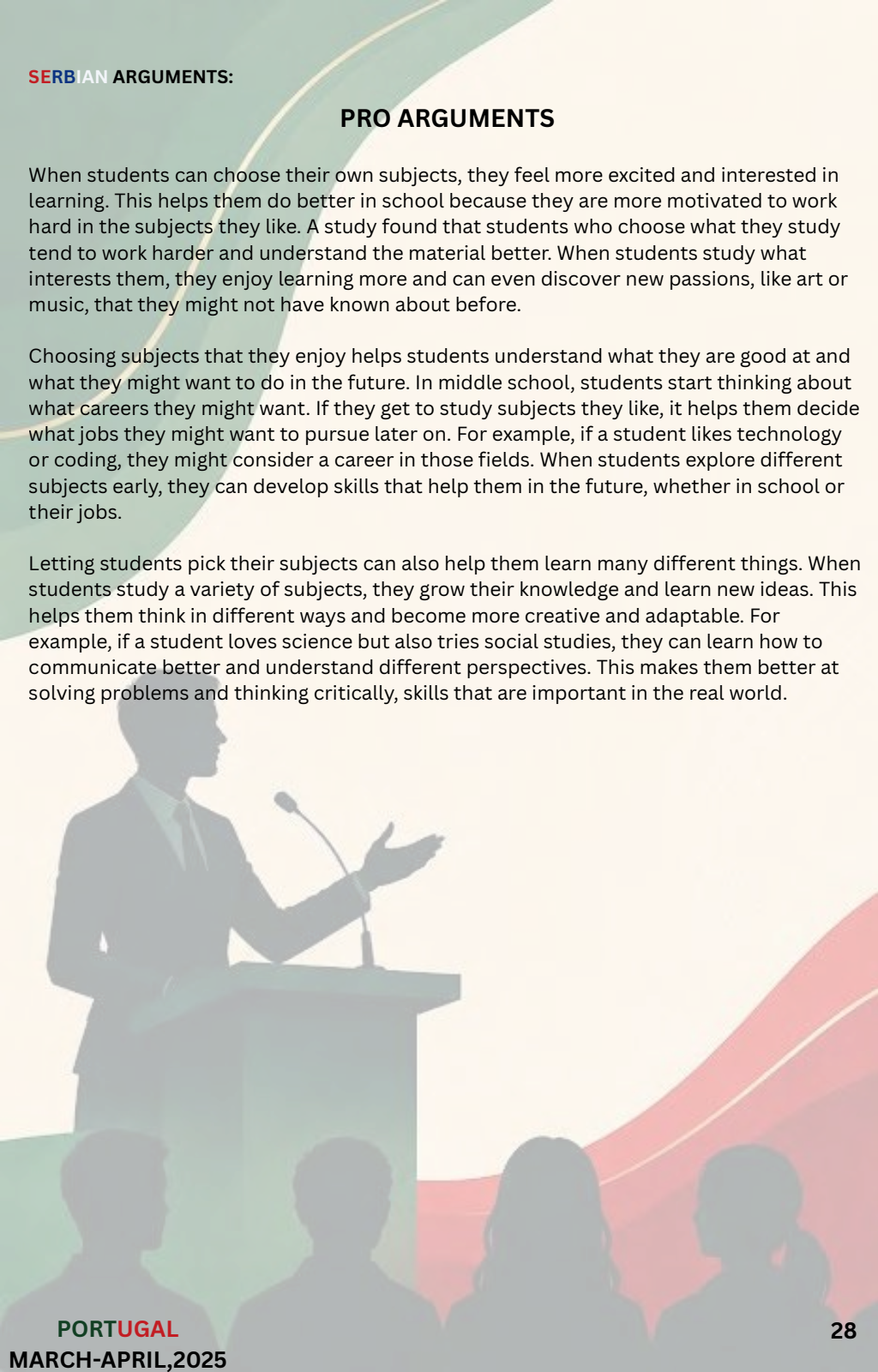
Choosing their own subjects could mean students aren't fully developing the necessary skills to manage a well-rounded education. Making sure students receive a diverse education encourages responsibility, discipline, and balance, which are important life skills. Shouldn't we help students learn responsibility in a guided, structured way?A balanced curriculum encourages students to take on responsibilities that shape their character and prepare them for the demands of adulthood.

PRO ARGUMENTS

When students can choose their own subjects, they feel more excited and interested in learning. This helps them do better in school because they are more motivated to work hard in the subjects they like. A study found that students who choose what they study tend to work harder and understand the material better. When students study what interests them, they enjoy learning more and can even discover new passions, like art or music, that they might not have known about before.

Choosing subjects that they enjoy helps students understand what they are good at and what they might want to do in the future. In middle school, students start thinking about what careers they might want. If they get to study subjects they like, it helps them decide what jobs they might want to pursue later on. For example, if a student likes technology or coding, they might consider a career in those fields. When students explore different subjects early, they can develop skills that help them in the future, whether in school or their jobs.

Letting students pick their subjects can also help them learn many different things. When students study a variety of subjects, they grow their knowledge and learn new ideas. This helps them think in different ways and become more creative and adaptable. For example, if a student loves science but also tries social studies, they can learn how to communicate better and understand different perspectives. This makes them better at solving problems and thinking critically, skills that are important in the real world.



CON ARGUMENTS

Letting middle school students choose their own subjects could create gaps in their basic knowledge. Middle school is an important time for learning the skills and knowledge needed for high school and beyond. A balanced curriculum makes sure that students learn many subjects, even ones they might not be interested in. If students choose their subjects too early, they might focus only on what they like, and forget about other important subjects that are necessary for their future.

Research shows that students should be exposed to a variety of subjects like math, science, and social studies because these help build important thinking skills. Without learning these subjects, students might find it hard to keep up in high school or on tests that need a wide range of knowledge. Also, young students might not know what subjects are best for their future success. They might pick subjects they like now but miss out on skills they will need later.

Letting middle school students choose their own subjects might cause them stress. Middle school is already a tough time because students are going through many changes, both emotionally and academically. Asking them to make big decisions about their education could make them feel anxious and confused.

Research shows that middle school students often feel stressed about schoolwork, friends, and growing up. If students have to pick their subjects, they might feel extra pressure. They might worry about making the "right" choice. This can lead to decision fatigue, where students feel tired from having to choose so many things, and might make choices based on what seems easy instead of thinking about their future.

Also, students might feel pressured by their parents or friends to choose certain subjects. This pressure can lead to students picking subjects they don't actually enjoy or are not ready for, which could affect their grades. According to a study by the National Center for Education Statistics (NCES, 2020), students who feel too much stress in school often get lower grades and lose interest in learning. A structured curriculum, where the school decides the subjects, can help reduce this stress.

Allowing students to pick their own subjects could create unfair differences between students. Not all students have the same help or resources when it comes to choosing subjects. Some students might not understand the consequences of their choices, and in schools with fewer resources, students might not have enough support to make good decisions.

A study by the Education Commission of the States (ECS, 2019) shows that students in wealthier areas often have more choices and access to advanced subjects like math and science, while students in poorer areas might not have those options. This could make the achievement gap between different groups of students even bigger. A more structured curriculum makes sure all students learn the same important subjects, no matter their background.

Also, students who don't know about many subjects might make choices that limit their future opportunities. If students don't have enough advice from teachers or counselors, they might pick subjects they think are easy or fun, but later regret not choosing other subjects. Learning many subjects in school can open up more job opportunities later on.

PRO ARGUMENTS:

Allowing pupils to choose their own subjects at school empowers them to take ownership of their education and develop their individual talents. Every student has different interests, strengths, and future goals. Some are passionate about science and mathematics, while others are more interested in languages, arts, technology, or sports. When students are given the opportunity to focus on subjects they genuinely enjoy, they become more motivated, engaged, and confident in their abilities. Instead of studying only to pass exams, they learn because they are interested in the subject and want to improve their knowledge.

Furthermore, subject choice helps students prepare for their future careers. A student who dreams of becoming an artist, musician, engineer, programmer, or entrepreneur should have the opportunity to dedicate more time to subjects that support those ambitions. By focusing on areas connected to their future goals, students can gain valuable skills and deeper knowledge that will benefit them in higher education and employment.

Another important advantage is that choosing subjects teaches responsibility and decision-making. In life, people constantly make choices regarding education, careers, and personal development. Allowing students to make decisions about their studies helps them develop these important skills from an early age. They learn to evaluate their strengths, think about their future, and take responsibility for their choices.

In addition, students often achieve better academic results when studying subjects they enjoy. Interest and motivation are closely connected to success. When learners are excited about a topic, they participate more actively in lessons, complete assignments with greater enthusiasm, and often seek additional information independently. This creates a more positive learning experience and encourages lifelong learning.

Finally, allowing students to choose subjects can improve their well-being and reduce unnecessary stress. Many students feel frustrated when they are forced to spend significant time studying subjects they neither enjoy nor intend to use in the future. Giving them more control over their education can increase confidence, satisfaction, and enthusiasm for school.

CON ARGUMENTS:

Students should not be given complete freedom to choose their own subjects because they may not yet have the maturity and experience needed to make balanced educational decisions. Young people often make choices based on their current interests without fully understanding the long-term consequences. A student who dislikes mathematics today may later discover a passion for engineering, economics, or medicine, all of which require strong mathematical skills. Therefore, removing important subjects too early may limit future opportunities.

Your paragraph text

Another concern is that students' interests often change as they grow older. Many teenagers are uncertain about their future careers and may discover new passions later in life. A broad curriculum ensures that students keep a wide range of options open and gain knowledge that remains valuable regardless of the profession they eventually choose.

Furthermore, some students may choose subjects based on difficulty rather than educational value. Given complete freedom, they might avoid challenging subjects and select only those they perceive as easy. While this may make school more enjoyable in the short term, it could reduce intellectual growth and leave students less prepared for university and future employment. Education should not only be comfortable but should also encourage perseverance, discipline, and resilience.

In addition, society benefits when all citizens share a common foundation of knowledge. Subjects such as mathematics, science, history, literature, and languages help individuals understand the world, think critically, and make informed decisions. If students focus only on personal interests, important areas of knowledge may be neglected, which could weaken their ability to contribute effectively to society.

Finally, schools have a responsibility to create well-rounded individuals. Many successful people discovered talents in subjects they initially found difficult or uninteresting. A structured curriculum exposes students to different disciplines and helps them develop skills they may never have recognized otherwise. For this reason, a balanced education remains essential for both personal and professional development.

PRO ARGUMENTS:

Students learn better when they like the subject: If kids choose what they want to study, they'll be more interested and do better in school.
It helps students discover their talents: Choosing subjects lets kids find out what they're good at and what they want to do in the future

CON ARGUMENTS:

Kids might skip important subjects: Some students may avoid subjects like math or science, even though they are important for life.
Students might not know what's best for them yet: At 12 years old, kids might not be ready to decide what subjects are important for their future

PRO ARGUMENTS:

Choice gives students autonomy, boosts motivation, and allows them to follow their interests and talents, preparing them better for future studies or careers.

CON ARGUMENTS:

If students choose too early, they may avoid important subjects, leaving gaps in essential knowledge needed for adult life.

MOTION

Students should have the freedom to use social media without parental supervision

Arguments:

PRO ARGUMENTS:

We believe that students should have the freedom to use social media without parental supervision. First, social media is an important part of modern life. Young people use it to communicate with friends, share experiences, and participate in communities that match their interests. Allowing students to use these platforms independently helps them develop responsibility and decision-making skills. Just as they learn to manage their time at school and make choices in everyday life, they should also learn how to behave responsibly online.

Second, social media can be a valuable educational tool. Students can access news, educational videos, language-learning content, and discussions about science, technology, and culture. Many young people use social media to collaborate on school projects and exchange ideas with classmates. Excessive parental supervision may limit students' opportunities to explore and learn independently.

Finally, privacy and trust are important for teenagers. Constant monitoring can make students feel that they are not trusted. Giving them freedom online encourages self-confidence and helps them develop a sense of independence. Young people need opportunities to learn from their own experiences and become responsible digital citizens.

CON ARGUMENTS:

We oppose the motion because parental supervision plays an important role in protecting students. Social media can expose young users to cyber bullying, online predators, scams, and inappropriate content. Children and young teenagers may not always recognize these dangers. Parents can provide guidance and support when problems arise.

In addition, social media can have negative effects on mental health. Many students feel pressure to compare themselves with others online, which may lead to stress, anxiety, or low self-esteem. Parents can help young people maintain a healthy balance between online and offline life.

Another concern is misinformation and privacy. Students may accidentally share personal information or believe false content that spreads quickly online. Parental supervision can help them evaluate information critically and understand the long-term consequences of their online actions.

PRO ARGUMENTS:

Allowing students to use social media without parents watching over them can help them learn to make their own choices and take responsibility for their actions. Social media is an important part of everyday life for young people, and learning to use it responsibly is an important skill for the future.

When students manage their own social media, they have to decide what to post, who to follow, and how much time to spend on these platforms. This teaches them how to make decisions and think about the consequences of their actions. In the future, they will have to make these kinds of decisions on their own, whether it's about their job or their personal life.

Also, when students use social media on their own, they can learn how to protect themselves online, handle problems like negative comments, and deal with online conflicts. These skills are important for adulthood, where they will face similar situations in the real world. According to a study by the American Academy of Pediatrics (2018), self-regulation is a crucial life skill that children and teens need to develop. By giving students some freedom to navigate the online world without constant parental oversight, they are better prepared for future challenges.

Studies show that children and teens need these types of skills to succeed in life, and managing their social media is a way to practice them.

In today's world, it's important for students to learn how to use digital tools and information. Social media helps students develop digital literacy. When students use social media without parents watching every move, they become more confident in using technology. They learn how to evaluate what's true or fake online, how to create content, and how to interact with others respectfully. According to the International Society for Technology in Education (2016), digital literacy is a vital skill for academic success and future careers. These skills are important for both school and future jobs. For example, students who know how to create a video, write a blog post, or make a social media account are learning skills that can help them later in life, whether they work in media, marketing, or technology.

Also, using social media can help students get creative and share their ideas. They can express their thoughts, make videos, share artwork, or post photos. This is a way for students to build confidence and learn how to communicate in new ways. Platforms like YouTube, Instagram, and TikTok allow young people to share what they love and develop skills like video editing, photography, and storytelling.

Social media helps students stay connected with friends and family, and it can be a great way to feel supported. Especially for students who may feel alone or have trouble making friends in person, social media gives them a chance to find people with similar interests or experiences.

For example, many students use social media to keep in touch with friends they don't see every day, share moments from their life, and join groups or communities. According to research, 81% of teenagers say social media helps them stay connected with friends, and 54% feel that it makes them feel more supported. These connections are important for students' mental health, as having friends and people to talk to can make them feel better and less stressed.

Additionally, students can use social media to talk about things that matter to them, like their hobbies, beliefs, or challenges they face. These platforms can give students a space to express themselves and feel heard. This is especially helpful for students who might not feel like they belong at school, or who want to share their voice on important topics.

CON ARGUMENTS:

One of the biggest dangers of using social media without supervision is the risk of cyberbullying. Cyberbullying happens when people use the internet to bully, insult, or hurt others. Students can be targets of bullying online, and this can have a serious effect on their mental health.

Many young people experience cyberbullying, and it can happen on social media platforms like Instagram, Snapchat, or TikTok. Without parental supervision, students might not know how to handle being bullied online, or they might not tell anyone about it. They may also feel too embarrassed or scared to talk about it. According to the Cyberbullying Research Center (2019), nearly 37% of young people report being bullied online, and many experience long-term psychological effects as a result. Parents and guardians can help monitor these interactions to ensure students are safe, but without supervision, young users may struggle with depression, anxiety, or other emotional problems because of it.

Parents and guardians can help by teaching students how to stay safe online, handle bullies, and know when to block or report harmful users. Without this kind of support, students may not feel confident enough to stand up for themselves or protect their mental health in these situations.

Another risk of using social media without supervision is that students can become addicted to it. Many social media apps are designed to keep users scrolling for hours by showing them new posts, pictures, and videos. This can make it hard for students to focus on other important tasks, like schoolwork or studying.

Studies have shown that many teenagers feel like they are addicted to their phones, and they often spend too much time on social media. Research by Common Sense Media (2019) found that 50% of teenagers feel addicted to their phones, and many report spending too much time on social media. Without parental supervision, students may struggle to regulate their screen time.. When students use social media too much, they can find it hard to concentrate on their homework or school projects. This can lead to lower grades and even stress or anxiety.

Also, staying on social media for too long can make it harder to sleep at night. The blue light from phone screens can interfere with sleep patterns, which means students may not get enough rest. Lack of sleep can make it harder to pay attention in school, remember information, or be in a good mood.

Another major risk of social media is that students can be exposed to inappropriate content, such as violence, bad language, or adult material. A study published by the National Center for Missing & Exploited Children (2017) found that 70% of teenagers have come across disturbing or inappropriate content online. Parental supervision can help ensure that students are not exposed to content that could negatively impact their emotional development or safety.

Although some social media platforms try to block harmful content, it is not always 100% effective. Students may accidentally come across inappropriate videos, images, or messages while browsing.

For example, some students might see disturbing videos or posts that could upset them. Others may find content that promotes dangerous behaviors, like harmful “challenges” or videos about unhealthy habits like self-harm or eating disorders. Without parental supervision, students may not know how to deal with these things, or they might start to believe that these behaviors are okay.

Parents can help by using tools to block harmful content and talking to students about what is safe to watch and what isn’t. They can also teach their kids how to recognize inappropriate material and what to do if they see it. Without this guidance, students may be exposed to things they are not ready for emotionally, which can affect their well-being.

PRO ARGUMENTS

Students should have the freedom to use social media without parental supervision because it helps them develop independence and responsibility. Young people cannot learn how to make good decisions if every online activity is constantly monitored. Just as students learn responsibility at school and in everyday life, they should also learn how to manage their online presence. Giving them freedom allows them to build self-confidence, self-control, and decision-making skills that will be valuable throughout their lives.

Furthermore, social media is an important tool for learning and communication. Students use online platforms to exchange notes, participate in educational groups, watch tutorials, and communicate with classmates about school projects. Social media connects young people with ideas, cultures, and opportunities from around the world. Without constant supervision, students can explore topics that interest them, develop research skills, and become more independent learners.

Another important point is freedom of expression. Social media provides a space where students can share their opinions, creativity, talents, and experiences. Many young people use social media to publish artwork, music, writing, photography, or videos. This freedom allows them to develop confidence and express themselves in ways that may not always be possible in traditional school environments.

In addition, trust strengthens family relationships. Constant supervision may create the impression that parents do not trust their children. When parents give students some freedom online, they encourage honesty, responsibility, and open communication. Trust often creates stronger relationships than strict control. Students who feel trusted are more likely to seek advice from their parents when they face problems online.

Finally, social media is part of modern life. Students will eventually need to navigate digital spaces independently as adults. Allowing them to use social media freely helps them develop digital citizenship, critical thinking, and problem-solving skills.

CON ARGUMENTS

Students should not have complete freedom to use social media without parental supervision because the internet contains many dangers that young people may not fully understand. Cyber bullying, online scams, inappropriate content, and online predators are real threats. Parents play an important role in helping children recognize these dangers and stay safe. Supervision provides protection and guidance that many students still need.

Another major concern is mental health. Social media often presents unrealistic images of beauty, success, and lifestyle. Young people may compare themselves to others and develop feelings of insecurity, anxiety, or low self-esteem. Parents can help students understand that social media does not always reflect reality and can support them in maintaining a healthy perspective.

Furthermore, parental guidance encourages responsible online behavior. Many students are still learning about privacy, digital footprints, and online ethics. A single post, photo, or comment can remain online for years and potentially affect future educational or career opportunities. Parents can teach students to think carefully before sharing personal information or posting content that could cause problems later.

In addition, excessive social media use can lead to screen addiction and reduced productivity. Many students already spend significant time online, and unlimited freedom may result in less time for studying, exercising, socializing in person, or spending time with family. Supervision helps establish healthy boundaries and promotes a balanced lifestyle.

Finally, young people sometimes make impulsive decisions without considering the consequences. What seems funny or harmless today may become embarrassing or harmful in the future. Parents provide experience, guidance, and support that help students avoid mistakes they may later regret.

PRO ARGUMENTS

We support the motion that students should have the freedom to use social media without parental supervision.
First, social media helps students build important communication skills. Today's world is digital, and young people need opportunities to learn how to interact, collaborate, and communicate online.
Second, social media can inspire creativity and innovation. Many students use online platforms to create videos, share artwork, learn photography, start projects, or promote their ideas.
Third, students often feel more comfortable discussing certain issues with friends or support groups online than with adults. Social media can provide communities where young people find encouragement and understanding.
Finally, too much supervision can prevent students from developing confidence in their own judgment. Freedom helps them learn to think independently.

CON ARGUMENTS

We oppose the motion because complete freedom on social media can create serious problems for students.
First, social media algorithms are designed to keep users online for long periods of time. Without guidance, students may waste valuable time.
Second, students may encounter harmful trends, dangerous challenges, or misleading information that looks trustworthy.
Third, online conflicts can affect real-life friendships and emotional well-being. Adult support is often necessary in these situations.
Finally, parents have a responsibility to protect their children both offline and online.

PRO ARGUMENTS:

1. Students learn to make decisions online, developing digital responsibility and self-regulation skills.
2. Students need space to express themselves, communicate with friends, and develop their identity.
3. Using social media independently helps students learn how to navigate online spaces, evaluate information, and manage risks.
4. Excessive supervision can create dependency instead of teaching students how to behave responsibly online.
5. Granting freedom demonstrates trust.

CON ARGUMENTS:

1.Students may be exposed to cyberbullying, scams, grooming, inappropriate content, or online predators.
2.Students may not yet have the judgment needed to identify risks or deal with harmful situations online.
3.Parental guidance can help prevent excessive screen time, addiction, anxiety, low self-esteem, and exposure to harmful trends.
4.Students may share personal information, making them vulnerable to theft or exploitation
5.Parents are responsible for their children's wellbeing and should supervise their online activities.

MOTION

Smaller class sizes (max.20 students) provide equal opportunities to all students

Arguments:

PRO ARGUMENTS:

1. Smaller classes are less intimidating. Students who are bashful or less confident are more likely to answer and ask question in a group of 20. In large classes, only a few students usually participate and it is very easy for someone to feel invisible. When a room is crowded, the pressure to be perfect is much higher, which silences many students. In a smaller group, the atmosphere becomes more like a conversation than a performance. Small classes give them an equal chance to develop their communication skills.Therefor, a class of 20 ensures that the chance to grow in confidence is distributed to everyone. Also, important studies such as Tennessee Star Project show us that smaller classes are more likely to have better results than the larger ones.

2. In a large class, the teacher's time is spread so thin that they can usually interact with a few students per lesson. In smaller classes, the teacher has enough time to interact with everyone. The teacher is the most important resource in the classroom, but they are only one person, they can only give a few seconds of attention to each one, which is not enough for real learning. In a class of 20, the teacher can see who is struggling and provide immediate help, and they can also create a stronger bond with every student. This creates an equal chance, because success no longer depends on whether you were lucky to be noticed that day.

CON ARGUMENTS:

1. A class of 20 is a very small social circle. In real life and in our future careers, we will have to work in large groups of people. School is meant to prepare us for the professional world, where we do not always get special, individual attention. If we only learn to work in small groups, we may struggle when we enter a large university or a busy office. In a larger class, students learn how to manage distractions and how to collaborate with many different personalities. By keeping classes larger, we ensure that every student has the same opportunity to develop the social skills required for their future success. “The Strength of weak ties” by Mark Garnovetter is a study that shows us that large classes present a huge strategic advantage in life

2. Whether the teacher is standing in front of 20 students or 40 students, the educational material and the lecture remain the exact same. A teacher delivers the same information to the entire room at the same time. The chance to learn that information is provided to everyone in the room simultaneously. The size of the audience does not change the quality of the facts being taught. If the teacher explains a formula, the formula is the same for the first row as it is for the last row. Every student has the same opportunity to take notes. We must understand that the chance to learn is found in the textbook and the curriculum, which do not change based on class size. As long as the information is delivered clearly, the opportunity for education remains perfectly equal for everyone present. Also, even if we make smaller classes, there is still not enough time for the teacher to interact with every student and still teach the lesson clearly

PRO ARGUMENTS:

Smaller classes give more individual attention. In many schools today, classrooms are crowded, often with 25, 30, or even more students. In these situations, teachers have to divide their time between too many students. This means some students get less attention. Students who find learning difficult, who are shy, or who need extra help may not get the support they need—not because teachers do not care, but because they simply do not have enough time.

Smaller classes change this situation. When there are around 20 students, teachers can spend more time with each person. They can notice problems faster, explain things more clearly, and give better feedback. Students who need help are more likely to get it early, before small problems become big ones.

Research supports this idea. According to the OECD (Education at a Glance 2023), teachers in smaller classes can spend up to 30% more time per student. This is not a small difference—it changes how students learn every day. Equal opportunity means every student gets the help they need, and smaller classes make that possible.

Smaller classes improve learning and results. Smaller class sizes also help students do better in school. In large classes, teachers often have to move quickly through lessons. There is less time for questions or checking if students understand. Because of this, some students fall behind and may never fully understand the lesson.

In smaller classes, learning is more interactive. Teachers can stop and explain difficult ideas, ask questions, and make sure students are following. This helps students understand lessons better and remember them longer.

One important study, Project STAR, studied by the National Bureau of Economic Research in 2024, showed that students in smaller classes of 13–17 students scored 8–10% higher in reading and math than students in larger classes. This is a big improvement and can affect students' future success.

When students understand lessons better, they feel more confident. Confident students are more likely to ask questions and take part in class. School should help all students succeed, not just the ones who already find learning easy.

Smaller classes create a safe and friendly environment .Smaller classes also make the classroom feel safer and more welcoming. In large classes, many students feel invisible. They may be too shy to speak or afraid to make mistakes in front of many people.

In smaller classes, students feel more comfortable. Teachers can get to know students better and build stronger relationships. This helps students feel respected and supported.

Research by Education Endowment Foundation in 2021 found that students in smaller classes are 20% more likely to participate in discussions and report higher confidence levels.. When students take part more, they learn more.

A friendly classroom also improves behavior. When students feel valued, they are more likely to respect others and follow rules. This creates a better learning space for everyone.

In conclusion, smaller class sizes give equal opportunities by helping every student get attention, improve results, and feel supported. These benefits are real and supported by research.

Equal opportunity in school is not just about being in a classroom. It is about having a real chance to learn and succeed. Smaller classes help make that happen.

CON ARGUMENTS:

Smaller classes are expensive and hard to organize. The first problem is cost. To make classes smaller, schools need more teachers, more classrooms, and more materials. This costs a lot of money, and many schools do not have enough funding.
A 2024 education finance report by Brookings Institution found that, reducing class size by just five students can increase costs by up to 30% per student. This is a big increase and may not be possible for all schools.
This creates inequality. Richer schools may be able to afford smaller classes, while poorer schools cannot. This means some students get better conditions than others, which is not equal.
Teacher quality is more important than class size.Another important point is that class size is not the main factor in learning. The quality of the teacher matters more.
A good teacher can teach a large class well, keep students interested, and help them succeed. A less experienced teacher may struggle even with a small class. This means smaller classes do not always lead to better results.
A 2023 study by the RAND Corporation shows that good teaching can improve student results by 15–20%, which is often more than the effect of smaller classes.
Schools should focus on training teachers and improving teaching skills instead of only reducing class size.
Smaller classes do not solve bigger problems.Finally, smaller classes do not solve the main problems in education. Students have different backgrounds, different levels of support at home, and different challenges.
A World Development Report by World Bank found that in several developing education systems, reducing class size showed little to no measurable improvement in test scores without other reforms. Schools should focus on improving teaching quality, resources, and support systems instead of only reducing class sizes.
This means smaller classes are not enough. Schools also need better teaching, support programs, and resources.
Focusing only on class size may look like a solution, but it does not fix the deeper problems.
In conclusion, smaller class sizes are not the best way to create equal opportunities. They cost too much, are difficult to apply everywhere, and do not guarantee better results.
True equality comes from good teaching, strong support, and enough resources for all students.
Instead of focusing only on class size, schools should invest in the things that make the biggest difference.

PRO ARGUMENTS:

Equal opportunities mean that every student has a fair chance to participate, receive support, and achieve success. However, this is difficult when one teacher must divide attention among 30 or even 40 students.

1. (Main Arguments)

First, smaller classes give more attention to each student.

When there are fewer students, teachers have more time to explain lessons clearly and help when needed.

This means that no student feels ignored.

 For example, if I do not understand something, the teacher can explain it again in a different way.

In a big class, the teacher often cannot stop for every student.

 In smaller classes, teachers have more time to understand students' strengths and weaknesses.

Second, smaller classes help students feel more confident.

In large classes, many students feel shy or afraid to speak.

But in smaller groups, students feel safer and more comfortable to ask questions, express opinions, and become active learners. Shy students often feel safer speaking in smaller groups.

 For example, students feel more confident raising their hands and answering questions in a small class.

One of the most important points is about students who need extra support.

Some students with ADHD, autism, learning difficulties, or other challenges may need more help from teachers.

In smaller classes, teachers have more time to understand and support these students.

 For example, a student who gets distracted easily or needs more explanation may feel calmer and learn better in a smaller class.

This helps all students feel included and gives them a fair chance to succeed.

Equal opportunities mean supporting every student in the ways they need.

"When students feel seen and supported, they succeed."

Thank you.

CON ARGUMENTS:

Equal opportunities mean giving every student fair access to quality education, support, and resources.
Students can succeed in both small and large classes when schools have good teaching, strong support systems, and proper learning resources.
1. (Main Arguments)
First, success depends on both student effort and teaching quality, not only on class size.
Students are different and learn at different speeds.
This is why good teaching and support are more important than the number of students in a class.
A good teacher can adapt methods, explain in different ways, and support students even in larger classes.
For example, teachers can use explanations, group work, and individual support to help students understand, even in bigger classes.
This shows that equal opportunities depend more on teaching quality than only on class size.
Second, larger classes can offer more ideas, perspectives, and communication opportunities.
In bigger classes, students are exposed to more opinions and ways of thinking.
They learn not only from the teacher, but also from each other.
For example, in discussions, students can hear different answers, which makes learning more interesting and develops critical thinking.
Larger classes can also help students develop communication and public speaking skills.
More students mean more speaking opportunities..
This helps build confidence in real-life.
Third, equal opportunities also depend on resources and how schools manage them.
Smaller classes often require more teachers and classrooms, which can be difficult for schools to organize.
Schools must use resources in a way that benefits all students, not only smaller groups.
 For example, schools must balance class size with support, technology, and programs for students.
This means that equal opportunities are not only about smaller classes, but also about how resources are used in the whole education system.
! Key idea is that:
Education must be realistic and sustainable.

Because real equality is not about smaller classes — it is about giving every student an equal opportunity to succeed.

PRO ARGUMENTS:

Smaller classes make assessment fairer
In smaller classes, teachers can use presentations, projects, discussions and individual tasks to assess students more accurately. This gives every student a fair chance to demonstrate their abilities and be evaluated properly.
Smaller classes reduce classroom competition
In overcrowded classrooms, confident students often dominate discussions. Smaller classes give every student enough space to participate, ensuring that success depends on ideas and effort rather than on who speaks the loudest.
Smaller classes allow better adaptation to different learning styles
Students learn in different ways. In smaller classes, teachers can more easily adapt lessons to visual, practical, discussion-based or cooperative learning styles, giving all students a better chance to succeed.

CON ARGUMENTS:

Equal opportunities depend on resources, not class size
A classroom with only 20 students does not automatically provide equality. Without modern technology, learning materials and support services, students may still face disadvantages.
Smaller classes can limit peer learning
Larger classes bring together more experiences, talents and opinions. Students benefit from interacting with a wider range of classmates and learning from different perspectives.
Equality means preparing students for real-world environments
Universities and workplaces often involve large groups. Students should learn how to communicate, cooperate and work effectively in bigger environments, not only in small classes

PRO ARGUMENTS:

1. Teachers have more time to help each student individually.
2. Students are more likely to ask questions and participate in classes.
3. Smaller classes are generally easier to manage.
4. Teachers get to know students better and can identify their problems earlier.

CON ARGUMENTS:

1. The quality of teaching is more important than the number of students.
2. Reducing class sizes requires more resources.
3. Students come from different social and economic backgrounds; it's similar to real life. Larger groups expose students to a wider variety of opinions and experiences

CLASSROOM DEBATE ACTIVITIES

ROMANIA

Erasmus+
Enriching lives, opening minds.

Teacher: Elena Calistru
School: Colegiul Național, Iași
Activity: Debate
Motion: Should voting be compulsory?
Target Age: 15-16
Group Size: 28 students
Duration: 50 minutes
Level of Debate Competences: Upper-Intermediate
English Language Level: B2

Aims
To develop:
 Cognitive competences: critical thinking, argument construction, evidence processing.
 Communicative competences: public speaking, active listening, persuasive delivery.
 Social/emotional competences: teamwork, collaborative strategy, emotional regulation under pressure.
 Media and information literacy: identifying sources of information, fact-checking, weighing the credibility of information.

By the end of the activity, students will be able to:
1. Construct and present at least two well-supported arguments for or against compulsory voting.
2. Select relevant evidence from provided sources and evaluate its credibility and usefulness.
3. Use persuasive language and debate-specific expressions appropriate to a B2 level.
4. Respond appropriately to opposing arguments through rebuttal and counterargument.
5. Demonstrate active listening by taking notes, asking relevant questions, and responding to ideas presented by others.
6. Collaborate effectively within a team to plan, organise, and deliver a coherent debate case.
7. Respect different viewpoints and engage in civil, evidence-based discussion.
8. Reflect on their own debating performance and identify areas for improvement.

Procedure
1. Warm-up and Introduction (5 minutes)
 Display a prompt on the board: "Should every citizen be legally required to vote in elections?"
 Students briefly discuss the question in pairs (1–2 minutes).
 Conduct a quick show of hands: agree, disagree, unsure.
 Introduce the motion and explain the debate format, timing, and assessment criteria.
 Review key debate language:
o I strongly believe that...
o According to the evidence...
o We would like to challenge the argument that...
o Our opponents claim..., however...

2. Source Analysis and Team Preparation (10 minutes)
 Divide students into two teams:
o Proposition (supports compulsory voting)
o Opposition (opposes compulsory voting)
 Provide information cards, statistics, short articles, or fact sheets presenting different perspectives.
 Students read, analyse, and discuss the materials in groups.
 Ask students to:
o Identify main claims and supporting evidence.
o Distinguish facts from opinions.
o Evaluate the reliability of the information.
o Select the strongest evidence for their side.
 Teacher circulates, prompting students to justify why particular sources are trustworthy.

3. Strategy and Role Allocation (5 minutes)
- Teams prepare their case and assign roles:
  - Opening speaker
  - Evidence presenter
  - Rebuttal speaker
  - Closing speaker
  - Supporting researchers/advisers
- Students organise arguments in order of importance.
- Teams predict possible counterarguments and prepare responses.
- Encourage students to use evidence rather than personal opinions alone.
- Teacher checks that all students have a clear responsibility.

4. Debate Performance (20 minutes)

Opening Statements
- Proposition: 2 minutes
  - Introduce the team's position.
  - Define key terms if necessary.
  - Present the main line of argument.
- Opposition: 2 minutes
  - Present the opposing position.
  - Outline the main reasons for disagreement.

Argument Round
- Proposition presents argument and evidence: 3 minutes
- Opposition presents argument and evidence: 3 minutes

Students should:
- Present clear claims.
- Use facts, statistics, examples, or expert opinions.
- Explain how evidence supports their argument.

Rebuttal Round
- Proposition responds to opposition: 2 minutes
- Opposition responds to proposition: 2 minutes

Students should:
- Address specific points made by opponents.
- Challenge evidence or reasoning respectfully.
- Provide counterexamples or alternative interpretations.

Audience Questions
- Audience members take notes during the debate.
- Audience asks questions to both teams: 4 minutes
- Questions should focus on:
  - Clarification of arguments
  - Strength of evidence
  - Possible consequences of compulsory voting
- Teams respond briefly and respectfully.

Closing Statements
- Proposition: 1 minute
- Opposition: 1 minute

Students summarise:
- Their strongest arguments.
- Key weaknesses in the opposing team's case.
- Final persuasive message.

5. Reflection and Voting (10 minutes)
- Audience votes on which side presented the strongest case (not necessarily the side they personally agree with).
- Conduct a short reflection discussion:
  - Which arguments were most convincing?
  - What evidence was strongest?
  - How did teams handle disagreement respectfully?
  - Did anyone change their opinion during the debate?
- Students complete a quick exit ticket:
  - One argument I found convincing was...
  - One debate skill I used today was...
  - One thing I would improve next time is...
- Teacher provides brief feedback on strengths and areas for development.

Materials
- Information cards or short texts with contrasting viewpoints on compulsory voting
- Debate role cards
- Argument planning worksheet
- Note-taking sheet for audience members
- Timer
- Reflection/exit ticket sheets
- Whiteboard or projector

Assessment Criteria

Students will be assessed on:
- Quality and relevance of arguments
- Use of evidence and sources
- Ability to rebut opposing arguments
- Clarity, accuracy, and fluency of spoken English (B2 level)
- Teamwork and collaborative preparation
- Respectful participation and adherence to debate rules
- Active listening and engagement during questioning and reflection

Assessment Methods:
- Teacher observation checklist;
- Peer voting and feedback.

Teacher: Alina Crăciun
School: Colegiul Național, Iași
Activity: Debate Theatre
Motion: Is graffiti street art or vandalism?
Target Age: 12–13
Group Size: 28 students
Duration: 50 minutes
Level of Debate Competences: Intermediate
English Language Level: B1

Aims
To develop:
- Cognitive competences: critical thinking, argument construction, evidence processing.
- Communicative competences: public speaking, active listening, persuasive delivery.
- Social/emotional competences: teamwork, collaborative strategy, emotional regulation under pressure.
- Media and information literacy: identifying sources of information, fact-checking, weighing the credibility of information.

Objectives
By the end of the activity, students will be able to:
1. Construct and present at least two clear arguments supporting a debate position on graffiti.
2. Use relevant facts, examples, or evidence to justify their opinions.
3. Distinguish between reliable and unreliable sources of information related to the topic.
4. Listen actively to opposing viewpoints and respond respectfully with counterarguments.
5. Collaborate effectively within a team to plan arguments and assign speaking roles.
6. Demonstrate confidence and clarity when speaking in front of an audience.
7. Reflect on different perspectives regarding graffiti as both a form of artistic expression and a potential act of vandalism

Procedure
1. Warm-up and Introduction (5 minutes)
Show 2–3 images of different examples of graffiti (artistic murals, tags on public property, commissioned street art).
Ask students:
What do you see?
How does this make you feel?
Is it art, vandalism, or both?
Introduce the motion: "This House believes that graffiti is street art rather than vandalism."
2. Source Analysis and Team Preparation (10 minutes)
Divide students into two teams of 14:
Proposition: Graffiti is street art.
Opposition: Graffiti is vandalism.
Provide each team with short information cards or articles containing facts, opinions, statistics, and examples.
Students evaluate the information:
Which sources seem trustworthy?
Which facts support their position?
What evidence might be challenged?
3. Strategy and Role Allocation (5 minutes)
Teams prepare their case and assign roles:
Opening speaker
Evidence presenter
Rebuttal speaker
Closing speaker
Supporting researchers/advisers
Encourage students to anticipate possible arguments from the opposing team.

4. Debate Theatre Performance (20 minutes)
Opening Statements
Proposition: 2 minutes
Opposition: 2 minutes
Argument Round
Proposition presents argument and evidence: 3 minutes
Opposition presents argument and evidence: 3 minutes
Rebuttal Round
Proposition responds to opposition: 2 minutes
Opposition responds to proposition: 2 minutes
Audience Questions
Audience members ask questions to both teams: 4 minutes
Closing Statements
Proposition: 1 minute
Opposition: 1 minute

5. Reflection and Voting (10 minutes)
- Audience votes on which side presented the strongest case (not necessarily the side they personally agree with).
- Conduct a short reflection discussion:
  -Which arguments were most convincing?
  -What evidence was strongest?
  - How did teams handle disagreement respectfully?
  Did anyone change their opinion during the debate?
- Students complete a quick exit ticket:
  -One argument I found convincing was...
  -One debate skill I used today was...
  -One thing I would improve next time is

Materials
Images of graffiti/street art
Information cards or short texts with contrasting viewpoints
Debate role cards
Timer
Reflection/exit ticket sheets

Assessment Criteria
Students will be assessed on:
Quality and relevance of arguments
Use of evidence and sources
Ability to rebut opposing arguments
Clarity and fluency of spoken English (B1 level)
Teamwork and respectful participation
Active listening and engagement during the debate

Teacher : Mihaela- Georgeta Țurcănașu
Activity: Debate Activity – EU Values in School Life[1]
Target Age: 11–12 years old (Grade 5)
Group size: 20–30 students
Duration: 45 minutes
Level of debate competences: Beginner
English language level: A1–A2

Objectives:
By the end of the activity students will be able to:
1. identify the importance of rules in a democratic environment;
2. formulate simple arguments supporting or opposing a motion;
3. express and justify personal opinions respectfully;
4. collaborate with peers during debate preparation.

Aids and materials:
· Classroom resources: whiteboard, sticky notes, debate cards, worksheets with sentence starters, timer;
· Human resources: teacher/facilitator, students.

MOTION 1:
"This House believes that school rules should be established together with students."
EU value focus: democracy, participation, respect.

PROCEDURE:

Stage	Duration	Students` activity	Type of interaction (group/ pair/ individual/ frontal)
Lead-in	10 minutes	Students discuss why rules are important in school and share examples of rules they like/dislike. Students consult the school's internal regulations. Teacher introduces the motion: "This House believes that school rules should be established together with students."	Frontal / group
Preparation	10 minutes	Students are divided into two teams (for/against). They brainstorm ideas and prepare arguments using teacher support and sentence frames.	Group / pair
Debate	15 minutes	Teams present arguments, respond to the opposing side and answer simple questions. Students practice respectful listening and speaking turns.	Group / frontal
Evaluation	5 minutes	Students reflect on the strongest arguments and identify democratic values discussed during the activity.	Individual / frontal
Feedback	5 minutes	Teacher offers feedback on participation, communication and teamwork.Students share one thing they learned.	Frontal

Teacher: Elena Calistru
School: Colegiul Național, Iași
Activity: Class debate
Motion: Should social media have age restrictions?
Target Age: 15–16
Group Size: 28 students
Duration: 50 minutes
Level of Debate Competences: Upper-Intermediate
English Language Level: B2

Aims
To develop:
 Cognitive competences: critical thinking, argument construction, evidence evaluation, ethical reasoning.
 Communicative competences: public speaking, active listening, persuasive communication, argumentation.
 Social/emotional competences: teamwork, empathy, respectful disagreement, self-awareness regarding online behaviour.
 Media and information literacy: analysing online content, evaluating digital sources, understanding the impact of social media on young people.

Objectives
By the end of the activity, students will be able to:
1. Construct and present at least two well-supported arguments for or against age restrictions on social media.
2. Analyse evidence from different sources concerning the effects of social media on young people.
3. Distinguish between facts, opinions, and assumptions when discussing digital media issues.
4. Use persuasive language and debate conventions appropriate to a B2 level.
5. Respond effectively to opposing viewpoints through rebuttal and counterargument.
6. Collaborate within a team to prepare and deliver a coherent debate case.
7. Demonstrate active listening by taking notes, asking relevant questions, and responding to arguments.
8. Reflect on the benefits and risks of social media use among adolescents.

Procedure
1. Warm-up and Introduction (5 minutes)
 Display the question:At what age should young people be allowed to create social media accounts?"
 Students discuss their opinions in pairs for one minute.
 Conduct a quick class poll:
- o Under 13
- o 13–15
- o 16+
- o No age restriction

 Introduce the motion:
"This House believes that social media should have age restrictions."
 Briefly clarify key concepts:
- o Social media platforms
- o Age restrictions
- o Online safety
- o Digital rights and responsibilities

 Review useful debate expressions:
- o We strongly believe that...
- o Research suggests that...
- o Our opponents overlook the fact that...
- o The evidence demonstrates...

2. Source Analysis and Team Preparation (10 minutes)
 Divide students into:
- o Proposition (supports age restrictions)
- o Opposition (opposes age restrictions)

 Provide students with source materials such as:
- o Articles about social media and mental health
- o Statistics on screen time and online behaviour
- o Information about cyberbullying and online safety
- o Reports on digital literacy and online opportunities
- o Platform age policies and parental guidance recommendations

 Students:
- o Read and analyse the materials.
- o Identify key claims and supporting evidence.
- o Evaluate source reliability.
- o Select the strongest evidence for their side.

 Teacher circulates and prompts students with questions:
- o Is this source trustworthy?
- o What evidence supports this claim?
- o Are there alternative interpretations?

3. Strategy and Role Allocation (5 minutes)
 Teams prepare their case and assign roles:
- o Opening speaker
- o Evidence presenter
- o Rebuttal speaker
- o Closing speaker
- o Supporting researchers/advisers

 Students:
- o Organise arguments logically.
- o Anticipate opposing arguments.
- o Prepare responses and examples.
- o Select evidence to support each claim.

 Teacher ensures that all students have an active role.

4. Debate Performance (20 minutes)
Opening Statements
Proposition (2 minutes)
 Define age restrictions.
 Explain why age limits are necessary.
 Introduce the team's main arguments.
Opposition (2 minutes)
 Define age restrictions from their perspective.
 Explain why such restrictions may be ineffective or unfair.
 Introduce the team's main arguments.

Rebuttal Round
Proposition (2 minutes)
 Challenge the effectiveness of unrestricted access.
 Respond to claims about digital freedom and independence.
Opposition (2 minutes)
 Question whether restrictions solve underlying problems.
 Emphasise education and parental guidance as alternatives.
Students should:
 Refer directly to opposing arguments.
 Use evidence rather than personal opinion.
 Maintain respectful language.

Argument Round
Proposition presents arguments and evidence (3 minutes)
Possible arguments:
 Protecting young people's mental health.
 Reducing exposure to harmful content.
 Preventing cyberbullying and online exploitation.
 Encouraging safer and more responsible internet use.
Opposition presents arguments and evidence (3 minutes)
Possible arguments:
 Social media supports communication and learning.
 Restrictions may be difficult to enforce.
 Digital literacy is more effective than restrictions.
 Age limits could limit access to valuable information and communities.

Audience Questions (4 minutes)
Audience members take notes throughout the debate and ask questions such as:
 Can age restrictions truly protect young people online?
 Who should be responsible for enforcing age limits?
 Are parents or platforms better placed to regulate access?
 Do the benefits of social media outweigh the risks for teenagers?
 How could age restrictions affect young people's rights?
Teams answer briefly and respectfully.

Closing Statements
Proposition (1 minute)
 Summarise the strongest reasons for age restrictions.
 Reinforce the importance of protecting young users.
Opposition (1 minute)
 Summarise the strongest reasons against age restrictions.
 Reinforce the importance of education and responsible use.

5. Reflection and Voting (10 minutes)

 Audience votes for the team that presented the strongest case, regardless of personal opinion.

 Conduct a reflection discussion:

- o Which arguments were most convincing?
- o Which evidence was strongest?
- o Did any argument change your opinion?
- o Is there a balance between protection and freedom online?

 Students complete an exit ticket:

- o One argument I found convincing was...
- o One piece of evidence I found reliable was...
- o One debate skill I used today was...
- o One thing I would improve next time is...

 Teacher provides brief feedback on:

- o Argument quality
- o Use of evidence
- o Language use
- o Team collaboration

Materials

 Information cards or short texts presenting contrasting viewpoints
 Statistics and reports about social media use among young people
 Debate role cards
 Argument-planning worksheet
 Audience note-taking sheet
 Timer
 Reflection/exit ticket sheets
 Whiteboard or projector

Assessment Criteria

Students will be assessed on:
 Quality and relevance of arguments
 Effective use of evidence and examples
 Ability to evaluate source credibility
 Strength of rebuttals and counterarguments
 Clarity, accuracy, and fluency of spoken English (B2 level)
 Teamwork and collaboration
 Respectful participation and adherence to debate rules
 Active listening and engagement throughout the activity

Assessment Methods

 Teacher observation checklist
 Peer voting and feedback

Teacher: Elena Calistru
School: Colegiul Național, Iași
Activity: Class debate
Motion: Should societies prioritize freedom over security?
Target Age: 15–16
Group Size: 28 students
Duration: 50 minutes
Level of Debate Competences: Upper-Intermediate
English Language Level: B2

Aims
To develop:
 Cognitive competences: critical thinking, argument construction, evidence evaluation, ethical reasoning.
 Communicative competences: public speaking, active listening, persuasive communication.
 Social/emotional competences: teamwork, empathy, respectful disagreement, emotional regulation.
 Media and information literacy: analysing sources, identifying bias, fact-checking, evaluating the reliability of information related to public policies and social issues.

Objectives
By the end of the activity, students will be able to:
1. Construct and present at least two well-supported arguments regarding the balance between freedom and security.
2. Analyse and evaluate evidence from multiple sources on issues such as surveillance, privacy, public safety, and civil rights.
3. Use persuasive language and debate conventions appropriate to a B2 level.
4. Develop rebuttals that challenge opposing arguments respectfully and logically.
5. Demonstrate active listening through note-taking, questioning, and responding to opposing viewpoints.
6. Collaborate effectively within a team to prepare and deliver a coherent debate case.
7. Reflect on the challenges of balancing individual freedoms with collective security.
8. Engage respectfully with complex social and ethical issues.

Procedure
1. Warm-up and Introduction (5 minutes)
 Display the statement: "Would you be willing to give up some privacy if it made society safer?"
 Students discuss their opinions in pairs for one minute.
 Conduct a quick class poll:
- o Yes
- o No
- o Not sure

 Introduce the motion:
"This House believes that societies should prioritize freedom over security."
 Briefly clarify key concepts:
- o Freedom (privacy, freedom of speech, freedom of movement, civil liberties)
- o Security (public safety, crime prevention, national security)

 Review useful debate expressions:
- o We believe that...
- o The evidence suggests...
- o Our opponents fail to consider...
- o While security is important, freedom...

2. Source Analysis and Team Preparation (10 minutes)
 Divide students into:
- o Proposition (supports prioritising freedom)
- o Opposition (supports prioritising security)

 Provide source packs containing:
- o Short texts about government surveillance
- o Articles on privacy rights
- o Examples of security measures in public spaces
- o Statistics on crime prevention and public safety
- o Quotations from public figures or human rights organisations

 Students:
- o Identify key arguments and evidence.
- o Distinguish facts from opinions.
- o Evaluate source reliability and possible bias.
- o Select evidence that best supports their position.

 Teacher encourages students to justify why certain sources are more trustworthy than others.

3. Strategy and Role Allocation (5 minutes)
 Teams prepare their case and assign roles:
o Opening speaker
o Evidence presenter
o Rebuttal speaker
o Closing speaker
o Supporting researchers/advisers
 Students organise arguments according to importance.
 Teams predict likely counterarguments and prepare responses.
 Encourage students to consider both short-term and long-term consequences of prioritising either freedom or security.

4. Debate Performance (20 minutes)
Opening Statements
Proposition (2 minutes)
 Define freedom and explain why it should take priority.
 Present the team's main arguments.
Opposition (2 minutes)
 Define security and explain why it should take priority.

Argument Round
Proposition (3 minutes)
Possible arguments:
 Protection of civil liberties and human rights.
 Risks of excessive government control and surveillance.
 Democratic societies depend on individual freedoms.

Opposition (3 minutes)
Possible arguments:
 Security is necessary for citizens to enjoy their freedoms.
 Governments have a responsibility to protect the public.
 Certain restrictions may be justified during emergencies.
Students support arguments with evidence and examples.

Rebuttal Round
Proposition (2 minutes)
 Challenge claims that security measures always improve safety.
 Question the long-term consequences of limiting freedoms.
Opposition (2 minutes)
 Challenge claims that unrestricted freedom benefits society.
 Provide examples where security measures have protected citizens.

Audience Questions (4 minutes)
Audience members ask questions such as:
 Can freedom exist without security?
 How much surveillance is acceptable in a democratic society?
 Should governments restrict freedoms during emergencies?
 Who decides when security concerns justify limiting rights?
Teams respond briefly and respectfully.

Closing Statements
Proposition (1 minute)
 Summarise why freedom is essential for democracy and individual rights.
Opposition (1 minute)
 Summarise why security is the foundation of a stable society.

5. Reflection and Voting (10 minutes)
 Audience votes for the team that presented the strongest case.
 Conduct a whole-class reflection:
o Which arguments were most convincing?
o Which evidence was most reliable?
o Did the debate change your perspective?
o Is it possible to balance freedom and security?
 Students complete an exit ticket:
o One argument I found convincing was...
o One piece of evidence I found reliable was...
o One debate skill I used today was...
o One thing I would improve next time is...
 Teacher provides brief feedback on debating skills and language use.

Materials
 Source pack with contrasting viewpoints on freedom and security
 Fact sheets and statistics
 Debate role cards
 Argument planning worksheet
 Audience note-taking sheet
 Timer
 Reflection/exit ticket sheets
 Whiteboard or projector

Assessment Criteria
Students will be assessed on:
 Quality and relevance of arguments
 Effective use of evidence and examples
 Ability to evaluate source credibility
 Strength of rebuttals and counterarguments
 Clarity, accuracy, and fluency of spoken English (B2 level)
 Teamwork and collaboration
 Respectful participation and adherence to debate rules
 Active listening and engagement throughout the debate

Assessment Methods
 Teacher observation checklist
 Peer voting and feedback
 Exit ticket self-reflection

Teacher: Cătălina Mihaela Rusu (Colegiul Național Iași, România)
Activity: Debate Activity – Youth Participation in Community Life 1
Target Age: 13–14 years old (Grade 7–8)
Group size: 20–30 students
Duration: 55 minutes
Level of debate competences: Intermediate–Advanced
English language level: B1

Aims: to develop
 Cognitive competences: (critical thinking; argument construction; evidence processing);
 Communicative competences (public speaking; active listening; persuasive delivery);
 Social/ emotional competences (team work; collaborative strategy; emotional regulation under pressure);
 Media and information literacy (identifying sources of information; fact checking; weighing the credibility of information)

Objectives:
By the end of the activity students will be able to:
1. explain the importance of civic participation in democratic communities;
2. formulate and support arguments about youth involvement in decision-making;
3. evaluate different perspectives regarding civic engagement;
4. demonstrate collaborative problem-solving and respectful communication.

Aids and materials:
 Classroom resources: case studies, local community examples, debate worksheets, whiteboard, timer;

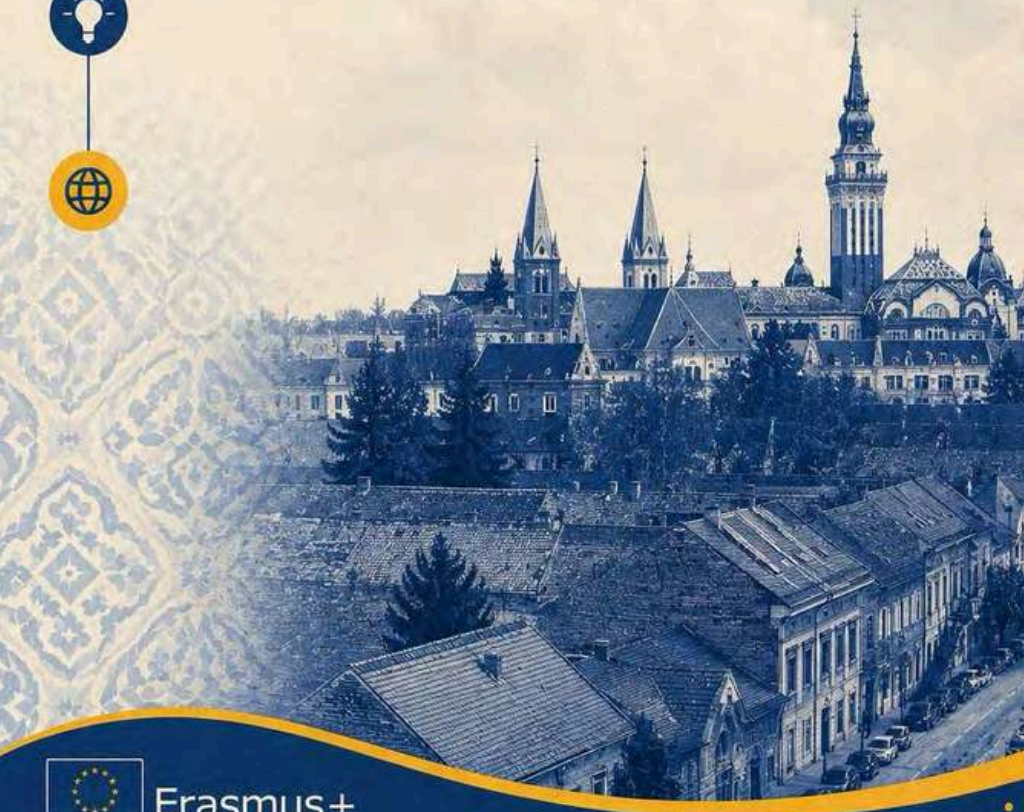
MOTION :
"This House believes that young people should be more involved in decisions made in their local communities."

EU value focus: democracy, active citizenship, participation.
 Human resources: teacher/facilitator, students.

PROCEDURE:

Stage	Duration	Students` activity	Type of interaction (group/ pair/ individual/ frontal)
Lead-in	10 minutes	Students discuss situations in which young people influence decisions in school or community life. Teacher introduces the motion: "This House believes that young people should be more involved in decisions made in their local communities."	Frontal / group
Preparation	15 minutes	Students work in teams to prepare arguments related to democratic participation, civic responsibility and active citizenship.	Group / pair
Debate	20 minutes	Teams present arguments and rebuttals while discussing possible benefits and challenges of youth participation in community decisions.	Group / frontal
Evaluation	5 minutes	Students reflect on the strongest arguments and discuss how young people can become active citizens.	Individual / frontal
Feedback	5 minutes	Teacher provides feedback on argumentation, teamwork and communication skills.	Frontal

SERBIA



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MOTION
This House Believes That Great Geographical Discoveries Brought Progress to the World.
Subject: History
Teacher: Aleksandar Planić
Grade: 7th Grade
Target Age: 12–13 years old
Group Size: 20–30 students
Duration: 60 minutes
Level of Debate Competences: Beginner – Intermediate
English Language Level: A2–B1

AIMS

Cognitive Competences
- Critical thinking
- Historical analysis
- Comparing different perspectives
- Cause-and-effect reasoning
- Problem-solving

Communicative Competences
- Public speaking
- Presenting historical arguments
- Active listening
- Asking and answering questions

Social and Emotional Competences
- Respecting different opinions
- Teamwork
- Confidence building
- Cultural awareness

OBJECTIVES
1. Explain the importance of the Great Geographical Discoveries.
2. Analyze positive and negative consequences of exploration.
3. Build arguments using historical facts and examples.
4. Improve speaking and listening skills.
5. Understand how geographical discoveries changed the world.

Historical Competences
- Understanding historical events
- Using historical evidence
- Evaluating consequences of discoveries
- Interpreting different viewpoints

AIDS AND MATERIALS
- Debate worksheets
- Historical maps
- Images of explorers
- Reflection cards
- Whiteboard and markers
- Timer
- Evaluation sheets

EU VALUE FOCUS
- Cultural diversity
- Cooperation between nations
- Education
- Respect for different perspectives
- Global awareness

SPECIAL LEARNING ACTIVITY
Before the debate, students work in groups and examine historical maps and information about famous explorers.

Examples:
- Christopher Columbus
- Vasco da Gama
- Ferdinand Magellan
- Bartolomeu Dias

Students discuss:
- What new lands were discovered?
- How did discoveries improve trade?
- What new knowledge was gained?
- Were there any negative consequences for indigenous peoples?
- How did discoveries influence Europe and the rest of the world?

The collected ideas are later used as evidence during the debate.

PROCEDURE
Lead-in – 10 minutes
Historical Exploration Activity – 15 minutes
Preparation – 10 minutes
Debate – 20 minutes
Evaluation – 2 minutes
Feedback – 3 minutes

EXPECTED LEARNING OUTCOMES
- Understand the impact of the Great Geographical Discoveries.
- Develop stronger historical reasoning skills.
- Learn to support opinions with historical evidence.
- Improve teamwork and public speaking skills.
- Recognize both positive and negative effects of exploration.

ASSESSMENT CRITERIA
- Quality of Arguments – 10 points
- Use of Historical Evidence – 10 points
- Rebuttal Skills – 10 points
- Public Speaking – 10 points
- Teamwork and Cooperation – 10 points

Total: 50 points

FOLLOW-UP REFLECTION QUESTIONS
1. Why were the Great Geographical Discoveries important?
2. How did they change trade and communication?
3. What benefits did they bring to Europe?
4. What challenges or problems did they create?
5. Do you think the discoveries brought more progress than harm? Why?

MOTION
This House Believes That Students Should Be Allowed to Use Calculators During Lesson
Teacher: Ivana Vuković
Subject: Mathematics
Grade: 5th Grade
Target Age: 10–11 years old
Group Size: 20–30 students
Duration: 60 minutes
Level of Debate Competences: Beginner – Intermediate
English Language Level: A1–A2

AIMS

Cognitive Competences
- Critical thinking
- Mathematical reasoning
- Problem-solving
- Comparing advantages and disadvantages
- Decision-making

Communicative Competences
- Public speaking
- Presenting arguments clearly
- Active listening
- Asking and answering questions

Social and Emotional Competences
- Respecting different opinions
- Teamwork
- Confidence building
- Cooperation

Mathematical Competences
- Understanding mathematical operations
- Applying mathematical skills
- Using tools responsibly
- Evaluating when calculators are useful

OBJECTIVES
1. Understand the role of calculators in learning mathematics.
2. Discuss advantages and disadvantages of using calculators.
3. Build arguments supported by examples.
4. Improve speaking and listening skills.
5. Develop critical thinking about technology in education.

AIDS AND MATERIALS
- Debate worksheets
- Calculators
- Math task cards
- Whiteboard and markers
- Reflection cards
- Timer
- Evaluation sheets

EU VALUE FOCUS
- Digital literacy
- Education
- Equal opportunities
- Responsible use of technology
- Lifelong learning

SPECIAL LEARNING ACTIVITY
Before the debate, students work in small groups and solve simple mathematical problems.
Activity 1: Solve problems without calculators.
Activity 2: Solve similar problems using calculators.

Students discuss:
- Which method was faster?
- Which method helped them understand the calculations better?
- When should calculators be used?
- Can calculators help students learn more difficult mathematics?
- Could calculators make students less confident in mental calculations?

The collected ideas are later used as evidence during the debate.

PROCEDURE
Lead-in – 10 minutes
Calculator Exploration Activity – 15 minutes
Preparation – 10 minutes
Debate – 20 minutes
Evaluation – 2 minutes
Feedback – 3 minutes

EXPECTED LEARNING OUTCOMES
- Understand the advantages and disadvantages of calculators.
- Develop stronger mathematical reasoning skills.
- Learn to support opinions with examples.
- Improve teamwork and public speaking skills.
- Recognize the responsible use of technology in learning.

ASSESSMENT CRITERIA
- Quality of Arguments – 10 points
- Use of Examples – 10 points
- Rebuttal Skills – 10 points
- Public Speaking – 10 points
- Teamwork and Cooperation – 10 points

Total: 50 points

FOLLOW-UP REFLECTION QUESTIONS
1. How can calculators help students learn mathematics?
2. What are the disadvantages of using calculators too often?
3. When should calculators be allowed in lessons?
4. Is mental calculation still important? Why?
5. Do you think calculators should be allowed during all mathematics lessons? Why or why not?

MOTION
This House Believes That Tourism Brings Benefits to Local Communities
Teacher: Miroslav Rauš
Target Age: 13–14 years old (8th Grade)
Group Size: 20–30 students
Duration: 60 minutes
Level of Debate Competences: Beginner – Intermediate
English Language Level: A2–B1

AIMS

Cognitive Competences
- Critical thinking
- Problem-solving
- Decision-making
- Understanding economic and social impacts

Communicative Competences
- Public speaking
- Expressing opinions
- Active listening
- Asking and answering questions

Social and Emotional Competences
- Respecting different opinions
- Teamwork
- Self-confidence
- Cultural awareness

OBJECTIVES
1. Explain how tourism affects local communities.
2. Identify economic, social, and cultural benefits of tourism.
3. Build arguments using real-life examples.
4. Improve speaking and listening skills.
5. Reflect on sustainable tourism practices.

Geographical Competences
- Understanding tourism and local development
- Exploring human-environment interaction
- Recognizing cultural heritage

AIDS AND MATERIALS
- Debate worksheets
- Maps and photographs of tourist destinations
- Reflection cards
- Whiteboard and markers
- Timer
- Evaluation sheets

EU VALUE FOCUS
- Cultural diversity
- Economic development
- Sustainability
- Respect for local communities
- European cooperation

SPECIAL LEARNING ACTIVITY
Before the debate, students work in groups and investigate a tourist destination in their country or Europe.

Examples:
- Ohrid, North Macedonia
- Santander, Spain
- Lisbon, Portugal
- Iași, Romania

Students discuss:
- How does tourism help local businesses?
- How does tourism create jobs?
- How does tourism promote culture and traditions?
- What challenges can tourism bring?

The collected ideas are later used as evidence during the debate.

PROCEDURE
Lead-in – 10 minutes
Research Activity – 15 minutes
Preparation – 10 minutes
Debate – 20 minutes
Evaluation – 2 minutes
Feedback – 3 minutes

EXPECTED LEARNING OUTCOMES
- Understand the impact of tourism on local communities.
- Develop stronger speaking and argumentation skills.
- Learn to support opinions with examples and evidence.
- Improve teamwork and listening skills.
- Appreciate the importance of sustainable tourism.

ASSESSMENT CRITERIA
- Quality of Arguments – 10 points
- Use of Examples – 10 points
- Rebuttal Skills – 10 points
- Public Speaking – 10 points
- Teamwork and Cooperation – 10 points

Total: 50 points

FOLLOW-UP REFLECTION QUESTIONS
1. How does tourism help local communities?
2. Can tourism improve people's quality of life?
3. What jobs are created through tourism?
4. How can tourism protect cultural heritage?
5. What are the possible disadvantages of tourism?

Subject: Serbian Language and Literature
Grade: 8th Grade
Motion: This House Believes That AI Cannot Make Genuine Literature.
Teacher: **Nevena Ivić**
Target Age: 13–14 years old
Group Size: 20–30 students
Duration: 60 minutes
Level of Debate Competences: Beginner – Intermediate
Language Level: A2–B1

AIMS

Cognitive Competences
- Critical thinking
- Literary analysis
- Creativity
- Evaluation of sources and authorship

Communicative Competences
- Public speaking
- Expressing opinions
- Argumentation
- Active listening

Social and Emotional Competences
- Respecting different viewpoints
- Teamwork
- Self-confidence
- Ethical awareness

Serbian Language and Literature Competences
- Understanding literary works
- Identifying characteristics of genuine literature
- Analyzing the role of authors in literature
- Reflecting on creativity and originality

OBJECTIVES
1. Explore the meaning of genuine literature.
2. Compare human creativity and artificial intelligence.
3. Develop arguments supported by examples.
4. Improve speaking, listening, and debating skills.
5. Reflect on the future role of AI in literature.

AIDS AND MATERIALS
- Debate worksheets
- Short literary excerpts written by authors and AI
- Reflection cards
- Whiteboard and markers
- Timer
- Evaluation sheets

EU VALUE FOCUS
- Creativity and innovation
- Freedom of expression
- Ethical use of technology
- Critical thinking
- Respect for intellectual work

SPECIAL LEARNING ACTIVITY
Before the debate, students participate in a Literature Challenge.
The teacher provides several short texts:
- A paragraph written by a famous author.
- A paragraph generated by AI.

Students discuss:
- Can you identify which text was written by a human?
- What emotions do you feel while reading?
- Does the text show personal experience?
- Can AI truly understand human emotions?
- What makes literature authentic?

PROCEDURE
Lead-in – 10 minutes
Literature Challenge – 15 minutes
Preparation – 10 minutes
Debate – 20 minutes
Evaluation – 2 minutes
Feedback – 3 minutes

EXPECTED LEARNING OUTCOMES
- Understand the characteristics of genuine literature.
- Develop stronger argumentation and speaking skills.
- Learn to evaluate the role of technology in creative writing.
- Improve teamwork and active listening.
- Reflect critically on creativity and authorship.

ASSESSMENT CRITERIA
- Quality of Arguments – 10 points
- Use of Examples – 10 points
- Rebuttal Skills – 10 points
- Public Speaking – 10 points
- Teamwork and Cooperation – 10 points

Total: 50 points

FOLLOW-UP REFLECTION QUESTIONS
1. What makes literature genuine?
2. Can AI be creative in the same way humans are?
3. Why are personal experiences important in literature?
4. Should AI-generated stories be considered literature?
5. How might AI influence writers in the future?

MOTION
This House Believes That Reading Lists Should Not Be Mandatory
Teacher: Ivana Horvat
Subject: Serbian Language
Grade: 6th Grade
Target Age: 11–12 years old
Group Size: 20–30 students
Duration: 60 minutes
Level of Debate Competences: Beginner – Intermediate
English Language Level: A1–A2

AIMS

Cognitive Competences
- Critical thinking
- Comparing different viewpoints
- Problem-solving
- Decision-making
- Expressing personal opinions

Communicative Competences
- Public speaking
- Presenting arguments clearly
- Active listening
- Asking and answering questions

Social and Emotional Competences
- Respecting different opinions
- Teamwork
- Confidence building
- Empathy and understanding

OBJECTIVES
1. Explain the purpose of school reading lists.
2. Analyze the advantages and disadvantages of mandatory reading.
3. Build arguments using examples from personal reading experiences.
4. Improve speaking and listening skills.
5. Develop a positive attitude towards reading.

Literature Competences
- Understanding literary texts
- Developing reading habits
- Expressing opinions about books
- Evaluating the importance of reading

AIDS AND MATERIALS
- Debate worksheets
- Reading list examples
- Short book summaries
- Reflection cards
- Whiteboard and markers
- Timer
- Evaluation sheets

EU VALUE FOCUS
- Education
- Freedom of choice
- Respect for different opinions
- Personal development
- Lifelong learning

SPECIAL LEARNING ACTIVITY
Before the debate, students work in groups and examine several books from the school reading list.

Examples:
- Children's novels
- Fairy tales
- Adventure stories
- Poems

Students discuss:
- Which books did you enjoy most?
- Which books were difficult to read?
- Should students choose some of their own books?
- Does mandatory reading encourage reading?
- How can schools make reading more enjoyable?

The collected ideas are later used as evidence during the debate.

PROCEDURE
Lead-in – 10 minutes
Reading Activity – 15 minutes
Preparation – 10 minutes
Debate – 20 minutes
Evaluation – 2 minutes
Feedback – 3 minutes

EXPECTED LEARNING OUTCOMES
- Understand the role of reading lists in education.
- Develop stronger reasoning and debating skills.
- Learn to support opinions with examples.
- Improve teamwork and public speaking skills.
- Recognize different perspectives about reading.

ASSESSMENT CRITERIA
- Quality of Arguments – 10 points
- Use of Examples – 10 points
- Rebuttal Skills – 10 points
- Public Speaking – 10 points
- Teamwork and Cooperation – 10 points

Total: 50 points

FOLLOW-UP REFLECTION QUESTIONS
1. Why do schools have reading lists?
2. What are the benefits of reading assigned books?
3. Should students have more freedom to choose books?
4. How can schools encourage children to read more?
5. Do you think reading lists should be mandatory? Explain your opinion.

MOTION
This House Believes That Animals Should Not Be Kept in Zoos
Teacher: Daniel Kujundžić
Subject: Biology
Grade: 6th Grade
Target Age: 11–12 years old
Group Size: 20–30 students
Duration: 60 minutes
Level of Debate Competences: Beginner – Intermediate
English Language Level: A2–B1

AIMS

Cognitive Competences
- Critical thinking
- Biological understanding
- Comparing different viewpoints
- Problem-solving
- Ethical reasoning

Communicative Competences
- Public speaking
- Presenting arguments clearly
- Active listening
- Asking and answering questions

Social and Emotional Competences
- Respecting different opinions
- Teamwork
- Confidence building
- Empathy towards animals

OBJECTIVES
1. Explain the role of zoos in modern society.
2. Analyze the advantages and disadvantages of keeping animals in zoos.
3. Build arguments using biological facts and examples.
4. Improve speaking and listening skills.
5. Develop awareness about animal welfare and conservation.

Biological Competences
- Understanding animal needs and habitats
- Learning about biodiversity
- Understanding animal welfare
- Evaluating conservation efforts

AIDS AND MATERIALS
- Debate worksheets
- Pictures of animals in zoos and natural habitats
- Fact cards about endangered species
- Reflection cards
- Whiteboard and markers
- Timer
- Evaluation sheets

EU VALUE FOCUS
- Respect for living beings
- Responsibility
- Environmental awareness
- Biodiversity protection
- Ethical decision-making

SPECIAL LEARNING ACTIVITY
Before the debate, students work in groups and compare animals living in zoos with animals living in their natural habitats.

Examples:
- Lions
- Elephants
- Polar bears
- Gorillas

Students discuss:
- What do animals need to live healthy lives?
- Can zoos provide these needs?
- How do zoos help protect endangered species?
- What problems can animals face in captivity?
- Are there alternatives to traditional zoos?

The collected ideas are later used as evidence during the debate.

PROCEDURE
Lead-in – 10 minutes
Animal Welfare Activity – 15 minutes
Preparation – 10 minutes
Debate – 20 minutes
Evaluation – 2 minutes
Feedback – 3 minutes

EXPECTED LEARNING OUTCOMES
- Understand the biological needs of animals.
- Develop stronger reasoning and debating skills.
- Learn to support opinions with evidence.
- Improve teamwork and public speaking skills.
- Recognize different perspectives on animal welfare and conservation.

ASSESSMENT CRITERIA
- Quality of Arguments – 10 points
- Use of Biological Evidence – 10 points
- Rebuttal Skills – 10 points
- Public Speaking – 10 points
- Teamwork and Cooperation – 10 points

Total: 50 points

FOLLOW-UP REFLECTION QUESTIONS
1. What are the main purposes of zoos today?
2. How can zoos help endangered animals?
3. What challenges do animals face in captivity?
4. Are there better alternatives to zoos? Why or why not?
5. Do you think animals should be kept in zoos? Explain your opinion.

N. MACEDONIA

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Teacher: Marija Juvan,Biljana Gjoshevska
School: OKSFORD INGLAD - TRI DOOEL SKOPJE
MOTION
This House Believes That Consumers Should Prioritize Buying High-Quality, Durable Clothing Over Frequently Purchasing Fast-Fashion Items.
Target Age: 13–16 years old
Group Size: 20–30 students
Duration: 60 minutes
Level of Debate Competences: Advanced
English Language Level: B1–C1

AIMS

Cognitive Competences
- Critical thinking
- Consumer awareness
- Evidence evaluation
- Sustainable decision-making

Communicative Competences
- Public speaking
- Persuasive communication
- Active listening
- Rebuttal skills

Social and Civic Competences
- Responsible consumption
- Environmental awareness
- Active citizenship
- Ethical decision-making

Personal Development Competences
- Financial literacy
- Responsible purchasing habits
- Sustainability mindset
- Long-term planning

OBJECTIVES

1. Examine the advantages and disadvantages of fast fashion and quality clothing.
2. Analyse the environmental, economic, and social impact of clothing consumption.
3. Construct evidence-based arguments using real-life observations.
4. Develop critical-thinking and public-speaking skills.
5. Reflect on the importance of sustainable consumer choices.

AIDS AND MATERIALS
- Debate worksheets
- Observation sheets
- Price and quality comparison charts
- Whiteboard and markers
- Timer
- Evaluation sheets

EU VALUE FOCUS
- Sustainability
- Responsible consumption
- Environmental responsibility
- Active citizenship
- Lifelong learning

SPECIAL LEARNING ACTIVITY

Before the debate, students participate in a field observation activity at a local shopping mall.
Students visit several clothing stores and compare:
- Quality of materials
- Prices of garments
- Durability and workmanship
- Fast-fashion brands versus quality clothing brands
- Sustainability information provided by the stores

Students record their observations and collect information about different clothing
products. After returning to the classroom, they analyse the collected data and use it as
evidence during the debate.

PROCEDURE

Lead-in – 10 minutes
Field Observation Activity – 15 minutes
Preparation – 10 minutes
Debate – 20 minutes
Evaluation – 2 minutes
Feedback – 3 minutes

EXPECTED LEARNING OUTCOMES
- Understand the impact of consumer choices on society and the environment.
- Recognise the differences between fast fashion and quality clothing.
- Develop stronger argumentation and critical-thinking skills.
- Improve public-speaking and teamwork abilities.
- Demonstrate greater awareness of sustainable consumption.

ASSESSMENT CRITERIA
- Quality of Arguments – 10 points
- Use of Evidence and Examples – 10 points
- Rebuttal Skills – 10 points
- Public Speaking Delivery – 10 points
- Teamwork and Collaboration – 10 points

Total: 50 points

FOLLOW-UP REFLECTION QUESTIONS

1. Is it better to buy fewer high-quality clothes than many inexpensive items?
2. How does fast fashion affect the environment?
3. What factors influence consumers when buying clothes?
4. Can quality clothing save money in the long term?
5. How can young people become more responsible consumers?

Teacher: Marija Juvan
School: OKSFORD INGLAD - TRI DOOEL SKOPJE
MOTION
This House Believes That Reading Books Is Better Than Watching Movies.
Target Age: 11–12 years old
Group Size: 20–30 students
Duration: 60 minutes
Level of Debate Competences: Beginner – Intermediate
English Language Level: A2–B1

AIMS

Cognitive Competences
- Critical thinking
- Comparing ideas
- Decision-making
- Creativity

Communicative Competences
- Public speaking
- Expressing opinions
- Active listening
- Asking and answering questions

Social and Emotional Competences
- Respecting different opinions
- Teamwork
- Self-confidence
- Empathy

Literacy Competences
- Reading comprehension
- Vocabulary development
- Story understanding

OBJECTIVES
1. Explain the benefits of reading books.
2. Compare books and movies.
3. Build arguments using personal experiences and examples.
4. Improve speaking and listening skills.
5. Reflect on how stories can be enjoyed in different ways.

AIDS AND MATERIALS
- Debate worksheets
- Short book excerpts
- Pictures from famous movies based on books
- Reflection cards
- Whiteboard and markers
- Timer
- Evaluation sheets

EU VALUE FOCUS
- Education
- Lifelong learning
- Creativity
- Respect for different opinions
- Cultural awareness

SPECIAL LEARNING ACTIVITY
Before the debate, students work in groups and compare a book with a movie adaptation.
Examples:
- Harry Potter and the Philosopher's Stone
- Charlie and the Chocolate Factory
- The Jungle Book

Students discuss:
- What details were included in the book?
- What was different in the movie?
- Which version was more interesting?
- What can we imagine while reading that we cannot see in a movie?

The collected ideas are later used as evidence during the debate.

PROCEDURE
Lead-in – 10 minutes
Comparison Activity – 15 minutes
Preparation – 10 minutes
Debate – 20 minutes
Evaluation – 2 minutes
Feedback – 3 minutes

EXPECTED LEARNING OUTCOMES
- Understand the advantages and disadvantages of books and movies.
- Develop stronger speaking skills.
- Learn to support opinions with examples.
- Improve teamwork and listening skills.
- Appreciate different ways of learning and enjoying stories.

ASSESSMENT CRITERIA
- Quality of Arguments – 10 points
- Use of Examples – 10 points
- Rebuttal Skills – 10 points
- Public Speaking – 10 points
- Teamwork and Cooperation – 10 points

Total: 50 points

FOLLOW-UP REFLECTION QUESTIONS
1. Can a movie tell a story as well as a book?
2. Why do some people prefer reading books?
3. How does reading improve imagination?
4. What are the advantages of watching movies?
5. Which do you prefer and why: books or movies?

Teacher: Marija Juvan,Biljana Gjoshevska
School: OKSFORD INGLAD - TRI DOOEL SKOPJE
MOTION
This House Would Make Environmental Education Mandatory in Schools.
Target Age: 12–17 years old
Group Size: 20–30 students
Duration: 60 minutes
Level of Debate Competences: Advanced
English Language Level: B1–C1

AIMS

Cognitive Competences
- Critical thinking
- Problem-solving
- Evidence evaluation
- Environmental awareness

Communicative Competences
- Public speaking
- Persuasive communication
- Active listening
- Rebuttal skills

Social and Civic Competences
- Responsibility towards society
- Cooperation and teamwork
- Active citizenship
- Community engagement

Environmental Competences
- Sustainable thinking
- Ecological responsibility
- Climate awareness
- Environmental stewardship

OBJECTIVES
1. Explain the importance of environmental education in modern society.
2. Analyse the impact of human activities on the environment.
3. Construct evidence-based arguments about environmental responsibility.
4. Develop critical-thinking and public-speaking skills.
5. Reflect on the role of schools in promoting sustainable lifestyles.

AIDS AND MATERIALS
- Debate worksheets
- Fact sheets on environmental issues
- Internet access for research
- Whiteboard and markers
- Timer
- Evaluation sheets

EU VALUE FOCUS
- Sustainability
- Environmental responsibility
- Active citizenship
- Social responsibility
- Lifelong learning

SPECIAL LEARNING ACTIVITY
Before the debate, students participate in an outdoor environmental investigation activity around the school or in a nearby public area.
Students observe and record:
- Sources of pollution
- Waste management practices
- Green spaces and biodiversity
- Energy-saving measures
- Environmental challenges in their community

After collecting information, students discuss their findings in groups and use the gathered evidence during the classroom debate.

PROCEDURE
Lead-in – 10 minutes
Students discuss current environmental problems such as climate change, pollution, deforestation, and waste management.
Environmental Investigation Activity – 15 minutes
Students conduct observations and collect information about environmental issues in their surroundings.
Preparation – 10 minutes
Teams organise arguments, analyse collected evidence, and prepare opening statements.
Debate – 20 minutes
Teams debate the motion using evidence from the investigation activity and real-world environmental examples.
Evaluation – 2 minutes
Students identify the strongest arguments and evaluate how evidence was used during the debate.
Feedback – 3 minutes
Teacher provides feedback on argumentation, evidence, communication skills, and teamwork.

EXPECTED LEARNING OUTCOMES
- Understand the importance of environmental education.
- Recognise environmental challenges and possible solutions.
- Develop stronger argumentation and critical-thinking skills.
- Improve public-speaking and teamwork abilities.
- Demonstrate greater environmental awareness and responsibility.

ASSESSMENT CRITERIA
- Quality of Arguments – 10 points
- Use of Evidence and Examples – 10 points
- Rebuttal Skills – 10 points
- Public Speaking Delivery – 10 points
- Teamwork and Collaboration – 10 points

Total: 50 points

FOLLOW-UP REFLECTION QUESTIONS
1. Should environmental education be compulsory for all students?
2. How can schools help students become more environmentally responsible?
3. What environmental issues are most relevant in your local community?
4. Can education change people's environmental behaviour?
5. What actions can young people take to protect the environment?

Teacher: Marija Juvan
School: OKSFORD INGLAD - TRI DOOEL SKOPJE
MOTION
This House Believes That Failure Is More Valuable Than Success for Personal Growth.
Target Age: 12–17 years old
Group Size: 20–30 students
Duration: 60 minutes
Level of Debate Competences: Advanced
English Language Level: B1–C1

AIMS

Cognitive Competences
- Critical thinking
- Argument construction
- Evidence evaluation
- Reflection and self-assessment

Communicative Competences
- Public speaking
- Persuasive communication
- Active listening
- Rebuttal skills

Social and Emotional Competences
- Resilience
- Self-confidence
- Emotional intelligence
- Respectful disagreement

Personal Development Competences
- Growth mindset
- Perseverance
- Adaptability
- Goal setting and self-improvement

OBJECTIVES
1. Explain how failure can contribute to personal growth and development.
2. Analyse the lessons that can be learned from failure and setbacks.
3. Construct evidence-based arguments using real-life examples.
4. Demonstrate critical thinking and effective communication skills.
5. Reflect on the importance of resilience and perseverance in achieving success.

AIDS AND MATERIALS
- Debate worksheets
- Reflection cards
- Inspirational stories of successful people who experienced failure
- Whiteboard and markers
- Timer
- Evaluation sheets

EU VALUE FOCUS
- Personal development
- Lifelong learning
- Inclusion
- Well-being
- Active citizenship

SPECIAL LEARNING ACTIVITY
Before the debate, students participate in a reflection workshop. They work in small groups and analyse famous examples of successful individuals who experienced significant failures before achieving success.
Students identify:
- The failure they experienced
- The lessons learned
- The actions taken afterwards
- How the failure contributed to future success

The collected information is later used as evidence during the debate.

PROCEDURE
Lead-in – 10 minutes
Students discuss the meaning of success and failure and share examples from their own experiences.
Research & Reflection Workshop – 15 minutes
Students analyse case studies of famous people who turned failures into success and prepare evidence.
Preparation – 10 minutes
Teams organise arguments and prepare opening statements.
Debate – 20 minutes
Teams debate the motion using examples and evidence gathered during the workshop.
Evaluation – 2 minutes
Students identify the strongest arguments and key lessons learned.
Feedback – 3 minutes
Teacher provides feedback on argumentation, evidence, confidence, and participation.

EXPECTED LEARNING OUTCOMES
- Understand that failure can be a valuable learning experience.
- Recognise the importance of resilience and perseverance.
- Develop stronger argumentation and critical-thinking skills.
- Improve self-confidence and emotional awareness.
- Appreciate the role of lifelong learning and personal development.

ASSESSMENT CRITERIA
- Quality of Arguments – 10 points
- Use of Evidence and Examples – 10 points
- Rebuttal Skills – 10 points
- Public Speaking Delivery – 10 points
- Teamwork and Collaboration – 10 points

Total: 50 points

FOLLOW-UP REFLECTION QUESTIONS
1. Can a person truly succeed without ever experiencing failure?
2. What can failure teach us that success cannot?
3. Why do many successful people describe failure as their greatest teacher?
4. How can schools help students view failure as a learning opportunity?
5. Has a personal failure ever helped you grow or improve? Why?

Teacher: Marija Juvan,Ivana Udovalieva
School: OKSFORD INGLAD - TRI DOOEL SKOPJE
MOTION
This House Believes That Mental Coaching Is As Important As Physical Training In Sports.
Target Age: 12–17 years old
Group Size: 20–30 students
Duration: 60 minutes
Level of Debate Competences: Advanced
English Language Level: B1–C1

AIMS

Cognitive Competences
- Critical thinking
- Decision-making
- Evidence evaluation
- Strategic thinking

Communicative Competences
- Public speaking
- Persuasive communication
- Active listening
- Rebuttal skills

Social and Emotional Competences
- Self-confidence
- Emotional intelligence
- Stress management
- Resilience

Sports Competences
- Performance awareness
- Mental preparation
- Goal setting
- Competitive mindset

OBJECTIVES
1. Explain the role of mental coaching in sports performance.
2. Analyse the relationship between mental and physical preparation.
3. Construct evidence-based arguments using examples from professional sports.
4. Develop critical-thinking and communication skills.
5. Reflect on the importance of psychological preparation in achieving success.

AIDS AND MATERIALS
- Debate worksheets
- Case studies of professional athletes
- Reflection cards
- Whiteboard and markers
- Timer
- Evaluation sheets

EU VALUE FOCUS
- Well-being
- Personal development
- Lifelong learning
- Inclusion
- Healthy lifestyles

SPECIAL LEARNING ACTIVITY
Before the debate, students participate in a sports psychology workshop.
Students analyse real-life examples of athletes who overcame pressure, anxiety, injuries, or difficult situations through mental preparation and coaching.
They identify:
- The challenge faced by the athlete
- The mental strategies used
- The outcome achieved
- The impact of mental coaching on performance

The collected information is later used as evidence during the debate.

PROCEDURE
Lead-in – 10 minutes
Sports Psychology Workshop – 15 minutes
Preparation – 10 minutes
Debate – 20 minutes
Evaluation – 2 minutes
Feedback – 3 minutes

EXPECTED LEARNING OUTCOMES
- Understand the importance of mental coaching in sports.
- Recognise the connection between mental and physical preparation.
- Develop stronger argumentation and critical-thinking skills.
- Improve public-speaking and teamwork abilities.
- Appreciate the role of resilience and psychological strength in achieving success.

ASSESSMENT CRITERIA
- Quality of Arguments – 10 points
- Use of Evidence and Examples – 10 points
- Rebuttal Skills – 10 points
- Public Speaking Delivery – 10 points
- Teamwork and Collaboration – 10 points

Total: 50 points

FOLLOW-UP REFLECTION QUESTIONS
1. Can an athlete succeed with physical talent alone?
2. How does mental coaching help athletes perform under pressure?
3. Why do many elite athletes work with sports psychologists?
4. Is confidence as important as physical fitness in sports?
5. What mental skills can help people succeed both in sports and everyday life?

Teacher: Marija Juvan
School: OKSFORD INGLAD - TRI DOOEL SKOPJE
MOTION
This House Believes That Anyone Can Become an Outstanding Speaker on Stage Through Practice, Determination, and Support.
Target Age: 12–17 years old
Group Size: 20–30 students
Duration: 60 minutes
Level of Debate Competences: Advanced
English Language Level: B1–C1

AIMS

Cognitive Competences
- Critical thinking
- Argument construction
- Evidence analysis and evaluation
- Problem-solving skills

Communicative Competences
- Public speaking
- Persuasive communication
- Active listening
- Effective rebuttal techniques

Social and Emotional Competences
- Teamwork and collaboration
- Self-confidence and resilience
- Emotional regulation under pressure
- Respectful disagreement

Personal Development Competences
- Determination and perseverance
- Goal setting and self-improvement
- Growth mindset
- Leadership skills

OBJECTIVES

By the end of the activity, students will be able to:
1. Explain the factors that contribute to becoming an outstanding speaker.
2. Analyse the role of practice, determination, and support in developing public speaking abilities.
3. Construct well-reasoned arguments supported by examples and evidence.
4. Demonstrate confidence and effective communication during a debate.
5. Evaluate different perspectives on talent and skill development in public speaking.

AIDS AND MATERIALS

Classroom Resources:
- Debate worksheets
- Motion cards
- Timer
- Whiteboard and markers
- Evaluation sheets
- Note-taking materials

Human Resources:
- Teacher/facilitator
- Students

EU Value Focus:
- Equal opportunities
- Inclusion
- Personal development
- Lifelong learning
- Active citizenship

PROCEDURE

Lead-in (10 minutes)
Students discuss examples of outstanding speakers and identify qualities that make them successful. The teacher introduces the motion and encourages students to reflect on whether public speaking excellence is innate or acquired.
Preparation (15 minutes)
Students work in teams to prepare arguments, examples, and evidence. They explore the influence of practice, determination, coaching, mentorship, and personal motivation on speaking performance.
Debate (25 minutes)
Teams debate the motion, present arguments, provide evidence, challenge opposing viewpoints, and respond to rebuttals. Students focus on persuasion, stage presence, and effective communication.
Evaluation (5 minutes)
Students reflect on the debate and identify the strongest arguments, most persuasive speakers, and the key factors that contribute to successful public speaking.
Feedback (5 minutes)
The teacher provides feedback on critical thinking, argument quality, speaking skills, confidence, teamwork, and overall debate participation.

EXPECTED LEARNING OUTCOMES
- Understand that public speaking skills can be developed through consistent effort.
- Recognise the importance of determination and support systems in achieving success.
- Improve argumentation and rebuttal skills.
- Demonstrate increased confidence when speaking before an audience.
- Appreciate the value of lifelong learning and self-improvement.

ASSESSMENT CRITERIA
- Quality of Arguments – 10 points
- Use of Evidence and Examples – 10 points
- Rebuttal Skills – 10 points
- Public Speaking Delivery – 10 points
- Teamwork and Collaboration – 10 points

Total: 50 points

FOLLOW-UP REFLECTION QUESTIONS
1. Do you believe talent or hard work plays a greater role in becoming an outstanding speaker?
2. How important is support from teachers, mentors, or family members?
3. What challenges can people face when speaking on stage?
4. Which strategies can help someone become a more confident speaker?
5. What did you learn from today's debate that could improve your own public speaking skills?

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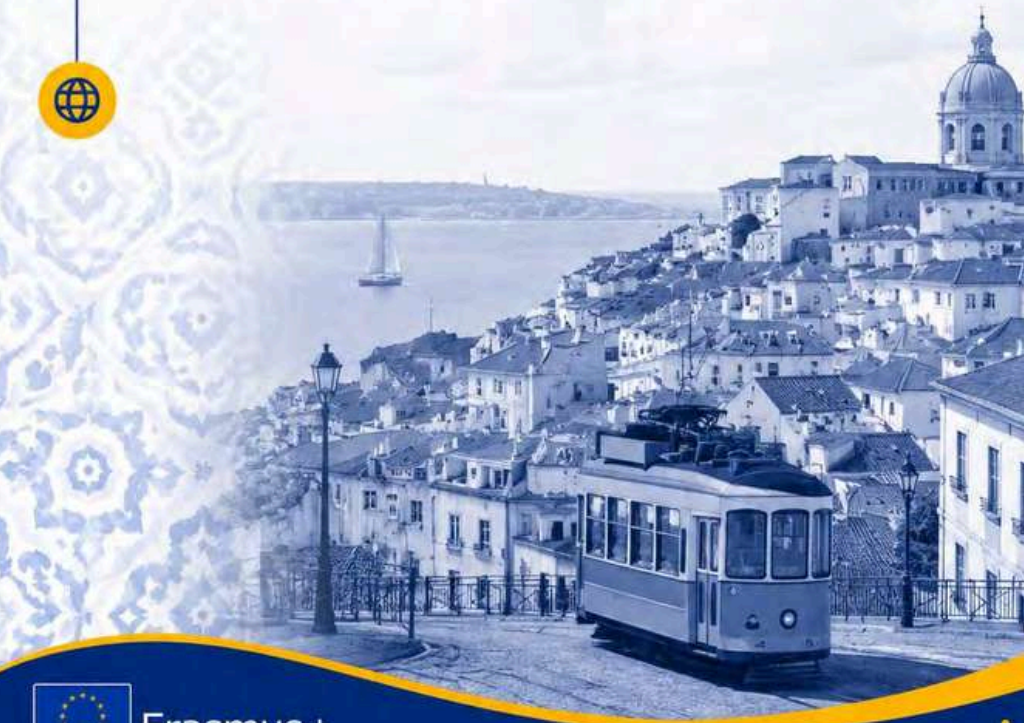
PORTUGAL



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Citizenship classes aims to prepare young people not only to understand the world around them, but also to participate actively, responsibly and critically in democratic society. In this context, debate has emerged as one of the most effective educational methodologies, enabling students to engage with contemporary issues while developing a wide range of competences that are essential for active citizenship.

At Agrupamento de Escolas do Bom Sucesso, the Erasmus+ project Young People Matter played a decisive role in introducing debate as an educational methodology. Through participation in the project, teachers and students were exposed to structured debate formats and discovered their potential as powerful tools for learning, critical thinking and civic engagement. As a result, debate gradually became integrated into classroom practice, particularly in the subjects of Citizenship Education, English and History.

One of the most remarkable outcomes of the project was the way in which students themselves became advocates of the methodology. After participating in debate activities and international exchanges, many students recognised the educational value of debating and actively encouraged their teachers to adopt it more regularly. In Citizenship Education classes, debate quickly proved to be an effective means of addressing the themes and competences required by the national curriculum. Students found that debating allowed them to explore complex social, political and ethical issues in a meaningful way, while simultaneously developing the competences defined in the Essential Learnings (Aprendizagens Essenciais) and the Profile of Students Leaving Compulsory Education (Perfil dos Alunos à Saída da Escolaridade Obrigatória).

An equally significant indicator of the success of this methodology was the enthusiasm it generated among students across the school. As debate activities became more frequent in some classes, students began sharing their experiences with peers from other groups. The high levels of engagement, enjoyment and participation associated with these activities quickly became known throughout the school community. As a result, students from classes that had not yet experienced debate-based lessons started encouraging – and often actively requesting – their teachers to adopt the methodology as well. In many cases, this student-driven demand played an important role in expanding the use of debate beyond the initial groups involved in the project. What began as an innovative practice introduced through Erasmus+ gradually evolved into a widely recognised and appreciated learning approach, supported not only by teachers but also by the students themselves.

Debate encourages students to analyse information critically, evaluate evidence, identify reliable sources and construct well-reasoned arguments. At the same time, it promotes respect for different viewpoints, empathy, democratic participation and responsible decision-making. These are precisely the attitudes and values that Citizenship Education seeks to foster. Rather than being passive recipients of information, students become active participants in the learning process, engaging with real-world challenges and learning how to express and defend their views in a constructive manner.

The impact of debate has also been particularly significant in English lessons. Traditionally, oral assessment has often relied on individual presentations, which, although valuable, do not always reflect authentic communication. Inspired by the experience gained through the Young People Matter project, English teachers have increasingly replaced some oral presentations with structured debates as a means of assessing speaking skills. This shift reflects the belief that debate provides a more realistic and genuine assessment of the communication competences required by learners in the twenty-first century.

Through debate, students must interact spontaneously, listen carefully, respond to unexpected arguments, negotiate meaning and defend their positions in real time. These communicative demands closely resemble the situations that students are likely to encounter beyond the classroom, making debate a more authentic measure of oral proficiency than a prepared presentation. Furthermore, debating enhances fluency, confidence, critical thinking and intercultural awareness, all of which are central objectives of foreign language education.

In History lessons, debate has similarly contributed to the development of historical thinking by encouraging students to analyse evidence, consider multiple perspectives and evaluate historical interpretations. By debating controversial events, decisions and figures from the past, students learn that history is not simply a collection of facts but a discipline that requires interpretation, argumentation and critical analysis.

The experience of our school demonstrates that debate is far more than a speaking activity. It is a methodology that brings together communication, critical thinking, collaboration and democratic participation. The success of the Young People Matter project has shown that when students are given the opportunity to engage actively with ideas, they become more motivated, more reflective and more capable of participating meaningfully in society.

For these reasons, debate has become an important component of teaching and learning within our school and continues to play a central role in promoting the competences, values and attitudes required for responsible citizenship in the twenty-first century.

Teacher: Francisco Raposo
School: Agrupamento de Escolas do Bom Sucesso
Activity: Prime Minister for a Day – Public Forum Debate on Europe's Day
Target Age: 14–15
Group Size: three classes of 24–28 students
Duration: 90 minutes each class
L**evel of Debate Competences**: Intermediate
English Language Level: B1

Aims
To develop:
- Critical thinking and policy analysis skills.
- Argumentation and evidence-based reasoning.
- Public speaking and active listening.
- Democratic participation and civic engagement.
- Collaborative decision-making and leadership.

Objectives
By the end of the activity, students will be able to:
1. Analyse social and political issues affecting young people.
2. Develop and defend policy proposals designed to address those issues.
3. Present arguments supported by evidence and examples.
4. Evaluate and challenge opposing viewpoints respectfully.
5. Demonstrate effective teamwork and debate skills.
6. Reflect on the complexities of political decision-making and democratic governance.

Procedure
1. Introduction (10 minutes)
The teacher introduces the scenario:
"You have been elected Prime Minister for one day and have the opportunity to implement policies that will improve society"
Students are introduced to the Public Forum motion:

"This House believes that the Prime Minister's proposed policies should be implemented"

2. Team Formation and Preparation (20 minutes)
Students are divided into two teams:
- Government Team (Proposition)
- Opposition Team

The Government Team develops a short political programme containing two or three major policy proposals.
The Opposition Team analyses the proposals and prepares counterarguments,identifying potential weaknesses, costs or unintended consequences.
Both teams gather evidence, examples and supporting arguments.

3. Public Forum Debate (40 minutes)

Opening Statements
- Government: 4 minutes
- Opposition: 4 minutes

Crossfire
- Students question one another directly.
- Clarification of arguments and challenges to evidence.
- 4 minutes

Rebbutal Round
- Government: 4 minutes
- Opposition: 4 minutes

Crossfire
- Students question one another directly.
- Clarification of arguments and challenges to evidence.
- 4 minutes each

Closing Statements
- Government: 2 minutes
- Opposition: 2 minutes

4. Audience Deliberation and Voting (10 minutes)
Audience members evaluate:
- Quality of arguments.
- Use of evidence.
- Feasibility of proposals.
- Effectiveness of rebuttals.

Students vote for the side that presented the strongest case.

5. Reflection (10 minutes)
Discussion questions:
- Which proposal was most convincing?
- Which arguments were best supported by evidence?
- How difficult is it to balance competing social needs?
- What qualities should political leaders possess?

Materials
- Policy planning sheets
- Debate role cards
- Fact sheets or research materials
- Timer
- Reflection sheet

Assessment Criteria
Students will be assessed on:
- Quality and relevance of arguments.
- Use of evidence and examples.
- Ability to respond to opposing arguments.
- Clarity and fluency of spoken English.
- Teamwork and collaboration.
- Respectful participation and active listening.
- Demonstration of civic awareness and democratic values.

Teacher: Lídia Pereira and Ana Quaresma
School: Agrupamento de Escolas do Bom Sucesso
Activity: Public Forum Debate on Citizenship Class
Motion: This House believes that bullfighting should be banned.
Target Age: 14–15
Group Size: 24–28 students
Duration: 90 minutes
Level of Debate Competences: Intermediate
English Language Level: B1

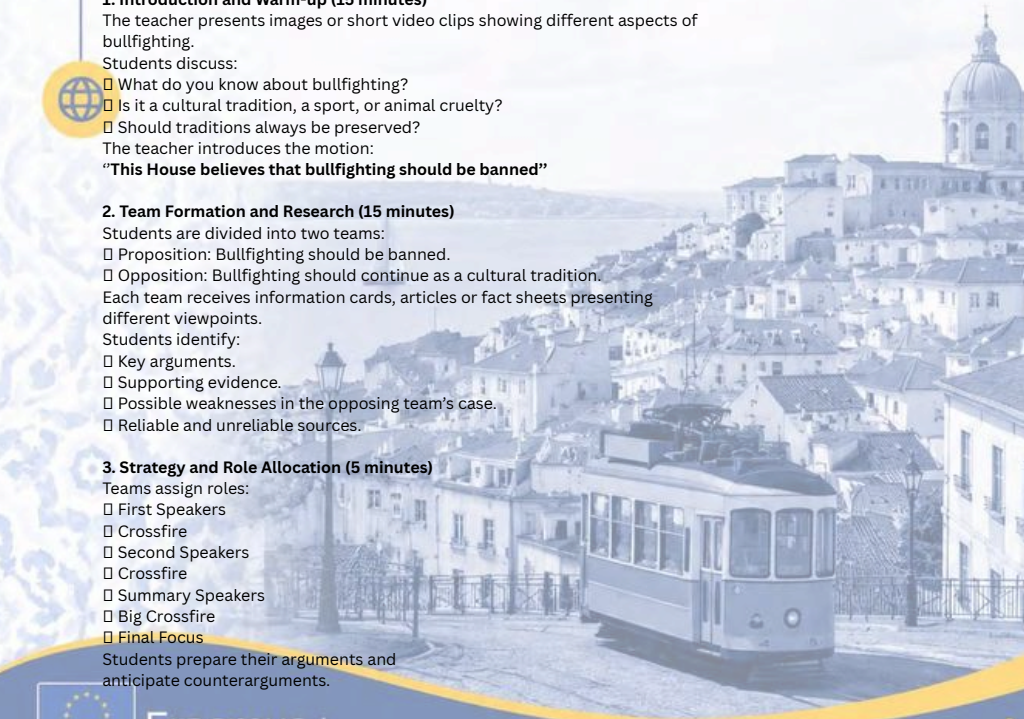
Aims
To develop:
 Cognitive competences: critical thinking, ethical reasoning, argument construction and evidence evaluation.
 Communicative competences: public speaking, persuasive communication and active listening.
 Social and emotional competences: respectful disagreement, empathy and collaborative decision-making.
 Media and information literacy: identifying reliable sources, fact-checking and evaluating different perspectives.

Objectives
By the end of the activity, students will be able to:
1. Present and support arguments for or against bullfighting using relevant evidence and examples.
2. Analyse ethical, cultural, economic and animal welfare perspectives related to bullfighting.
3. Distinguish between opinion-based and evidence-based arguments.
4. Respond respectfully and effectively to opposing viewpoints.
5. Work collaboratively to prepare and deliver a coherent debate strategy.
6. Demonstrate confidence and clarity when speaking in front of an audience.
7. Reflect on the challenges of balancing cultural traditions with contemporary ethical values.

Procedure
1. Introduction and Warm-up (15 minutes)
The teacher presents images or short video clips showing different aspects of bullfighting.
Students discuss:
 What do you know about bullfighting?
 Is it a cultural tradition, a sport, or animal cruelty?
 Should traditions always be preserved?
The teacher introduces the motion:
"This House believes that bullfighting should be banned"

2. Team Formation and Research (15 minutes)
Students are divided into two teams:
 Proposition: Bullfighting should be banned.
 Opposition: Bullfighting should continue as a cultural tradition.
Each team receives information cards, articles or fact sheets presenting different viewpoints.
Students identify:
 Key arguments.
 Supporting evidence.
 Possible weaknesses in the opposing team's case.
 Reliable and unreliable sources.

3. Strategy and Role Allocation (5 minutes)
Teams assign roles:
 First Speakers
 Crossfire
 Second Speakers
 Crossfire
 Summary Speakers
 Big Crossfire
 Final Focus
Students prepare their arguments and anticipate counterarguments.



4. Public Forum Debate (40 minutes)
Opening Statements
 Proposition: 4 minutes
 Opposition: 4 minutes

Rebbutal Round
 Proposition presents arguments and evidence: 4 minutes
 Opposition presents arguments and evidence: 4 minutes

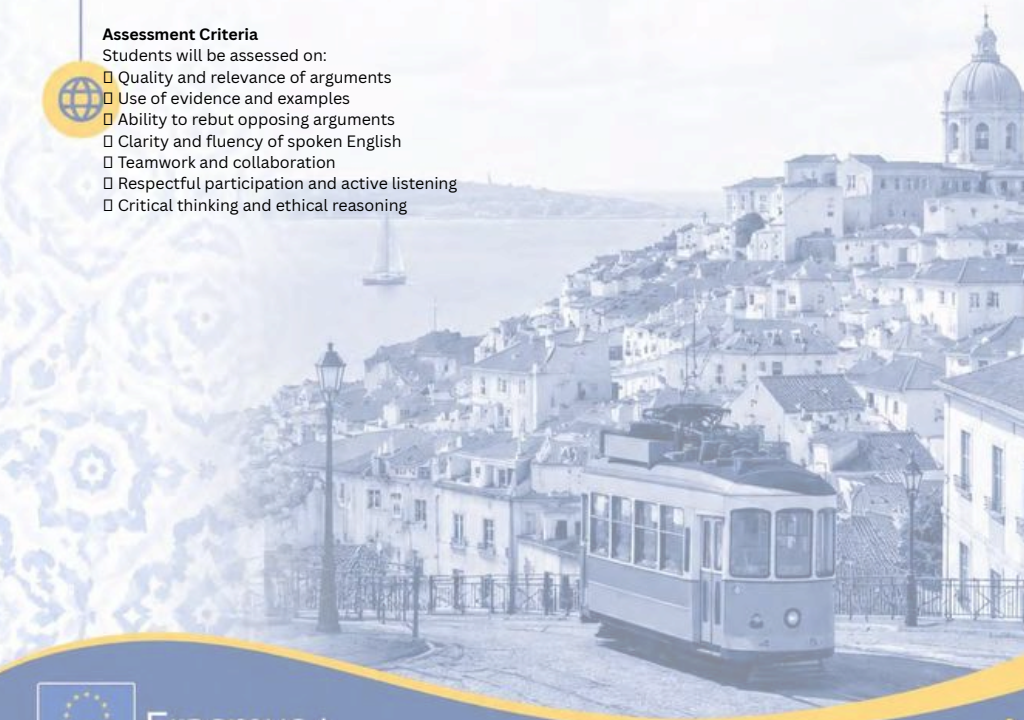
Crossfiree
Students question each other directly, challenge evidence and clarify positions.
 Crossfires: 4 minutes

Closing Statements
 Proposition: 2 minutes
 Opposition: 2 minutes

5. Reflection and Voting (10 minutes)
Audience/Juri vote for the team that presented the strongest case.
Discussion questions:
 Which arguments were most persuasive?
 Did cultural traditions outweigh animal welfare concerns?
 Can traditions evolve over time?
 Did any argument change your opinion?
Students complete an exit ticket:
 One argument I found convincing was...
 One debate skill I used today was...
 One thing I learned about the issue was...

Materials
 Images or video clips of bullfighting
 Information cards with contrasting viewpoints
 Debate role cards
 Timer
 Reflection sheets

Assessment Criteria
Students will be assessed on:
 Quality and relevance of arguments
 Use of evidence and examples
 Ability to rebut opposing arguments
 Clarity and fluency of spoken English
 Teamwork and collaboration
 Respectful participation and active listening
 Critical thinking and ethical reasoning



Teacher: Lídia Pereira and Ana Quaresma
School: Agrupamento de Escolas do Bom Sucesso
Activity: Public Forum Debate on Citizenship Classes
Motion: Who was born first: the egg or the chicken?
Target Age: 14–15
Group Size: 24–28 students
Duration: 90 minutes
Level of Debate Competences: Intermediate
English Language Level: B1

Aims
To develop:
 Critical thinking and reasoning skills.
 Scientific literacy and evidence-based argumentation.
 Public speaking and persuasive communication.
 Active listening and respectful disagreement.
 Teamwork and collaborative problem-solving.

Objectives
By the end of the activity, students will be able to:
1. Develop arguments supported by scientific evidence and logical reasoning.
2. Distinguish between scientific, philosophical and linguistic perspectives.
3. Evaluate the strength and reliability of different types of evidence.
4. Challenge opposing arguments through effective questioning.
5. Communicate ideas clearly and persuasively in English.
6. Apply Public Forum debating techniques.
7. Reflect on how definitions influence debates and conclusions.

Procedure
1. Warm-up and Introduction (10 minutes)
The teacher presents the famous question:
''Who was born first: the egg or the chicken''
Students discuss in pairs:
 What is your immediate answer?
 Is this a scientific question, a philosophical question, or both?
 Does the answer depend on how we define egg or chicken
The teacher introduces the debate format and the motion.

2. Research and Team Preparation (20 minutes)
Students are divided into:
Proposition Team: The egg came first.
Opposition Team: The chicken came first.
Students receive short fact sheets about:
 Evolution
 Genetics
 Reproduction in animals
 Definitions of species
 Historical and philosophical perspectives
Teams prepare:
 Main arguments
 Supporting evidence
 Counterarguments
 Questions for crossfire
Roles:
 First Speaker
 Second Speaker
 Summary Speaker
 Final Focus Speaker
 Researchers and advisers

3. Constructive Speeches (Arguments) – 8 to 10 minutes
Proposition Constructive
4 minutes
Possible arguments:
 Eggs existed millions of years before chickens.
 Reptiles and dinosaurs laid eggs long before birds evolved.
 The first true chicken hatched from an egg laid by a bird that was almost,
but not quite, a chicken.
 Evolutionary biology supports the egg-first position.
Opposition Constructive
4 minutes
Possible arguments:
 A chicken egg can only exist if a chicken lays it.
 Definitions matter: if discussing a chicken egg, the chicken must come first.
 Species classification is gradual and difficult to define precisely.
 Philosophical interpretations can support the chicken-first position.

4. Crossfire 1 – 4 to 5 minutes
Constructive speakers question each other.
Possible questions:
 What exactly defines a chicken?
 What makes an egg a chicken egg?
 Can a species emerge in a single generation?
 Are we discussing eggs in general or chicken eggs specifically?

5. Rebuttal Speeches – 8 to 10 minutes
Proposition Rebuttal
Responds to definitional and philosophical arguments.
Opposition Rebuttal
Challenges evolutionary assumptions and species definitions.

6. Crossfire 2 – 5 minutes
Rebuttal speakers engage in direct questioning.
Students focus on:
- Scientific evidence
- Logical consistency
- Definitions
- Assumptions used by each side

7. Summary Speeches – 6 to 8 minutes
Proposition Summary
Explains why evolutionary evidence outweighs semantic arguments.
Opposition Summary
Explains why definitions and logical consistency favour the chicken-first position.

8. Grand Crossfire – 4 to 5 minutes
All speakers participate.
Discussion focuses on:
- Evolution vs. language
- Scientific evidence vs. philosophical reasoning
- The importance of definitions in debates

9. Final Focus Speeches – 5 to 7 minutes
Proposition Final Focus
Summarises why the egg came first.
Opposition Final Focus
Summarises why the chicken came first.
No new arguments may be introduced.

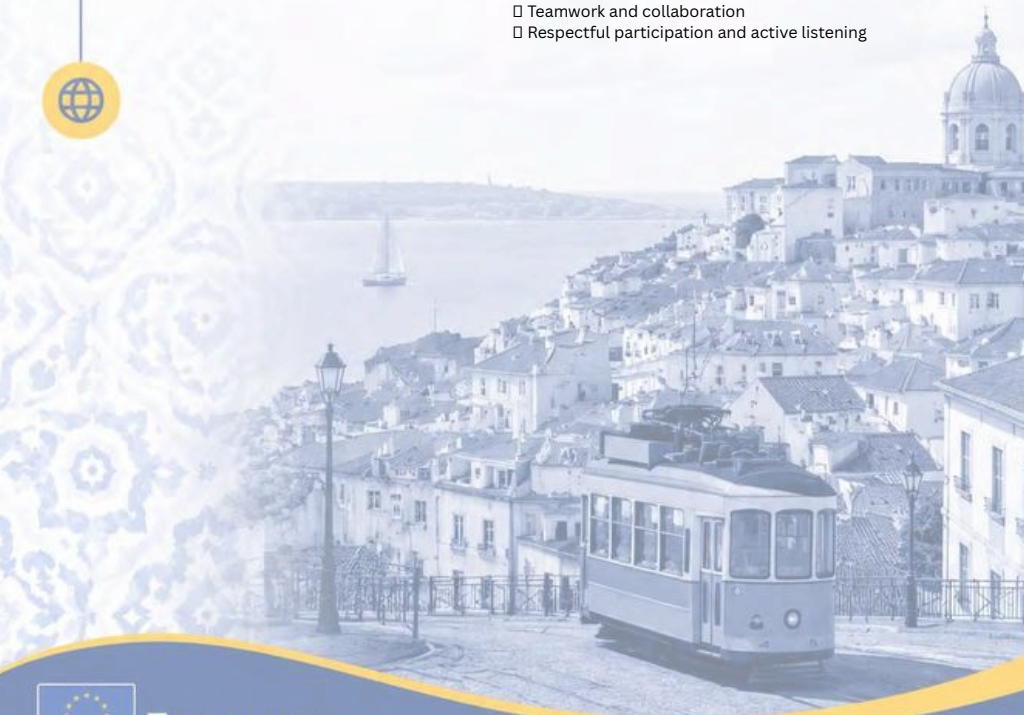
10. Audience Deliberation and Voting (8 minutes)
Students/Juri vote for the side that presented:
- The strongest evidence.
- The clearest reasoning.
- The most persuasive case.

11. Reflection and Debriefing (10 minutes)
Discussion questions:
- Did scientific evidence settle the issue?
- How important were definitions?
- Can a question have different answers depending on perspective?
- Did anyone change their mind?

Exit Ticket:
- One argument I found convincing was...
- One question that remains unanswered is...
- One debate skill I improved today was...

Materials
- Fact sheets on evolution and genetics
- Debate role cards
- Timer
- Note-taking sheets
- Reflection sheets

Assessment Criteria
Students will be assessed on:
- Quality and relevance of arguments
- Use of scientific evidence
- Logical reasoning
- Effectiveness during crossfire
- Ability to rebut opposing arguments
- Clarity and fluency of spoken English
- Teamwork and collaboration
- Respectful participation and active listening



Teacher: Francisco Raposo and Susana Varela
School: Agrupamento de Escolas do Bom Sucesso
Activity: Public Forum Debate
Motion: This House believes that schools should continue participating in Erasmus+ projects.
Target Age: 14–15
Duration: 90 minutes
English Language Level: B1

Introduction
Students explore the impact of international projects on education, citizenship, cultural awareness and personal development.
Team Positions
Proposition
Schools should continue participating in Erasmus+ projects.
Opposition
The resources invested in Erasmus+ projects could be used more effectively in other educational priorities.

Preparation Phase (40 minutes)
Students research and discuss:
- International cooperation
- Cultural awareness
- Student mobility
- Language learning
- Costs and benefits of Erasmus+
- Impact on schools and local communities

Teams prepare arguments, evidence and crossfire questions.

Public Forum Debate
Constructive Speeches (Motion)
- Proposition: 4 minutes
- Opposition: 4 minutes

Crossfire 1
- 3 minutes

Rebuttal Speeches
- Proposition: 4 minutes
- Opposition: 4 minutes

Crossfire 2
- 3 minutes

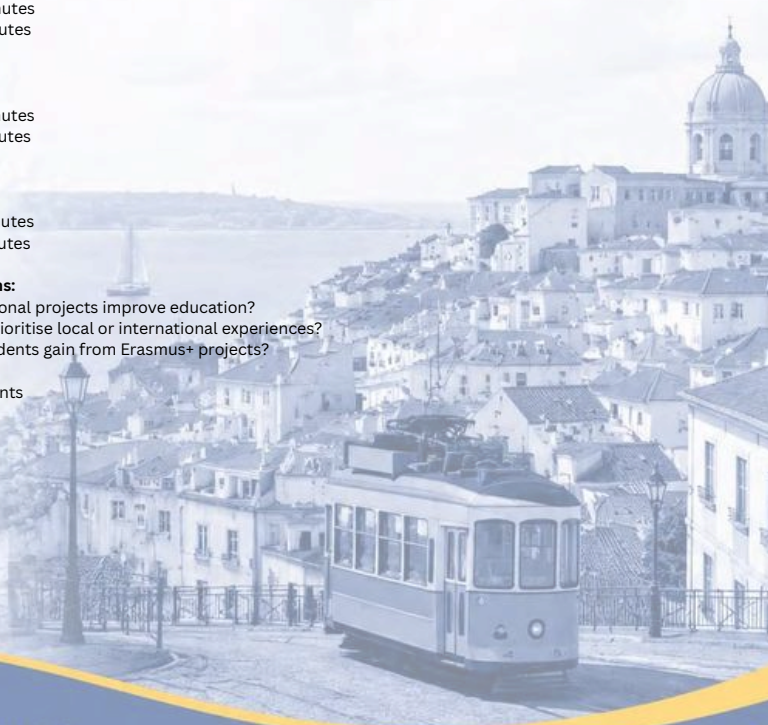
Summary Speeches
- Proposition: 3 minutes
- Opposition: 3 minutes

Grand Crossfire
- 3 minutes

Final Focus
- Proposition: 2 minutes
- Opposition: 2 minutes

Reflection
Discussion questions:
- How can international projects improve education?
- Should schools prioritise local or international experiences?
- What skills do students gain from Erasmus+ projects?

Assessment:
- Quality of arguments
- Use of examples
- Teamwork
- Public speaking
- Critical thinking



Teacher: Francisco Raposo
School: Agrupamento de Escolas do Bom Sucesso
Activity: Public Forum Debate
Motion: This House believes that humans should befriend aliens in the event of an extraterrestrial invasion.
Target Age: 14–16
Duration: 90 minutes
English Language Level: B1

Introduction
Students explore a hypothetical scenario involving first contact with extraterrestrial life and discuss the opportunities and risks such an encounter might create.
Team Positions
Proposition
Humans should attempt friendship and cooperation with aliens.
Opposition
Humans should remain cautious and avoid trusting aliens until their intentions are fully understood.

Preparation Phase (40 minutes)
Students discuss and research:
 First contact scenarios
 Cooperation versus self-protection
 Historical encounters between different cultures
 Science fiction examples
 Trust and diplomacy
 Risks and opportunities of alien contact
Teams prepare arguments, examples and crossfire questions.

Public Forum Debate
Constructive Speeches (Motion)
 Proposition: 4 minutes
 Opposition: 4 minutes
Crossfire 1
 3 minutes
Rebuttal Speeches
 Proposition: 4 minutes
 Opposition: 4 minutes
Crossfire 2
 3 minutes
Summary Speeches
 Proposition: 3 minutes
 Opposition: 3 minutes
Grand Crossfire
 3 minutes
Final Focus
 Proposition: 2 minutes
 Opposition: 2 minutes
Reflection
Discussion questions:
 Would trust or caution be the best strategy?
 What can history teach us about first contact between cultures?
 Could cooperation benefit both species?
Assessment:
 Creativity and reasoning
 Quality of arguments
 Public speaking
 Teamwork
 Ability to defend a position using evidence and logic

Teacher: Francisco Raposo
School: Agrupamento de Escolas do Bom Sucesso
Activity: Public Forum Debate
Motion: This House believes that compulsory education should continue until the 12th grade.
Target Age: 14–16
Duration: 90 minutes
English Language Level: B1

Introduction
Students discuss the role of compulsory education in preparing young people for adult life and employment.
Team Positions
Proposition
Compulsory education should continue until the 12th grade.
Opposition
Students should have the freedom to leave school earlier and choose alternative pathways.

Preparation Phase (40 minutes)
Students research and discuss:
 Employment opportunities
 Social mobility
 Vocational education
 Personal freedom
 Economic development
 Educational equality
Teams prepare arguments, evidence and crossfire questions.

Public Forum Debate
Constructive Speeches (Motion)
 Proposition: 4 minutes
 Opposition: 4 minutes
Crossfire 1
 3 minutes
Rebuttal Speeches
 Proposition: 4 minutes
 Opposition: 4 minutes
Crossfire 2
 3 minutes
Summary Speeches
 Proposition: 3 minutes
 Opposition: 3 minutes
Grand Crossfire
 3 minutes
Final Focus
 Proposition: 2 minutes
 Opposition: 2 minutes
Reflection
Discussion questions:
 Does society benefit from longer education?
 Should students have more freedom to choose their future?
 Is school the best preparation for adult life?
Assessment:
 Quality of arguments
 Use of evidence
 Rebuttal skills
 Public speaking
 Respectful participation

SPAIN

Erasmus+
Enriching lives, opening minds.

Lesson Plan: Building Bridges Through Empathy

1. General Information
Project: KA220 SCH Erasmus – Young People Matter
Topic: Inclusion, Empathy, Cultural Awareness
Teacher: Laura Diez
Target Group: Upper Primary (10–12 years) or adaptable to Secondary
Duration: 60–90 minutes
Methodology: Cooperative Learning + Interactive Dynamics + Reflection

2. Learning Objectives
- Foster empathy and inclusion in multicultural contexts.
- Communicate in English using real-life expressions.
- Develop respect and curiosity toward different cultures.
- Strengthen teamwork and active listening skills.

3. Key Competences
- Linguistic Competence
- Social and Civic Competence
- Cultural Awareness
- Learning to Learn

4. Values to Promote
- Inclusion and equality.
- Empathy and kindness.
- Respect for cultural differences.
- Collaboration and solidarity.

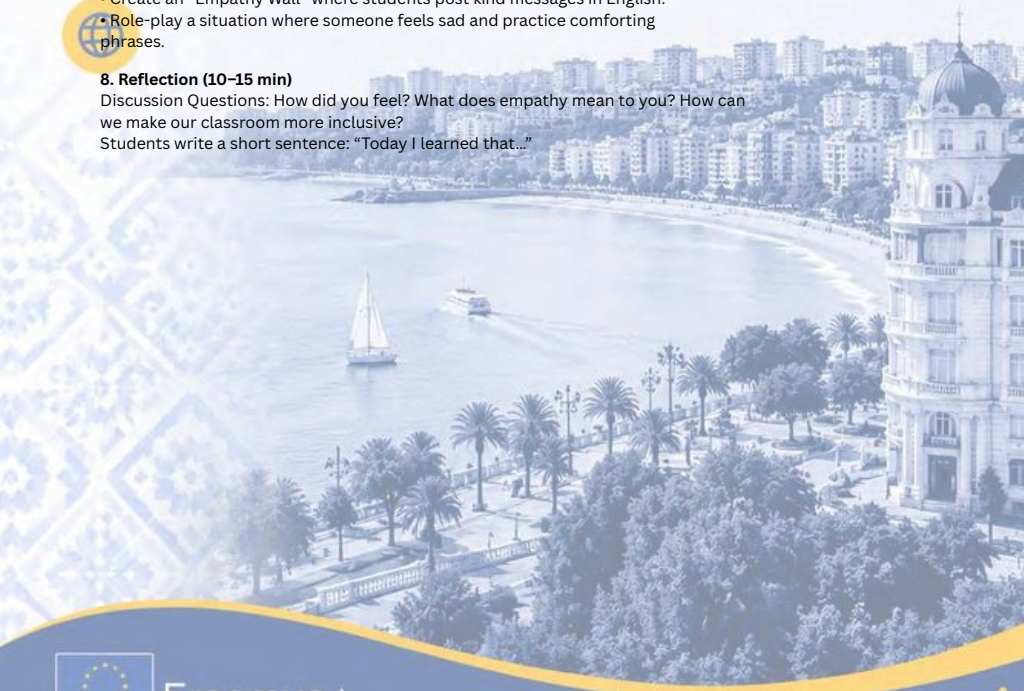
5. **Materials**
- Empathy cards (situations where students imagine feelings).
- Cultural fact sheets (basic info about different countries).
- Vocabulary support (greetings, polite phrases).
- Large paper sheets and markers for group work.

6. Warm-Up (10 min)
Activity: "Find Someone Who..."
Students receive a sheet with prompts like:
- Find someone who likes a food from another country.
- Find someone who knows a word in another language.

They move around asking questions in English.

7. Main Dynamics (40–50 min)
Dynamic 1: Empathy Circle – Students share feelings and ideas to help others.
Dynamic 2: Cultural Puzzle – Groups complete a puzzle with cultural facts.
Dynamic 3: Inclusion Role Play – Scenario: Organizing a multicultural party.
Additional Activities
- Write a short story in English about helping a new student.
- Create an "Empathy Wall" where students post kind messages in English.
- Role-play a situation where someone feels sad and practice comforting phrases.

8. Reflection (10–15 min)
Discussion Questions: How did you feel? What does empathy mean to you? How can we make our classroom more inclusive?
Students write a short sentence: "Today I learned that..."



9. Assessment
Formative: Teacher observes participation, language use, and attitudes.
Summative: Reflection sheet + group presentation.
Rubric for Assessment

Criteria	Excellent	Good	Fair	Needs Improvement
Communication in English	Clear, fluent, accurate	Mostly clear, minor errors	Limited vocabulary, frequent errors	Minimal effort, poor communication
Empathy and Inclusion	Clear, fluent, accurate	Mostly clear, minor errors	Limited vocabulary, frequent errors	Minimal effort, poor communication
Cultural Knowledge	Clear, fluent, accurate	Mostly clear, minor errors	Limited vocabulary, frequent errors	Minimal effort, poor communication
Participation and Effort	Clear, fluent, accurate	Mostly clear, minor errors	Limited vocabulary, frequent errors	Minimal effort, poor communication

Empathy Cards
- A new student arrives and does not speak your language. How do you help?
- Someone is sitting alone during break. What can you do?
- A classmate feels nervous about presenting. How can you support them?
- You notice someone being left out of a game. What action will you take?
- A friend shares they miss their home country. How do you respond?

Cultural Fact Cards
- Italy: Famous for pasta and football.
- Japan: Known for manga and sushi.
- Brazil: Samba music and Carnival.
- India: Celebrates Diwali festival.
- Morocco: Traditional mint tea and colorful markets.

Scenario Cards for Role Play
- Organize a multicultural party where everyone feels included.
- Plan an international food fair with dishes from different countries.
- Create a music playlist with songs from various cultures.
- Design a cultural exhibition for your school.
- Prepare a sports day with games from different countries.

Lesson Plan: Cultural Role Play for Inclusion

1. General Information
Project: KA220 SCH Erasmus – Young People Matter
Subject Area: Intercultural Education / Foreign Language (English)
Teacher: Maria Fustero
Level: Upper Primary (10–12 years) or adaptable to Secondary
Duration: 60–90 minutes
Group Size: 20–25 students (organized in small groups)
Methodology: Cooperative Learning + Role Game + Gamification

2. Learning Objectives
- Promote inclusion and empathy.
- Communicate in English in real-life situations.
- Recognize and respect cultural diversity.
- Use digital tools for role preparation.

3. Key Competences
- Linguistic Competence
- Social and Civic Competence
- Digital Competence
- Learning to Learn

4. Values to Foster
- Inclusion and respect for diversity.
- Active listening and empathy.
- Collaboration and teamwork.
- Tolerance and cultural appreciation.

5. Materials
- Role cards with cultural profiles.
- Scenario cards.
- Vocabulary support sheets.
- Optional: Tablets for digital research, posters for group presentations.

6. Warm-Up (10 min)
Activity: Cultural Icebreaker
Students share one fact about their own culture in English. Teacher writes key words on the board.

7. Main Activity: Role Game (40–50 min)
Step 1: Group Formation – Divide students into small groups.
Step 2: Scenario Introduction – Present the situation: International School Fair.
Step 3: Role Preparation – Students prepare greetings, cultural facts, and inclusive ideas.
Step 4: Role Play – Groups act out the scenario in English.
Additional Activities
- Create a cultural quiz in English and play in teams.
- Design a poster about inclusion using English phrases.
- Organize a mini "International Talent Show" where students present a cultural skill.

8. Debriefing and Reflection (10–15 min)
Discussion Questions: How did you feel? What did you learn about inclusion and respect? Which English expressions were useful?

9. Assessment
Formative: Observation during role play.
Summative: Reflection sheet + vocabulary use.
Rubric for Assessment

Criteria	Excellent	Good	Fair	Needs Improvement
Communication in English	Clear, fluent, accurate	Mostly clear, minor errors	Limited vocabulary, frequent errors	Minimal effort, poor communication
Empathy and Inclusion	Clear, fluent, accurate	Mostly clear, minor errors	Limited vocabulary, frequent errors	Minimal effort, poor communication
Cultural Knowledge	Clear, fluent, accurate	Mostly clear, minor errors	Limited vocabulary, frequent errors	Minimal effort, poor communication
Participation and Effort	Clear, fluent, accurate	Mostly clear, minor errors	Limited vocabulary, frequent errors	Minimal effort, poor communication

Role Cards
- Student from Italy who loves football
- Student from Japan who enjoys manga
- Student from Brazil who likes samba music
- Student from India who celebrates Diwali
- Student from Morocco who enjoys traditional tea

Scenario Cards
- International School Fair
- Cultural Dinner
- Music Festival
- Art Exhibition
- Sports Day with Cultural Twist

Lesson Plan: Resolving Conflicts with Respect and Inclusion

1. General Information
Project: KA220 SCH Erasmus – Young People Matter
Topic: Conflict Resolution, Inclusion, Cultural Awareness
Teacher: Maria Hortensia Tumar Usle
Target Group: Upper Primary (10–12 years) or adaptable to Secondary
Duration: 60–90 minutes
Methodology: Cooperative Learning + Role Play + Reflection

2. Learning Objectives
- Learn strategies to resolve conflicts respectfully.
- Communicate in English during real-life scenarios.
- Show empathy and inclusion in problem-solving.
- Appreciate cultural differences in conflict situations.

3. Key Competences
- Linguistic Competence
- Social and Civic Competence
- Cultural Awareness
- Learning to Learn

4. Values to Promote
- Inclusion and equality.
- Empathy and kindness.
- Respect for cultural differences.
- Collaboration and solidarity.

5. **Materials**
- Conflict scenario cards.
- Empathy and inclusion cards.
- Cultural fact cards.
- Vocabulary support sheets.

6. Warm-Up (10 min)
Activity: "Agree or Disagree"
Students move to different corners of the room based on statements like: "It is easy to solve conflicts." They explain their choice in English.

7. Main Dynamics (40–50 min)
Dynamic 1: Conflict Role Play – Students act out scenarios and propose solutions.
Dynamic 2: Empathy Circle – Share feelings and ideas to help others.
Dynamic 3: Cultural Connection – Discuss how different cultures handle conflicts.
Additional Activities
Make a "Conflict Resolution Comic" in English showing a positive solution.
Play a board game where each space has a question about solving conflicts.
Create a class "Peace Agreement" poster with rules written in English.

8. Reflection (10–15 min)
Discussion Questions: How did you feel? What strategies worked best? How can empathy help in conflicts?
Students write: "Today I learned that..."

9. Assessment
Formative: Teacher observes participation, language use, and attitudes.
Summative: Reflection sheet + group presentation.
Rubric for Assessment

Conflict Scenario Cards
- Two students want to use the same computer. How do you solve it?
- A group project has disagreements about roles. What do you do?
- Someone interrupts you while speaking. How do you respond?
- Two classmates argue about cultural traditions. How can you help?
- A friend feels excluded from a game. What action will you take?

Empathy and Inclusion Cards
- A new student arrives and does not speak your language. How do you help?
- Someone is sitting alone during break. What can you do?
- A classmate feels nervous about presenting. How can you support them?
- You notice someone being left out of a game. What action will you take?
- A friend shares they miss their home country. How do you respond?

Cultural Fact Cards
- Italy: Famous for pasta and football.
- Japan: Known for manga and sushi.
- Brazil: Samba music and Carnival.
- India: Celebrates Diwali festival.
- Morocco: Traditional mint tea and colorful markets.

Criteria	Excellent	Good	Fair	Needs Improvement
Communication in English	Clear, fluent, accurate	Mostly clear, minor errors	Limited vocabulary, frequent errors	Minimal effort, poor communication
Empathy and Inclusion	Clear, fluent, accurate	Mostly clear, minor errors	Limited vocabulary, frequent errors	Minimal effort, poor communication
Cultural Knowledge	Clear, fluent, accurate	Mostly clear, minor errors	Limited vocabulary, frequent errors	Minimal effort, poor communication
Participation and Effort	Clear, fluent, accurate	Mostly clear, minor errors	Limited vocabulary, frequent errors	Minimal effort, poor communication

MOTION
This House Believes That Social Networks Can Be Useful for Students at Home
Teacher: Juan Francisco Montero Alárcon
Target Age: 11–12 years old
Group Size: 20–30 students
Duration: 60 minutes
Level of Debate Competences: Beginner – Intermediate
English Language Level: A2–B1

AIMS

Cognitive Competences
- Critical thinking
- Digital literacy
- Problem-solving
- Decision-making

Communicative Competences
- Public speaking
- Presenting arguments
- Active listening
- Questioning skills

Social and Emotional Competences
- Responsible online behaviour
- Respect for different opinions
- Cooperation
- Self-confidence

Digital Competences
- Safe use of social networks
- Information evaluation
- Online communication skills

OBJECTIVES
1. Explore the positive and negative effects of social networks.
2. Understand how students can use social networks for learning.
3. Develop arguments supported by examples.
4. Improve speaking and listening skills.
5. Promote responsible online behaviour.

AIDS AND MATERIALS
- Debate worksheets
- Smartphones or tablets (optional)
- Scenario cards
- Whiteboard and markers
- Timer
- Evaluation sheets
- Reflection cards

EU VALUE FOCUS
- Digital citizenship
- Education
- Responsibility
- Freedom of expression
- Respect for others

SPECIAL LEARNING ACTIVITY – Social Network Detectives
Before the debate, students work in small groups and receive different online scenarios.
Scenario 1: A student learns a science experiment from a short educational video.
Scenario 2: A student joins a language-learning group and practices English with children from other countries.
Scenario 3: A student spends three hours scrolling through videos instead of doing homework.
Scenario 4: A student finds useful information for a school project through social media.

PROCEDURE
Lead-in – 10 minutes
Social Network Detectives Activity – 15 minutes
Preparation – 10 minutes
Debate – 20 minutes
Evaluation – 2 minutes
Feedback – 3 minutes

EXPECTED LEARNING OUTCOMES
- Understand both advantages and disadvantages of social networks.
- Recognize educational opportunities offered by social media.
- Develop stronger argumentation skills.
- Improve teamwork and communication.
- Demonstrate awareness of online safety.

ASSESSMENT CRITERIA
- Quality of Arguments – 10 points
- Use of Examples – 10 points
- Rebuttal Skills – 10 points
- Public Speaking – 10 points
- Teamwork and Cooperation – 10 points

Total: 50 points

This House Would Limit Football During School Breaks to Give Other Sports Equal Opportunities.

Teacher: Nacho Abad
Target Age: 10–12 years old
Group Size: 20–30 students
Duration: 60 minutes
Level of Debate Competences: Beginner – Intermediate
English Language Level: A2–B1

AIMS

Cognitive Competences
- Critical thinking
- Decision-making
- Problem-solving
- Fairness and equality awareness

Communicative Competences
- Public speaking
- Presenting arguments
- Active listening
- Asking and answering questions

Social and Emotional Competences
- Respect for others
- Cooperation
- Inclusion
- Self-confidence

Physical Education Competences
- Understanding the benefits of different sports
- Healthy lifestyle awareness
- Team spirit
- Fair participation

OBJECTIVES
1. Explore whether football should have limits during school breaks.
2. Understand the importance of equal opportunities in sports.
3. Develop arguments supported by examples.
4. Improve speaking and listening skills.
5. Encourage participation in a variety of physical activities.

AIDS AND MATERIALS
- Debate worksheets
- Sport scenario cards
- Whiteboard and markers
- Timer
- Evaluation sheets
- Reflection cards
- Pictures of different sports

EU VALUE FOCUS
- Equality
- Inclusion
- Respect
- Fair opportunities
- Healthy lifestyles

SPECIAL LEARNING ACTIVITY – Sports Opportunity Challenge
Before the debate, students work in small groups and receive different school-break scenarios.
Scenario 1: A group of students plays football every break, and other children have no space to play basketball.
Scenario 2: The school introduces a schedule where different sports are played on different days.
Scenario 3: Some students love volleyball but never get the chance to use the playground because football always occupies it.
Scenario 4: Students are encouraged to try a new sport every week and discover activities they enjoy.
Students discuss:
- Is the situation fair?
- Who benefits?
- Who might be disadvantaged?
- What solution would be best?

PROCEDURE
Lead-in – 10 minutes
Teacher asks students: "What sports do you usually play during school breaks?" and "Should everyone have the same chance to play their favourite sport?"
Sports Opportunity Challenge – 15 minutes
Students analyse the scenarios and share their opinions.
Preparation – 10 minutes
Teams prepare arguments for and against the motion.
Debate – 20 minutes
Students debate the motion: "This House Would Limit Football During School Breaks to Give Other Sports Equal Opportunities."
Evaluation – 2 minutes
Teacher and students assess the debate.
Feedback – 3 minutes
Students reflect on what they learned.

EXPECTED LEARNING OUTCOMES
- Understand different viewpoints about school sports.
- Recognize the importance of equal opportunities.
- Develop stronger argumentation skills.
- Improve teamwork and communication.
- Show respect for different interests and preferences.

ASSESSMENT CRITERIA
- Quality of Arguments – 10 points
- Use of Examples – 10 points
- Rebuttal Skills – 10 points
- Public Speaking – 10 points
- Teamwork and Cooperation – 10 points

Total: 50 points

This House Believes That Recycling Should Be Part of Everyday School Life

Teacher: Angela Lombilla
Target Age: 10–11 years old
Group Size: 20–30 students
Duration: 60 minutes
Level of Debate Competences: Beginner
English Language Level: A1–A2

AIMS

Cognitive Competences
- Critical thinking
- Environmental awareness
- Problem-solving
- Decision-making

Communicative Competences
- Public speaking
- Expressing opinions
- Listening skills
- Asking questions

Social and Emotional Competences
- Responsibility
- Cooperation
- Respect for different opinions
- Confidence building

OBJECTIVES
1. Understand the importance of recycling.
2. Explore how recycling can be included in daily school routines.
3. Develop arguments supported by simple examples.
4. Improve speaking and listening skills.
5. Encourage environmentally responsible behaviour.

Environmental Competences
- Understanding recycling habits
- Protecting the environment
- Reducing waste
- Sustainable thinking

AIDS AND MATERIALS
- Debate worksheets
- Recycling pictures/cards
- Colored recycling bins (or pictures of bins)
- Whiteboard and markers
- Timer
- Evaluation sheets
- Reflection cards

EU VALUE FOCUS
- Environmental responsibility
- Sustainability
- Active citizenship
- Community participation
- Respect for shared spaces

SPECIAL LEARNING ACTIVITY – Recycling Challenge
Before the debate, students work in small groups.
Each group receives cards showing different items:
- Plastic bottle
- Paper notebook
- Banana peel
- Glass jar
- Aluminum can
- Old newspaper

Students decide:
1. Can it be recycled?
2. Which recycling bin should it go into?
3. Why is recycling this item important?

Groups present their answers to the class.

PROCEDURE
Lead-in – 10 minutes
Teacher asks:
- What do we throw away every day?
- What is recycling?
- Why should schools recycle?

Recycling Challenge Activity – 15 minutes
Preparation – 10 minutes
Teams prepare arguments.
Pro Team: Recycling should be part of everyday school life.
Con Team: Recycling is good, but it should not be a daily school responsibility.
Debate – 20 minutes
Evaluation – 2 minutes
Feedback – 3 minutes

EXPECTED LEARNING OUTCOMES
- Understand why recycling is important.
- Recognize ways schools can recycle every day.
- Develop simple argumentation skills.
- Improve teamwork and communication.
- Show greater environmental awareness.

ASSESSMENT CRITERIA
- Quality of Arguments – 10 points
- Use of Examples – 10 points
- Rebuttal Skills – 10 points
- Public Speaking – 10 points
- Teamwork and Cooperation – 10 points

Total: 50 points

GLOSSARY

English

Glosary of terms in Public Forum Debates

A

Add-on. An add-on is simply a new advantage (if you are Pro) or disadvantage (if you are Con) that is read in the Rebuttal. Rather than explicitly presenting a new advantage or disadvantage (since some judges won't like that), most debaters will simply read it is a Turn to one of the original advantages or disadvantages.

Advantage The advantage is one of the benefits the Pro claims from supporting the resolution.

Affirmative Sometimes debaters call the "Pro" the "Affirmative."

Analytic. An analytic is an argument based off common sense or reasoning.

Answer. An answer is simply a response to an argument.

Argument. Basically, an argument is a claim – an assertion – that is backed up by a warrant or warrants – reasons. There are many different types of arguments in debate that are discussed throughout this volume and in this vocabulary section.

B

Backflowing. After you give a Rebuttal speech you should give your partner a copy of your flow sheet so that he or she can fill in your arguments so that you have a flow of your own arguments. This is most important if you are the Rebuttal speaker because the Rebuttal speaker will need to reference arguments from the Rebuttal in his or her Final Focus.

Before the debate starts, both members of a team should each pro flow their team's constructive in order that they can refer to it during the debate.

Ballot. The ballot is where the judge(s) record winner and loser, speaker points for each time, and a ranking of the speakers in the debate in order from 1 to 4. Many judges will write freestyle comments on the ballot (or type it into tabroom.com if online balloting is used).

Break. Most tournaments have preliminary debates and elimination rounds. If you win enough preliminary debates, you will break to elimination rounds. Each tournament participant will have the same number of preliminary rounds, but only a given number will advance to the elimination rounds.

For one day tournaments, there are no "break" rounds. Awards will simply be given to a certain top percentage of the finishers after a certain number of debates (usually three).

Burden of proof. The burden of proof identifies whose responsibility it is to prove various arguments. The team advancing the argument is always the one responsible to prove various parts. For example, if the negative team presents a disadvantage, it is their responsibility to prove all parts of the disadvantage.

Burden of rejoinder. The burden of rejoinder says that once a team advances an argument that it is the burden of the other team to respond to it. If the team doesn't respond to it, it is considered to be won by the team that is advancing the argument.

C

Canned. A canned speech is a speech that is prepared entirely before the start of the debate. In Public Forum, the first two speeches (the Constructives) are canned speeches.

Case. The case loosely refers to the contents of the Constructive speeches.

Cite/Citation. The citation is the source the evidence comes from. The citation includes the author's name, the source, the title (if different than the source), the page number of URL, the year, and the date.

Claim. A claim is simply an assertion made by another team. They may claim, for example, that an economic decline will trigger a war.

Contention The Constructive speeches are often organized into contentions. Most Constructive speeches usually have two contentions, but they can have one or more contentions.."

Context. Context is about whether or not the quote presented in the debate actually reflects the proper context of the article that it is taken from. An important context question is would the author of the original piece support the use of the quote in the way the debaters have used it.

Context Challenge. A context challenge is an argument made in the debate that says that the debaters are not using the quote that they have presented in its appropriate context. Context challenges are rare because they are considered a question of ethics.

Cost-benefit analysis. Cost-benefit analysis is real-world terminology for the language of net-benefits. Simply, is the advocacy cost-beneficial

Cross-fires. There are questioning periods during the debate. Cross-fires follow each of the Constructive speeches, the Rebuttal speeches, and the Summary speeches.

D

Defensive arguments. Defensive arguments refute the basic claim made by the other side by saying that they are not true. For example, if one said argues that economic decline causes a war and you argue that economic decline does not cause a war, you have made a defensive argument.

Disadvantage. A disadvantage proves that resolution is undesirable. If the resolution is, "Resolved; The United States should deploy missile defense," a disadvantage would be a reason that deploying missile defense is a bad idea.

Drop. A dropped argument is any argument that is not responded to by your opponent in his or her next speech.

E

Embedded refutation. Teams usually respond to individual arguments made in debate on a point-by-point basis. Embedded refutation, however, is an advanced technique that is used in rebuttals where a team incorporates a reference to the other side's argument when answering. Embedded refutation is an advanced technique that requires skill and practice in answering particular arguments.

Extend. Extending an argument basically refers to keeping the argument alive in later speeches rather than kicking it. Extension includes refutation of the arguments made against it.

Evidence. In debate, evidence refers to quotes debaters introduce to support their arguments.

F

Final Focus. The Final Focus speeches are the final two minute speeches of the debate. Each side (Pro and Con) has one Final Focus speech.

Flow A flow is what debaters use to take notes in a debate. Usually most people take notes vertically – in an outline form. In debate you take notes horizontally – noting the arguments and the responses to them across the course of the debate. Flowing is a fundamental and absolutely essential skill if you want to be a good debater.

Framework. The framework is the explanation of how the judge should evaluate the debate. What is the most important issue? Saving lives? Acting ethically? Protecting whose interests?

H

High-low. When deciding speaker awards, tournaments usually drop from considerations a debater's highest speaker points and a debater's lowest speaker points. High-low also refers to how debates are paired at a tournament. After the first two to four preset debates, most debates are paired high-low within brackets. What this means is that teams with identical records (say 2-2) will meet in future debates but those with the highest speaker points will debate those with the lowest speaker points.

I

Impact. The impact is similar to a harm, though the term is usually used in the context of the disadvantage. The impact is the final, end problem that results. For example, if the negative's disadvantage argues that the affirmative's advocacy undermines the economy, the impact is the final result – an economic decline may cause poverty, or even trigger a war.

Interpretation. Debaters will offer an "interpretation" of certain terms of the resolution — how they believe the terms of the resolution should be defined/interpreted. These definitions/meanings can be debated by both sides, but that is the general idea.

J

Judge The judge is the person who decides the winner and loser of each debate. Indebete can be a chair (main judge) and a shadow (secondary judges). The shadow can have a ballot that count in the competition ore not.

L

Line-by-Line. Line-by-line refers to going point-by-point through the flow of the other sides arguments and answering each one as you go.

Link. A link is generally discussed as part of a disadvantage. It is the part of the argument that ties the negative disadvantage to what the affirmative is arguing. For example, a link to a spending disadvantage argues that the affirmative plan will spend money.

N

Negative. Sometimes people refer to the Con team as the Negative team.

New arguments. New arguments are arguments made in the debate that are made after the team had a speech to answer the arguments. For example,if you don't address an argument made in Constructive speeches until either Summary or Final Focus, your answers will will be considered to be new.

O

Observation. Sometimes Contentions are called Observations.

Offensive arguments. If someone tells you to make an offensive argument, you may think that he or she is telling you to be rude. This is not the case, however. An offensive argument simply refers to a turn – a link turn, an internal link turn, or an impact turn. It can also be an advantage or a disadvantage.

Overview. An overview is a general explanation of a major argument in that occurs before you begin answering the line-by-line argument(s) that the other side has made.

P

Pairing. The pairing is the sheet that is released by the tab room before the start of each debate. The pairing identifies your team, the team you are debating, the room where the debate will occur, and who the judge(s) of the debate.

Partner. In Public Forum you debate with a partner – it's two people vs. two people.

Plan In Policy Debate, the plan is the Affirmative's basic statement of how they believe things should be changed. Plans are not accepted in Public Forum. In Public Forum, debaters argue for or against the overall resolution

Power-match. After a set-number of preliminary debates, the tournament is matched (also known as "power-pairing") so that teams with the same records debate each other.

Pre-round prep. Pre-round prep is all the time that you have to prepare prior to the start of any given debate to prepare.

Preliminary rounds. Most debate tournaments have both preliminary rounds and elimination rounds. In the preliminary rounds each two person team is assigned a number of affirmative and negative debates (say three of each). After the preliminary debates are complete, debaters in the top four to thirty two teams (depending on the size of the tournament) are selected to participation in elimination rounds.

Prep time. Prep time is the total amount of shared time allotted within a debate to you and your partner so that you can prepare your speeches. In Public Forum, the standard allotment is two minutes.

R

Ranks. In each debate the judge rates the debaters 1-4. This rating number is your rank in a particular debate. A 1 is the best rank and a 4 is the lowest rank.

Rebuttal. In Public Forum, the Rebuttal speeches follow the Constructive speeches. In the Rebuttal, teams must refute the arguments made by the other teams in the Constructive speeches.

Record. Your record is the total number of wins and losses that you have at any point in a tournament. For example, if you have two wins and one loss, your record is 2-1.

Resolution The resolution is the chosen subject for debates. Pro teams will support it, and Con teams will argue against it.

RFD/Reason for decision. This is the judge's reason for decision in the debate.

Round. A round is a single debate that occurs during the course of a tournament.

Round overview. A round overview is a global overview of the entire debate that is often advanced by one of the final two rebutallists. Some judges appreciate round overviews and others think that they are a waste of previous speech time.

S

Sign posting. Sign-posting is using the flow to go point by point through your opponent's arguments. When you reference what specific arguments you are answering, and on what flow, you are sign-posting for the judge so that he or she can put your answers in the right place.

Speaker award. The person with the greatest speaker point totals at the end of a tournament is the tournament's top speaker and receives a speaker award. The person with the second highest total speaker points is the second speaker. Usual ten to twenty speaker awards are given.

Speaker points. In every debate a judge assigns speaker points to each debater. Speaker points are rather subjective.

Spread. To "spread" in a debate simply means to talk as quickly as possible. It is generally discouraged in Public Forum debate.

Status quo/squo The "status quo" is Latin for "the present system."

Strategy. A strategy is a means of achieving a specific goal. Debaters often loosely use the word strategy to simply reference what arguments they are going to run in the debate. But, strategy refers to more than that – it refers to a consideration to how that package of arguments will advance throughout the debate to secure victory.

Summary. The Summary Speeches are the third set of speeches in the debate. The speeches are two minutes long.

T

Tab room. The tab room is where the pairings for the tournament are produced and the results are calculated.

Team. In this text, a debate team refers to two individuals – you and your partner. People often refer to the "debate team" as the squad.

Tournament. The tournament is the place where debates occur. All tournaments have a given number of preliminary debates where everyone participates and then elimination rounds where two person teams debate until the last one is undefeated.

Turn When you turn an argument you say they opposite. If the other side argues you spend money, and you argue you save money, you are turning their argument. There are three types of turns – link turns, internal link turns, and impact turns. Be careful not to double-turn yourself.

U

Underview. An underview is essentially an overview that is given at the end of the speech rather than the beginning. Underviews can help focus the judge, but arguments that are made in underviews are usually best advanced in overviews because that is when you have judge's closest attention.

Update. Debaters are always pressed to read recent evidence in debates. An update is simply a new, more recent piece of evidence that replaces an older piece of evidence on the same argument.

V

Voting issue. Both teams can argue that any given issue is a voting issue – an issue that the judge should vote on before anything else.

Romanian

Glozarul termenilor în dezbaterile Forumului public

O

Suplimentar

. Un supliment este pur și simplu un nou avantaj (dacă sunteți pro) sau dezavantaj (dacă sunteți con) care este citit în respingere. În loc să prezinte în mod explicit un nou avantaj sau un dezavantaj (întrucât unii judecători nu le vor plăcea), majoritatea dezbaterelor vor citi pur și simplu, este o întorsătură către unul dintre avantajele sau dezavantajele originale. avantaj

Avantajul este unul dintre beneficiile pe care Pro le solicită susținerii rezoluției.

afirmativ

Uneori, dezbaterii numesc „pro” „afirmativ”. Analitic

. Un analitic este un argument bazat pe bunul simț sau raționament. Răspuns

. Un răspuns este pur și simplu un răspuns la un argument. argument

. Practic, un argument este o afirmație - o afirmație - care este susținută de un mandat sau mandate - motive. Există multe tipuri diferite de argumente în dezbatere care sunt discutate pe parcursul acestui volum și în această secțiune de vocabular. B

Backflowing.

După ce rostiți un discurs de respingere, ar trebui să oferiți partenerului dvs. o copie a foii de flux, astfel încât el sau ea să poată completa argumentele dvs., astfel încât să aveți un flux din propriile argumente. Acest lucru este cel mai important dacă sunteți vorbitorul de respingere, deoarece vorbitorul de respingere va trebui să facă referire la argumente de la respingerea în accentul său final. Înainte de începerea dezbaterii, ambii membri ai unei echipe ar trebui să curgă fiecare constructiv al echipei lor pentru a se putea referi la aceasta în timpul dezbaterii. buletin de vot.

Buletinul de vot este locul în care câștigătorul recordului și pierderea judecătorului, punctele de vorbire pentru fiecare dată și un clasament al vorbitorilor în dezbatere în ordinea 1 la 4. Mulți judecători vor scrie comentarii freestyle la buletinul de vot (sau să -l tasteze în Tabroom.com dacă este utilizat buletinul de vot online). pauză

. Majoritatea turneelor au dezbateri preliminare și runde de eliminare. Dacă câștigați suficiente dezbateri preliminare, veți rupe în rundele de eliminare. Fiecare participant la turneu va avea același număr de runde preliminare, dar numai un număr dat va avansa în rundele de eliminare. Pentru turnee de o zi, nu există runde de „pauză”. Premiile vor fi pur și simplu acordate unui anumit procent de top din finisatori după un anumit număr de dezbateri (de obicei trei). Sarcina probei.

Sarcina probei identifică a cărei responsabilitate este de a demonstra diverse argumente. Echipa care avansează argumentul este întotdeauna cea responsabilă pentru a demonstra diverse părți. De exemplu, dacă echipa negativă prezintă un dezavantaj, este responsabilitatea lor să demonstreze toate părțile dezavantajului.

Burden of Revenkloinder. Sarcina reuniunii spune că, odată ce o echipă avansează un argument că este povara celeilalte echipe să răspundă la aceasta. Dacă echipa nu răspunde la aceasta, este considerată câștigată de echipa care avansează argumentul.

C.
Conserve.
Un discurs din conserve este un discurs care este pregătit în întregime înainte de începerea dezbaterii. În forumul public, primele două discursuri (constructivele) sunt discursuri din conserve. caz
. Cazul se referă ușor la conținutul discursurilor constructive. cite/citarea
. Citarea este sursa de la care provin dovezile. Citarea include numele autorului, sursa, titlul (dacă este diferit de sursa), numărul de pagină de URL, anul și data. revendicare.
O cerere este pur și simplu o afirmație făcută de o altă echipă. Aceștia pot pretinde, de exemplu, că un declin economic va declanșa un război. contenție
Discursurile constructive sunt adesea organizate în conținut. Majoritatea discursurilor constructive au de obicei două conținuturi, dar pot avea una sau mai multe conținuturi .. ” context.
Contextul este despre faptul dacă citatul prezentat în dezbatere reflectă de fapt contextul adecvat al articolului din care este preluat. O întrebare de context importantă este că autorul piesei originale ar susține utilizarea citatului în modul în care au folosit dezbaterele. Provocare de context.
O provocare de context este un argument făcut în dezbatere care spune că dezbaterii nu folosesc citatul pe care l -au prezentat în contextul său adecvat. Provocările

contextuale sunt rare, deoarece sunt considerate o problemă de etică. Analiza cost-beneficiu

. Analiza cost-beneficiu este terminologia din lumea reală pentru limbajul beneficiilor net. Pur și simplu, este costul de advocacy-beneficiar FIRURI CRUSE. Există perioade de întrebare în timpul dezbaterii. Fișele încrucișate urmează fiecare dintre discursurile constructive, discursurile de respingere și discursurile sumare.
D
Argumente defensive.
Argumentele defensive resping afirmația de bază făcută de cealaltă parte spunând că nu sunt adevărate. De exemplu, dacă se spune că se susține că declinul economic provoacă un război și susțineți că declinul economic nu provoacă un război, ați făcut un argument defensiv. dezavantaj . Un dezavantaj dovedește că rezoluția este nedorită. Dacă rezoluția este „Rezolvată; Statele Unite ar trebui să implementeze apărarea rachetelor”, un dezavantaj ar fi motivul pentru care implementarea apărării rachetelor este un rău

idee. Drop . Un argument renunțat este orice argument la care nu răspunde adversarului în următorul său discurs.

E

Refutarea încorporată.

Echipele răspund de obicei la argumentele individuale făcute în dezbatere de la punct la punct. Refutarea încorporată este însă o tehnică avansată care este folosită în respingeri în care o echipă încorporează o referire la argumentul celuilalt când răspunde. Refutarea încorporată este o tehnică avansată care necesită îndemânare și practică în a răspunde argumentelor particulare. Extindeți

. Extinderea unui argument se referă practic la menținerea în viață a argumentului în discursurile ulterioare, mai degrabă decât la lovirea acestuia. Extensia include refutarea argumentelor făcute împotriva acesteia. dovezi . În dezbatere, dovezile se referă la citate pe care Debaterii le introduc pentru a -și susține argumentele.

F

Finalizare finală

. Discursurile finale de focalizare sunt ultimele discursuri de două minute ale dezbaterii. Fiecare parte (pro și con) are un discurs de focalizare finală. flux

Un flux este ceea ce folosesc de către dezbateri pentru a lua note într -o dezbatere. De obicei, majoritatea oamenilor iau note pe verticală - într -o formă contur. În dezbatere, luați note pe orizontală - remarcând argumentele și răspunsurile la acestea pe parcursul dezbaterii. Fluxul este o abilitate fundamentală și absolut esențială dacă doriți să fiți un bun dezbater. Framework . Cadrul este explicația modului în care judecătorul ar trebui să evalueze dezbaterea. Care este cea mai importantă problemă? Salvarea de vieți? Acționând etic? Protejarea cui interese?

H

High-Low

. Atunci când decizează premiile Speaker, turneele renunță, de obicei, la considerente, cele mai mari puncte de vorbitor ale dezbaterului și cele mai mici puncte de vorbitor ale unui dezbater. High-Low se referă, de asemenea, la modul în care dezbaterile sunt asociate la un turneu. După primele două până la patru dezbateri prestabilite, majoritatea dezbaterilor sunt asociate cu un nivel scăzut în paranteze. Ceea ce înseamnă asta este că echipele cu înregistrări identice (să zicem 2-2) se vor întâlni în dezbaterile viitoare, dar cele cu cel mai mare puncte de vorbitor îi vor dezbate pe cei cu cele mai mici puncte de vorbitor. i

Impact

. Impactul este similar cu un prejudiciu, deși termenul este de obicei utilizat în contextul dezavantajului. Impactul este problema finală, finală, care rezultă. De exemplu, dacă dezavantajul negativului susține că susținerea afirmativului subminează economia, impactul este rezultatul final - un declin economic poate provoca sărăcie sau chiar declanșează un război. interpretare. Debaterii vor oferi o „interpretare” a anumitor termeni ai rezoluției - modul în care ei cred că termenii rezoluției ar trebui să fie definiți/interpretați. Aceste definiții/semnificații pot fi dezbătute de ambele părți, dar aceasta este ideea generală.

J.

JUDECĂTOR

Judecătorul este persoana care decide câștigătorul și pierderea fiecărei dezbateri. Îndatorat poate fi un președinte (judecător principal) și o umbră (judecători secundari). Umbra poate avea un buletin de vot care contează în minereul de competiție nu.

L

linie cu linie

. Line-by-line se referă la a merge punct cu punct prin fluxul celorlalte argumente ale părților și răspunzând la fiecare în timp ce mergeți. Link. O legătură este în general discutată ca parte a unui dezavantaj. Este partea argumentului care leagă dezavantajul negativ de ceea ce se ceartă afirmativul. De exemplu, o legătură cu un dezavantaj al cheltuielilor susține că planul afirmativ va cheltui bani.

N

Negativ

. Uneori, oamenii se referă la echipa Con ca echipă negativă. Argumente noi . Noile argumente sunt argumente făcute în dezbaterea făcută după echipa a avut un discurs pentru a răspunde la argumente. De exemplu, dacă nu abordați un argument făcut în discursurile constructive până la rezumat sau un accent final, răspunsurile dvs. vor fi considerate a fi noi.

O.

Observare

. Uneori, conținuturile sunt numite observații. Argumente ofensive.

Dacă cineva îți spune să faci un argument ofensiv, s -ar putea să crezi că el sau ea îți spune să fii nepoliticos. Cu toate acestea, nu este cazul. Un argument ofensiv se referă pur și simplu la o întoarcere - o rotație de legătură, o întoarcere a legăturii interne sau o transformare de impact. Poate fi, de asemenea, un avantaj sau un dezavantaj.

Prezentare generală . O imagine de ansamblu este o explicație generală a unui argument major în care apare înainte de a începe să răspundeți la argumentele (argumentele) liniare pe care le-a făcut cealaltă parte.

P

Împerechere

. Împerecherea este foaia care este lansată de camera de file înainte de începerea fiecărei dezbateri. Împerecherea vă identifică echipa, echipa pe care o dezbateți, camera în care va avea loc dezbaterea și cine judecătorul (judecătorii) dezbaterii.

Partener.

În forumul public dezbateți cu un partener - sunt două persoane vs. două persoane.

Plan

În dezbaterea politică, planul este declarația de bază a afirmativă a modului în care cred că lucrurile ar trebui schimbate. Planurile nu sunt acceptate pe forumul public. În forumul public, dezbaterii susțin sau împotriva rezoluției generale Power-Match.

După un număr stabilit de dezbateri preliminare, turneul este asortat (cunoscut și sub numele de „pereche de putere"), astfel încât echipele cu aceleași înregistrări se dezbate reciproc. preparare pre-rotundă.

Pregătirea pre-rotundă este tot timpul pe care trebuie să-l pregătiți înainte de începerea oricărei dezbateri date pentru a vă pregăti. runde preliminare.

Majoritatea turneelor de dezbatere au atât runde preliminare, cât și runde de eliminare. În rundele preliminare, fiecare echipă de două persoane i se atribuie o serie de dezbateri afirmative și negative (să zicem trei dintre fiecare). După finalizarea dezbaterilor preliminare, dezbaterii din primele patru până la treizeci și două de echipe (în funcție de dimensiunea turneului) sunt selectați pentru a participa la runde de eliminare. timp de pregătire

. Timpul de pregătire este cantitatea totală a timpului partajat alocat într -o dezbatere pentru tine și partenerul tău, astfel încât să îți poți pregăti discursurile. În forumul public, alocarea standard este de două minute.

R

Rânduri.

În fiecare dezbatere, judecătorul evaluează Debaterii 1-4. Acest număr de rating este rangul dvs. într -o anumită dezbatere. A 1 este cel mai bun rang, iar un 4 este cel mai mic rang. respinge.

În forumul public, discursurile de respingere urmează discursurile constructive. În respingere, echipele trebuie să respingă argumentele făcute de celelalte echipe în discursurile constructive. înregistrare

. Recordul dvs. este numărul total de victorii și pierderi pe care le aveți în orice moment al unui turneu. De exemplu, dacă aveți două victorii și o pierdere, recordul dvs. este de 2-1. Rezoluție

Rezoluția este subiectul ales pentru dezbateri. Echipele Pro îl vor susține, iar echipele con vor argumenta împotriva acesteia. RFD/Motiv pentru decizie

. Acesta este motivul judecătorului pentru decizie în dezbatere. Round

. O rundă este o singură dezbatere care are loc pe parcursul unui turneu. Prezentare generală rotundă . O imagine de ansamblu rotundă este o imagine de ansamblu globală a întregii dezbateri care este adesea avansată de unul dintre ultimii doi reburaliști. Unii judecători apreciază prezentările de ansamblu rotunde, iar alții cred că sunt o pierdere a timpului anterior de vorbire.

S

Postarea semnelor

. Postingul de semne folosește fluxul pentru a merge cu punctul prin argumentele adversarului. Când faceți referire la ce argumente specifice răspunzi și pe ce flux, postezi semne pentru judecător, astfel încât el sau ea să poată pune răspunsurile tale la locul potrivit. Premiu de difuzor

. Persoana cu cel mai mare punct de vorbitor total de la sfârșitul unui turneu este cel mai bun vorbitor al turneului și primește un premiu pentru vorbitori. Persoana cu cel de -al doilea cel mai mare puncte de vorbitor total este al doilea vorbitor. Sunt acordate de zece până la douăzeci de premii de vorbitori. Puncte de difuzor.

În fiecare dezbatere, un judecător atribuie puncte de cuvânt pentru fiecare dezbatere. Punctele de vorbitor sunt destul de subiective. răspândire

. A „răspândi” într -o dezbatere înseamnă pur și simplu să vorbim cât mai repede posibil. În general, este descurajat în dezbaterea forumului public. status quo/squo „Status quo” este latin pentru „sistemul actual”. Strategie

. O strategie este un mijloc de atingere a unui obiectiv specific. Debaterii folosesc adesea în mod vag strategia cuvântului pentru a face referire pur și simplu la ce argumente vor rula în dezbatere. Dar, strategia se referă la mai mult decât atât - se referă la o considerație la modul în care acel pachet de argumente va avansa pe parcursul dezbaterii pentru a asigura victoria. Rezumat . Discursurile sumare sunt al treilea set de discursuri din dezbatere. Discursurile au două minute.

T

Tab room. The tab room is where the pairings for the tournament are produced and the results are calculated.

Team. In this text, a debate team refers to two individuals – you and your partner. People often refer to the "debate team" as the squad.

Tournament. The tournament is the place where debates occur. All tournaments have a given number of preliminary debates where everyone participates and then elimination rounds where two person teams debate until the last one is undefeated.

Turn When you turn an argument you say they opposite. If the other side argues you spend money, and you argue you save money, you are turning their argument. There are three types of turns – link turns, internal link turns, and impact turns. Be careful not to double-turn yourself.

U

Underview. An underview is essentially an overview that is given at the end of the speech rather than the beginning. Underviews can help focus the judge, but arguments that are made in underviews are usually best advanced in overviews because that is when you have judge's closest attention.

Update. Debaters are always pressed to read recent evidence in debates. An update is simply a new, more recent piece of evidence that replaces an older piece of evidence on the same argument.

V

Voting issue. Both teams can argue that any given issue is a voting issue – an issue that the judge should vote on before anything else.

Serbian

Rečnik pojmova u formatu javne debate(Public Forum)

Rečnik pojmova u formatu javne debate(Public Forum)

A

Dodatak Dodatak predstavlja novu prednost (ako ste „Pro") ili nedostatak (ako ste „Con") koji se čitaju u pobijanju. Umesto direktnog predstavljanja nove prednosti ili mana (pošto se to nekim sudijama neće dopasti), većina debatera će jednostavno pročitati da je to okretanje na jednu od prvobitnih prednosti ili nedostataka.

Prednost Prednost je jedna od pogodnosti koje „Pro" tvrdi da podržava rezoluciju.

Afirmativno Ponekad debateri nazivaju „Pro" „afirmativnim".

Analitički Analitički je argument zasnovan na zdravom razumu ili rasuđivanju.

Odgovor Odgovor je jednostavno odgovor na argument.

Argument U osnovi, argument je tvrdnja koja je potkrepljena dokazima. Postoji mnogo različitih tipova argumenata u debati o kojima se raspravlja.

B

„Backflowing" Nakon što održite govor za pobijanje, trebalo bi da svom partneru date kopiju svojih beleški kako bi on mogao da popuni vaše argumente tako da imate tok sopstvenih argumenata. Ovo je najvažnije ako ste vi govornik pobijanja jer će govornik pobijanja morati da referiše argumente iz pobijanja u svojoj završnoj reči.

Pre nego što debata počne, oba člana tima bi trebalo da predstave svoj tim kako bi mogli da se osvrnu na njega tokom debate.

Listić za ocenjivanje Listić za ocenjivanje je mesto gde sudije beleže pobednika i gubitnika, poene govornika za svaki put i rangiranje govornika u debati po redosledu od 1 do 4. Mnoge sudije će napisati komentare slobodnog stila na listiću za ocenjivanje (ili ih ukucati u tabroom.com ako se koristi onlajn ocenjivanje debatera).

Prelaz Većina turnira ima preliminarne debate i eliminacione runde. Ako pobedite u dovoljnom broju preliminarnih debata, preći ćete na eliminacione runde. Svaki učesnik turnira će imati isti broj preliminarnih rundi, ali samo određeni broj će proći u eliminacione runde.

Za jednodnevne turnire ne postoje runde „prelaza". Nagrade će jednostavno biti dodeljene određenom najvišem procentu finalista nakon određenog broja debata (obično tri).

Teret dokazivanja Teret dokazivanja predstavlja identifikikaciju odgovornosti za dokazivanje različitih argumenata. Tim koji je zastupa „Pro" debate uvek je odgovoran za dokazivanje različitih delova. Na primer, ako tim koji je protiv te tvrdnje predstavlja nedostatak, njihova je odgovornost da dokažu sve delove nedostatka.

Teret replike Teret replike kaže da kada tim iznese neki argument, teret odgovornosti pada na drugi tim da na njega odgovori. Ako tim ne odgovori na argument, smatra se da je pobedio tim koji zastupa taj argument.

C

Spreman Spreman govor je govor koji se u potpunosti priprema pre početka debate. U javnom forumu, prva dva govora (Konstruktivci) su spremni govori.

Slučaj Slučaj se neformalno odnosi na sadržaj konstruktivnih govora.

Citiranje Citiranje je izvor iz kojeg dolaze dokazi. Citiranje uključuje ime autora, izvor, naslov (ako se razlikuje od izvora), broj stranice URL-a, godinu i datum.

Tvrdnja Tvrdnja je jednostavno tvrdnja drugog tima. Oni mogu tvrditi, na primer, da će ekonomski pad izazvati rat.

Argumentacija Konstruktivni govori su često organizovani kao iznošenje dokaza. Većina konstruktivnih govora obično ima dve tvrdnje, ali može biti i manje ili više.

Kontekst Kontekst se odnosi na to da li citat predstavljen u debati zapravo odražava odgovarajući kontekst članka iz kojeg je preuzet. Važno kontekstualno pitanje je da li autor originalnog dela podržava upotrebu citata na način na koji su ga debateri koristili.

Provera konteksta Provera konteksta je argument iznet u debati koji kaže da debateri ne koriste citat koji su izneli u odgovarajućem kontekstu. Provere konteksta su retke jer se smatraju pitanjem etike.

Analiza troškova i koristi Analiza troškova i koristi je terminologija iz stvarnog sveta i odnosi se na to da li je zastupanje teza isplativo.

Unakrsno ispitivanje Tokom debate postoje periodi za postavljanje pitanja. Unakrsno ispitivanje prati svaki od konstruktivnih govora, govora pobijanja i govora rezimea.

D

Odbrambeni argumenti Odbrambeni argumenti pobijaju osnovnu tvrdnju druge strane govoreći da nisu tačni. Na primer, ako neko kaže da tvrdi da ekonomski pad izaziva rat, a vi tvrdite da ekonomski pad ne izaziva rat, vi ste izneli odbrambeni argument.

Nedostatak Nedostatak dokazuje da je rešenje nepoželjno. Ako tvrdnja glasi: „Sjedinjene Države bi trebalo da rasporede protivraketnu odbranu“, nedostatak bi bio razlog da je razmeštanje raketne odbrane loša ideja.

Odbačeno Odbačeni argument je svaki argument na koji vaš protivnik nije odgovorio u njegovom ili njenom sledećem govoru.

E

„Ugrađeno” pobijanje Timovi obično odgovaraju na pojedinačne argumente iznete u debati tačku po tačku. „Ugrađeno” pobijanje je, međutim, napredna tehnika koja se koristi u pobijanjima gde tim uključuje referencu na argument druge strane kada odgovara. „Ugrađeno” pobijanje je napredna tehnika koja zahteva veštinu i praksu u odgovaranju na određene argumente.

Proširiti Proširivanje argumenta u osnovi se odnosi na pominjanje istog argumenta u kasnijim govorima, a ne na njegovo izbacivanje. Proširivanje uključuje pobijanje argumenata koji su izneseni protiv njega.

Dokaz U debati, dokazi se odnose na citate koje debateri uvode da potkrepe svoje argumente.

F

Završna reč Završni govori su poslednji dvominutni govori debate. Svaka strana (za i protiv) ima jedan govor u završnoj reči.

Tok Tok je ono što debateri koriste za beleženje u debati. On je osnovna i apsolutno neophodna veština ako želite da budete dobar debater.

Okvir Okvir je objašnjenje kako sudija treba da oceni debatu. Šta je najvažnije pitanje? Spasavanje života? Ponašati se etički? Štititi čije interese?

H

„Visoko-nisko" Prilikom odlučivanja o nagradama govornika, turniri obično ne uzimaju u obzir najviše poene govornika debatera i najniže poene govornika debatera. „Visoko-nisko" se takođe odnosi na to kako se uparuju debate na turniru. Nakon prve dve do četiri unapred postavljene debate, većina debata se uparuje „visoko-nisko". Ovo znači da će se timovi sa identičnim rezultatima (recimo 2:2) sastajati u budućim debatama, ali oni sa najvećim brojem poena će debatovati sa onima sa najnižim brojem poena.

I

Uticaj Uticaj je sličan šteti, iako se termin obično koristi u kontekstu nedostatka. Uticaj je konačni i krajnji problem. Na primer, ako nedostatak negativnog tvrdi da afirmativno zagovaranje razara ekonomiju, uticaj je konačni rezultat – ekonomski pad može izazvati siromaštvo ili čak izazvati rat.

Interpretacija Učesnici debate će ponuditi „tumačenje" određenih uslova rezolucije, kako smatraju da bi uslovi rezolucije trebalo da budu definisani i tumačeni. O ovim definicijama tj. značenjima mogu raspravljati obe strane.

J

Sudija Sudija je osoba koja odlučuje o pobedniku i gubitniku svake debate. U debati postoji glavni sudija, kao i sporedne sudije. One mogu imati listić za ocenjivanje koji se računa u takmičenju, ali ne mora.

L

Red po red Red po red se odnosi na prolazak tačku po tačku kroz tok argumenata druge strane i odgovaranje na svaki od njih dok traje debata.

Povezanost Povezanost se generalno razmatra kao deo nedostatka. To je deo argumenta koji povezuje negativan nedostatak sa onim što afirmativni argumenti tvrde. Na primer, veza sa nedostatkom potrošnje tvrdi da će afirmativni plan potrošiti novac.

N

Negativno Ponekad ljudi nazivaju „Con" tim kao negativni tim.

Novi argumenti Novi argumenti su argumenti izneseni u debati koji se iznose nakon što je tim održao prvi govor. Na primer, ako se ne pozabavite argumentom iznetim u konstruktivnim govorima do rezimea ili završne reči, vaši odgovori će se smatrati novim.

O

Zapažanje Ponekad se tvrdnje nazivaju zapažanjima.

Uvredljivi argumenti Ako vam neko kaže da iznesete uvredljivu argumentaciju, možda mislite da vam on ili ona govori da budete nepristojni. Međutim, uvredljivi argument se jednostavno odnosi na zamenu teza.

Pregled Pregled je opšte objašnjenje glavnog argumenta koji se javlja pre nego što počnete da odgovarate na argument(e) red po red koje je iznela druga strana.

P

Uparivanje Uparivanje je list koji se dobija iz sobe za kartice pre početka svake debate. Uparivanje identifikuje vaš tim, tim u kome debatujete, prostoriju u kojoj će se debata održati i ko je sudija.

Partner Na javnom forumu debatujete sa partnerom – dvoje ljudi protiv dvoje ljudi.

Plan U debati o politici, plan je osnovna izjava afirmativnog o tome kako oni veruju da stvari treba da se promene. Planovi se ne prihvataju u javnom forumu. U javnom forumu debateri se zalažu za ili protiv ukupne tvrdnje.

Uparivanje snage Nakon određenog broja preliminarnih debata, turnir se uparuje (takođe poznat kao „uparivanje snage") tako da timovi sa istim rezultatima debatuju jedni sa drugima.

Priprema pre runde Priprema pre runde je sve vreme koje morate da se pripremite pre početka bilo koje debate.

Preliminarne runde Većina debatnih turnira ima i preliminarne i eliminacione runde. U preliminarnim rundama svakoj ekipi od dve osobe se dodeljuje niz afirmativnih i negativnih strana debate (recimo po tri od svake). Nakon što su preliminarne debate završene, debateri u prva četiri do trideset dva tima (u zavisnosti od veličine turnira) se biraju za učešće u eliminacionim rundama.

Vreme pripreme Vreme za pripremu je ukupna količina zajedničkog vremena dodeljenog vama i vašem partneru u okviru debate kako biste mogli da pripremite svoje govore. U javnom forumu, standardna dodela je dva minuta.

R

Rangiranje U svakoj debati sudija ocenjuje učesnike debate ocenama od 1 do 4. Ovi brojevi predstavljaju vaš rang u određenoj debati. Najbolje postignuće je izraženo brojem 1, a najniže brojem 4.

Pobijanje U javnom forumu, pobijani govori prate konstruktivne govore. Tada timovi moraju opovrgnuti argumente drugih timova u konstruktivnim govorima.

Rezultat Vaš rezultat je ukupan broj pobeda i poraza koje imate u bilo kom trenutku na turniru. Na primer, ako imate dve pobede i jedan poraz, vaš rezultat je 2:1.

Rezolucija Rezolucija je izabrana tema za debatu. „Pro" timovi će to podržati, a „Con" timovi će se protiviti.

RFD/Razlog za odluku Ovo je razlog za odluku sudije u debati.

Kolo Kolo je pojedinačna debata koja se odvija tokom turnira.

Zaokruživanje Zaokruživanje je globalni pregled cele debate koju često iznosi jedan od poslednja dva pobijača. Neke sudije cene zaokruživanja, a drugi misle da su gubljenje prethodnog vremena za govor.

S

„Sign posting” je tehnika koja se koristi kako bi govornik jasno naznačio ili označio glavne tačke svog govora ili argumentacije. Omogućava publici (ili sudijama, ako je u pitanju takmičarska debata) da lakše prate tok argumentacije i da shvate šta se trenutno razmatra.

Nagrada za govornika Osoba sa najvećim brojem poena na kraju turnira je najbolji govornik na turniru i dobija nagradu za govornika. Osoba sa drugim najvećim brojem poena je drugi govornik. Dodeljuje se uobičajeno deset do dvadeset nagrada govornika.

Bodovi za govornika U svakoj debati sudija svakom debateru dodeljuje bodove za govornika, koji mogu biti prilično subjektivni.

Širenje „Raširiti se“ u debati jednostavno znači govoriti što je brže moguće. To se generalno ne podstiče u debatama na javnom forumu.

„Status kvo” Predstavlja latinski termin za postojeće stanje.

Strategija Strategija je sredstvo za postizanje određenog cilja. Debateri često slobodno koriste reč strategija da jednostavno upućuju na argumente koje će izneti u debati. Međutim, strategija se odnosi i na razmatranje kako će taj niz argumenata napredovati tokom debate da bi obezbedio pobedu.

Rezime Rezime govora predstavlja treći skup govora u debati, koji traju dva minuta.

T

„Tab room” Reč je o prostoru ili platformi gde se prate i organizuju rezultati, parovi i informacije tokom debate.

Tim Debatni tim se odnosi na dve osobe – vas i vašeg partnera.

Turnir Turnir je mesto gde se odvijaju debate. Svi turniri imaju određeni broj preliminarnih debata u kojima svi učestvuju, a zatim eliminacione runde u kojima timovi po dve osobe debatuju sve dok poslednji ne bude neporažen.

Preokret Označava strategiju u kojoj debater preokreće argument svog protivnika i koristi ga u svoju korist. Ako druga strana tvrdi da trošite novac, a vi tvrdite da štedite novac, preokrećete njihov argument.

U

Pregled Obično se koristi da označi deo debate kada se iznosi pregled ključnih ačaka ili argumenta koji je podnet tokom debatnog procesa. Iznosi se na kraju govora, a ne na početku.

Ažuriranje Debateri su uvek pod pritiskom da čitaju nedavne dokaze u debatama. Ažuriranje je jednostavno noviji dokaz koji zamenjuje stariji dokaz o istom argumentu.

V

Pitanje glasanja Označava ključnu tačku ili argument koji debater smatra najvažnijim u sudijinom donošenju odluke o pobedniku debate. Reč je o temeljnom argumentu koji, prema mišljenju debatera, odlučuje o ishodu debate, odnosno zašto bi sudija trebalo da odluči u njihovu korist.

Portuguese

Glossário de Termos em Debates de Fórum Público

A

· Add-on (Acrescento). Um add-on é simplesmente uma nova vantagem (se estás no Pro) ou desvantagem (se estás no Contra) apresentada na Refutação. Em vez de declarar explicitamente uma nova vantagem ou desvantagem (já que alguns juízes não gostam disso), muitos debatedores apresentam-na como uma inversão (Turn) de uma das vantagens ou desvantagens originais.

· Advantage (Vantagem). A vantagem é um dos benefícios que o Pro afirma resultar do apoio à resolução.

· Affirmative (Afirmação / Lado Afirmação). Por vezes, os debatedores chamam "Pro" de "Afirmação".

· Analytic (Analítico). Um analítico é um argumento baseado no senso comum ou na lógica.

· Answer (Resposta). Uma resposta é simplesmente uma reação a um argumento.

· Argument (Argumento). Basicamente, um argumento é uma afirmação — uma asserção — sustentada por justificações (warrants) ou razões. Existem muitos tipos diferentes de argumentos em debate, que são discutidos ao longo deste volume e nesta secção de vocabulário.

B

· Backflowing (Retrofluxo). Depois de fazeres um discurso de Refutação, deves dar ao teu parceiro uma cópia da tua folha de flow para que ele ou ela possa anotar os teus argumentos, de forma a teres também um registo dos teus próprios argumentos. Isto é especialmente importante se fores o orador da Refutação, já que precisarás de referir os argumentos da Refutação no teu Foco Final (Final Focus).

Antes de o debate começar, ambos os membros da equipa devem fazer um pro flow da construção da sua própria equipa, para poderem consultá-lo durante o debate.

· Ballot (Boletim). O boletim é onde o(s) juiz(es) registam o vencedor e o perdedor, os pontos de oratória de cada equipa, e uma classificação dos oradores do debate, do 1.º ao 4.º lugar. Muitos juízes escrevem comentários livres no boletim (ou digitam no tabroom.com se o sistema de votação for online).

· Break (Avançar / Passar). A maioria dos torneios tem rondas preliminares e rondas de eliminação. Se ganhares rondas preliminares suficientes, passarás (break) para as rondas de eliminação. Cada participante do torneio tem o mesmo número de rondas preliminares, mas apenas um número limitado avança para as rondas eliminatórias.

Em torneios de um dia, não há rondas de "break". Os prémios são simplesmente atribuídos a uma certa percentagem dos melhores classificados após um determinado número de debates (normalmente três).

· Burden of proof (Ônus da prova). O ônus da prova identifica de quem é a responsabilidade de provar determinados argumentos. A equipa que apresenta o argumento é sempre responsável por provar as suas partes. Por exemplo, se a equipa negativa apresentar uma desvantagem, é da sua responsabilidade provar todos os elementos dessa desvantagem.

Burden of rejoinder (Ônus da resposta). O ônus da resposta estabelece que, uma vez que uma equipa apresente um argumento, cabe à outra equipa responder-lhe. Se a equipa não responder, considera-se que o argumento foi ganho pela equipa que o apresentou

C

· Canned (Discurso pré-preparado). Um discurso canned é um discurso preparado totalmente antes do início do debate. No Fórum Público, os dois primeiros discursos (as Construções) são discursos pré-preparados.

· Case (Caso). O case refere-se, de forma ampla, ao conteúdo dos discursos construtivos.

· Cite/Citation (Citação). A citação é a fonte de onde vem a evidência. Inclui o nome do autor, a fonte, o título (se diferente da fonte), o número da página ou URL, o ano e a data.

· Claim (Alegação). Uma alegação é simplesmente uma afirmação feita por outra equipa. Eles podem alegar, por exemplo, que um declínio económico desencadeará uma guerra.

· Contention (Ponto de Contenção / Argumento principal). Os discursos construtivos são frequentemente organizados em pontos de contenção. A maioria dos discursos construtivos tem dois, mas podem ter um ou mais.

· Context (Contexto). O contexto refere-se a saber se a citação apresentada no debate reflete realmente o contexto apropriado do artigo de onde foi retirada. Uma questão importante é se o autor do texto original apoiaria o uso da citação da forma como foi apresentada pelos debatedores.

· Context Challenge (Desafio de Contexto). Um desafio de contexto é um argumento no debate que diz que os debatedores não estão a usar a citação no seu contexto apropriado. Estes desafios são raros porque são considerados uma questão de ética.

· Cost-benefit analysis (Análise custo-benefício). Termo do mundo real para a linguagem dos benefícios líquidos (net-benefits). Simplificando: será que a proposta compensa os custos?

· Cross-fires (Confrontos / Perguntas cruzadas). São períodos de perguntas durante o debate. Os cross-fires seguem-se a cada discurso construtivo, aos discursos de refutação e aos discursos de resumo.

D

· Defensive arguments (Argumentos defensivos). Argumentos defensivos refutam a alegação básica do outro lado, dizendo que não é verdadeira. Por exemplo, se alguém afirma que um declínio económico causa guerra e tu argumentas que um declínio económico não causa guerra, fizeste um argumento defensivo.

· Disadvantage (Desvantagem). Uma desvantagem prova que a resolução é indesejável. Se a resolução for "Resolvido: Os Estados Unidos devem implementar defesa antimísseis", uma desvantagem seria uma razão pela qual implementar defesa antimísseis é uma má ideia.

· Drop (Deixar cair). Um argumento "dropado" é qualquer argumento ao qual o teu oponente não respondeu no discurso seguinte.

E

· Embedded refutation (Refutação incorporada). As equipas normalmente respondem a argumentos específicos ponto a ponto. A refutação incorporada, no entanto, é uma técnica avançada usada nas refutações, onde uma equipa inclui a referência ao argumento do outro lado dentro da sua resposta. É uma técnica que exige prática e habilidade.

· Extend (Estender). Estender um argumento significa mantê-lo vivo nos discursos seguintes, em vez de o abandonar (kicking). A extensão inclui refutar os argumentos levantados contra ele.

· Evidence (Evidência). Em debate, evidência refere-se a citações que os debatedores apresentam para apoiar os seus argumentos.

F

· Final Focus (Foco Final). Os discursos de Final Focus são os últimos discursos de dois minutos do debate. Cada lado (Pro e Contra) tem um discurso de Foco Final.

· Flow (Fluxo). O flow é a forma como os debatedores tomam notas durante o debate. Normalmente, as pessoas tomam notas verticalmente — em forma de esquema. No debate, as notas são horizontais — registando os argumentos e as respostas ao longo do debate. Flowing é uma habilidade fundamental e absolutamente essencial para ser um bom debatedor.

· Framework (Quadro de referência). O framework é a explicação de como o juiz deve avaliar o debate. Qual é a questão mais importante? Salvar vidas? Agir de forma ética? Proteger os interesses de quem?

H

· High-low (Alto-baixo). Ao decidir prémios de oratória, os torneios geralmente eliminam da consideração a pontuação mais alta e a mais baixa de um debatedor. High-low também se refere à forma como os debates são emparelhados num torneio. Após as duas a quatro primeiras rondas pré-definidas, os debates são emparelhados em high-low dentro dos grupos. Isto significa que equipas com registos idênticos (por exemplo, 2-2) vão debater entre si, mas as equipas com mais pontos de oratória enfrentam as que têm menos pontos.

I

· Impact (Impacto). O impacto é semelhante a um prejuízo (harm), embora o termo seja geralmente usado no contexto de uma desvantagem. O impacto é o problema final que resulta. Por exemplo, se a desvantagem do lado negativo argumenta que a proposta da afirmação prejudica a economia, o impacto é o resultado final — um declínio económico pode causar pobreza ou até mesmo desencadear uma guerra.

· Interpretation (Interpretação). Os debatedores podem apresentar uma "interpretação" de certos termos da resolução — como acreditam que esses termos devem ser definidos ou compreendidos. Estas definições podem ser debatidas por ambos os lados, mas a ideia geral é essa.

J

· Judge (Juiz). O juiz é a pessoa que decide o vencedor e o perdedor de cada debate. No debate pode haver um chair (juiz principal) e shadows (juízes secundários). O shadow pode ter um boletim que conta para a competição ou não.

L

· Line-by-Line (Linha por linha). Refere-se a responder ponto por ponto ao flow dos argumentos do outro lado, respondendo a cada um à medida que se avança.

· Link (Ligação). Uma ligação é geralmente discutida como parte de uma desvantagem. É a parte do argumento que conecta a desvantagem negativa ao que a afirmação está a defender. Por exemplo, uma ligação a uma desvantagem de gastos argumenta que o plano afirmativo vai gastar dinheiro.

N

· Negative (Negativo). Às vezes, as pessoas referem-se à equipa Contra como a equipa Negativa.

· New arguments (Novos argumentos). São argumentos apresentados no debate depois de já ter havido oportunidade para responder aos argumentos. Por exemplo, se só responderes a um argumento feito nos discursos construtivos durante o Resumo ou Foco Final, essas respostas serão consideradas novas.

O

· Observation (Observação). Às vezes, os pontos de contenção são chamados de observações.

· Offensive arguments (Argumentos ofensivos). Se alguém te pedir para fazer um argumento ofensivo, não significa ser rude. Um argumento ofensivo refere-se a um turn — um link turn, um internal link turn ou um impact turn. Pode também ser uma vantagem ou uma desvantagem.

· Overview (Panorama). Um panorama é uma explicação geral de um argumento importante que ocorre antes de começares a responder ponto por ponto aos argumentos do outro lado.

P

· Pairing (Emparelhamento). É a folha divulgada pela tab room antes de cada debate. Indica a tua equipa, a equipa adversária, a sala onde o debate vai decorrer e quem serão os juízes.

· Partner (Parceiro). No Fórum Público debates com um parceiro — são duas pessoas contra duas pessoas.

· Plan (Plano). No Debate de Política, o plano é a declaração básica do Afirmação sobre como as coisas devem mudar. Planos não são aceites no Fórum Público. Aqui, os debatedores defendem ou atacam a resolução como um todo.

· Power-match (Emparelhamento por força). Após um certo número de debates preliminares, o torneio é emparelhado (power-pairing) para que equipas com registos iguais debatam entre si.

· Pre-round prep (Preparação pré-ronda). É o tempo que tens para te preparar antes do início de qualquer debate.

· Preliminary rounds (Rondas preliminares). A maioria dos torneios tem rondas preliminares e rondas eliminatórias. Nas rondas preliminares, cada equipa faz um certo número de debates no lado afirmativo e no negativo (por exemplo, três de cada). Depois, as equipas melhor classificadas (top 4 a 32, dependendo do torneio) avançam para as rondas eliminatórias.

· Prep time (Tempo de preparação). É o tempo total partilhado dentro de um debate, reservado a ti e ao teu parceiro, para preparar os discursos. No Fórum Público, o tempo padrão é de dois minutos.

R

· Ranks (Classificações). Em cada debate, o juiz classifica os debatedores de 1 a 4. O número é a tua classificação nessa ronda. Um 1 é o melhor e um 4 é o pior.

· Rebuttal (Refutação). No Fórum Público, os discursos de Refutação seguem-se aos Construtivos. Neles, as equipas devem refutar os argumentos feitos pelo outro lado nos discursos construtivos.

· Record (Registo). O teu registo é o total de vitórias e derrotas que tens num torneio. Por exemplo, se tens duas vitórias e uma derrota, o teu registo é 2-1.

· Resolution (Resolução). A resolução é o tema escolhido para debate. As equipas Pro defendem-na e as Contra atacam-na.

· RFD/Reason for decision (Razão da decisão). É a explicação do juiz sobre o motivo da decisão no debate.

· Round (Ronda). Uma ronda é um único debate que ocorre durante o torneio.

· Round overview (Panorama da ronda). É uma visão global de todo o debate, geralmente feita por um dos últimos dois debatedores de refutação. Alguns juízes apreciam panoramas de ronda, outros acham que é perda de tempo de discurso.

S

·Sign-posting (Sinalização). Usar o flow para ir ponto a ponto pelos argumentos do oponente. Quando indicas que argumentos específicos estás a responder e em que parte do flow, estás a sinalizar para o juiz, ajudando-o a colocar as tuas respostas no lugar certo.

·Speaker award (Prémio de orador). A pessoa com maior total de pontos de orador no fim de um torneio é o melhor orador e recebe o prémio. O segundo lugar vai para quem tem o segundo maior total. Normalmente atribuem-se entre 10 a 20 prémios de orador.

·Speaker points (Pontos de orador). Em cada debate, o juiz atribui pontos de orador a cada debatedor. Estes pontos são bastante subjetivos.

·Spread (Discurso acelerado). Spreading significa falar o mais rápido possível. É geralmente desencorajado no Fórum Público.

·Status quo/squo (Status quo). Em latim, significa “o sistema atual”.

·Strategy (Estratégia). Uma estratégia é um meio de atingir um objetivo específico. Os debatedores usam muitas vezes a palavra de forma vaga para se referirem apenas aos argumentos que vão apresentar, mas vai além disso — trata-se de como esse conjunto de argumentos vai evoluir ao longo do debate para garantir a vitória.

Summary (Resumo). Os discursos de Resumo são o terceiro conjunto de discursos no debate. Têm dois minutos de duração

T

· Tab room (Sala de tabulação). É onde se produzem os emparelhamentos e se calculam os resultados do torneio.

· Team (Equipa). Neste contexto, uma equipa de debate refere-se a duas pessoas — tu e o teu parceiro. Muitas vezes, "equipa de debate" refere-se ao grupo ou clube como um todo.

· Tournament (Torneio). O torneio é o local onde decorrem os debates. Todos têm um número fixo de rondas preliminares e depois rondas eliminatórias, até restar uma equipa invicta.

· Turn (Inversão). Quando fazes um turn a um argumento, dizes o oposto. Se o outro lado diz que gastas dinheiro e tu dizes que poupas dinheiro, estás a inverter o argumento deles. Há três tipos de turns — link turns, internal link turns e impact turns. Atenção para não te contradizeres (double-turn).

U

· Underview (Panorama final). Um underview é essencialmente um panorama apresentado no fim do discurso em vez do início. Pode ajudar a focar o juiz, mas os argumentos são geralmente mais eficazes quando apresentados em panoramas iniciais, porque é quando tens mais atenção do juiz.

· Update (Atualização). Os debatedores são sempre pressionados a apresentar evidência recente. Uma atualização é simplesmente uma nova citação, mais atual, que substitui uma anterior no mesmo argumento.

V

· Voting issue (Questão de voto). Ambas as equipas podem argumentar que uma determinada questão deve ser considerada prioritária para o juiz ao decidir o vencedor.

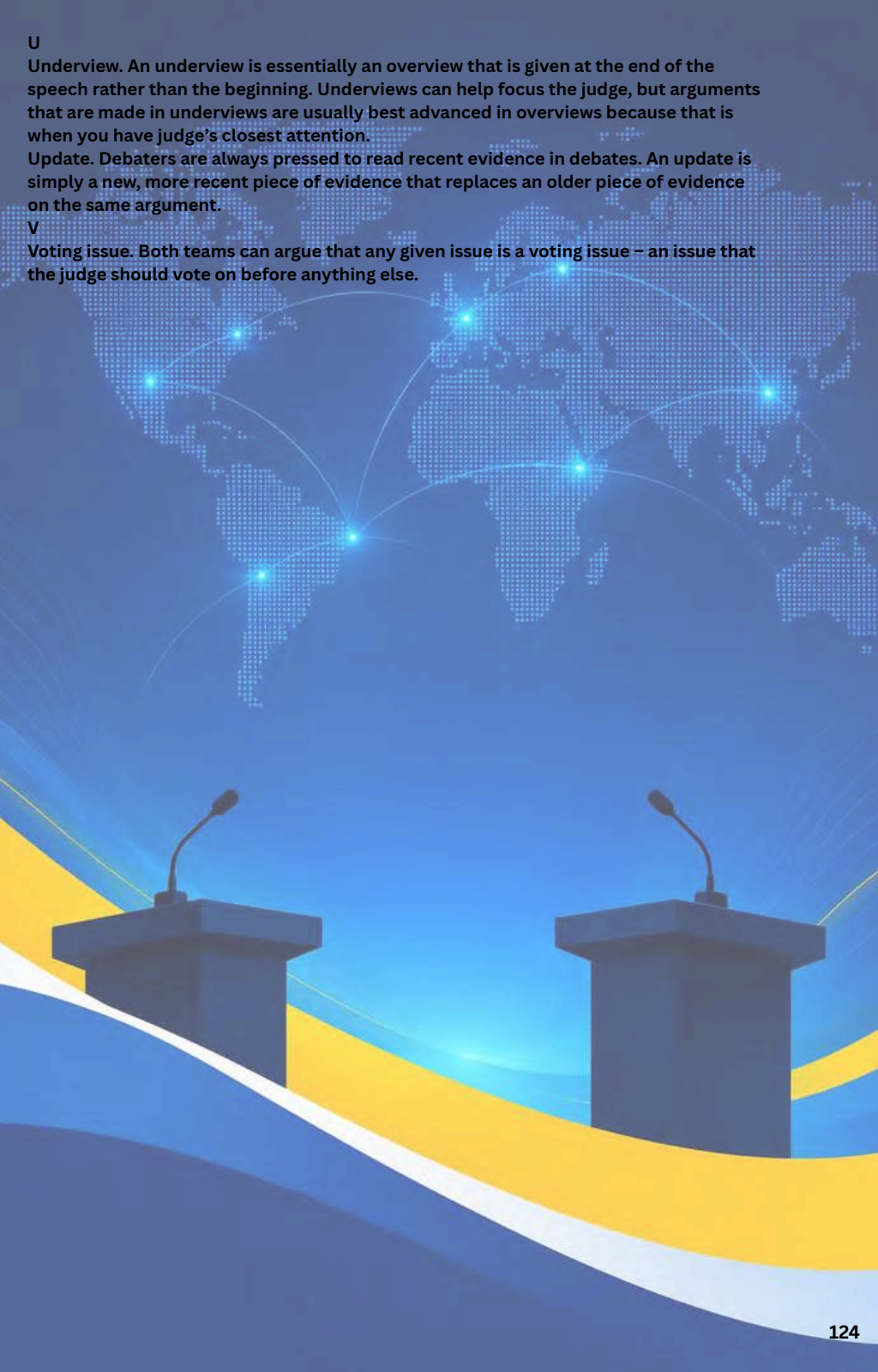
U

Underview. An underview is essentially an overview that is given at the end of the speech rather than the beginning. Underviews can help focus the judge, but arguments that are made in underviews are usually best advanced in overviews because that is when you have judge's closest attention.

Update. Debaters are always pressed to read recent evidence in debates. An update is simply a new, more recent piece of evidence that replaces an older piece of evidence on the same argument.

V

Voting issue. Both teams can argue that any given issue is a voting issue – an issue that the judge should vote on before anything else.



North Macedonian

Поимник на термини во дебати на јавниот форум

А

Додаток

. Додатокот е едноставно нова предност (ако сте про) или недостаток (ако сте против) што се чита во Побивањето. Наместо експлицитно да презентираат нова предност или недостаток (бидејќи тоа на некои судии нема да им се допадне), повеќето дебатери едноставно ќе прочитаат дека тоа е Сврт кон една од оригиналните предности или недостатоци. Предност

Предноста е една од придобивките што ги тврди Pro од поддршката на резолуцијата. Потврдно

Понекогаш дебатерите го нарекуваат „Про“ „афирмативно“. Аналитичка

. Аналитиката е аргумент заснован на здрав разум или расудување. Одговори

. Одговорот е едноставно одговор на аргумент. Аргумент

. Во основа, аргументот е тврдење - тврдење - што е поткрепено со налог или налог - причини. Постојат многу различни видови аргументи во дебатата кои се дискутирани низ овој том и во овој дел за вокабулар. Б

Назадлив.

Откако ќе одржите говор за побивање, треба да му дадете на вашиот партнер копија од вашиот тековен лист за да може тој или таа да ги пополни вашите аргументи за да имате проток на вашите сопствени аргументи. Ова е најважно ако сте говорник на Побивање затоа што говорникот на Побивање ќе треба да ги повикува аргументите од Побивањето во неговиот или нејзиниот последен фокус. Пред да започне дебатата, и двајцата членови на тимот треба секој професионалец да го покаже конструктивното на својот тим за да може да се повика на него во текот на дебатата. Гласачко ливче.

Гласачкото ливче е местото каде што судијата(ите) го евидентираат победникот и губитникот, поени од говорникот за секое време и рангирање на говорниците во дебатата со редослед од 1 до 4. Многу судии ќе напишат коментари во слободен стил на гласачкото ливче (или ќе го напишат на tabroom.com ако се користи онлајн гласање). Пауза

. Повеќето турнири имаат прелиминарни дебати и елиминациски рунди. Ако победите во доволно прелиминарни дебати, ќе се пробиете до елиминациските рунди. Секој учесник на турнирот ќе има ист број на прелиминарни рунди, но само даден број ќе оди во елиминациските рунди. За еднодневните турнири нема „брејк“ рунди. Едноставно, наградите ќе бидат доделени на одреден врвен процент од финишите по одреден број дебати (обично три). Товарот на докажување.

Товарот на докажување идентификува чија е одговорноста да докажува различни аргументи. Тимот кој го унапредува аргументот е секогаш одговорен да докаже различни делови. На пример, ако негативниот тим претставува недостаток, нивна одговорност е да ги докажат сите делови на неповолната положба. Товарот на возврат. Товарот на возвраќање вели дека штом тимот ќе поднесе аргумент дека товарот на другиот тим е да одговори на него. Ако тимот не одговори на тоа, се смета дека е освоен од тимот што го унапредува аргументот.

B

Конзервирана.

Конзервиран говор е говор кој е целосно подготвен пред почетокот на дебатата. Во јавен форум, првите два говори (конструктивците) се конзервирани говори. Случај

. Случајот лабаво се однесува на содржината на Конструктивните говори.

Цитат/Цитат

. Цитирањето е изворот од кој потекнуваат доказите. Цитирањето го вклучува името на авторот, изворот, насловот (ако е различен од изворот), бројот на страницата на URL-то, годината и датумот. Побарување.

Тврдењето е едноставно тврдење направено од друг тим. Тие можат да тврдат, на пример, дека економскиот пад ќе предизвика војна. Контрола

Конструктивните говори често се организираат во расправии. Повеќето конструктивни говори обично имаат две спорови, но тие можат да имаат една или повеќе спорови. Контекст.

Контекстот е за тоа дали цитатот презентиран во дебатата всушност го одразува соодветниот контекст на статијата од која е преземен. Важно контекстуално прашање е дали авторот на оригиналниот дел ќе ја поддржи употребата на цитатот на начинот на кој дебатерите го користеле. Контекст предизвик.

Контекстичен предизвик е аргументот изнесен во дебатата кој вели дека дебатерите не го користат цитатот што го презентирале во неговиот соодветен контекст. Контекстните предизвици се ретки бидејќи се сметаат за прашање на етиката. Анализа на трошоци и придобивки

. Анализата на трошоци и придобивки е реална терминологија за јазикот на нето-бенефиции. Едноставно, дали застапувањето е исплатливо Вкрстени пожари. Има периоди на испрашување за време на дебатата. Вкрстените говори следат по секој од Конструктивните говори, говорите за побивање и говорите за резиме.

D

Одбранбени аргументи.

Одбранбените аргументи го побиваат основното тврдење на другата страна велејќи дека тие не се вистинити. На пример, ако некој рече дека тврди дека економскиот пад предизвикува војна, а вие тврдите дека економското опаѓање не предизвикува војна, сте направиле одбранбен аргумент. Недостаток

. Недостаток докажува дека резолуцијата е непожелна. Ако резолуцијата е „Решено; Соединетите Држави треба да распоредат противракетна одбрана“, недостаток ќе биде причина што распоредувањето на ракетна одбрана е лошо идеја. Спушти . Отфрлен аргумент е секој аргумент на кој вашиот противник не одговара во неговиот или нејзиниот следен говор.

E

Вградено побивање.

Тимовите обично одговараат на поединечни аргументи изнесени во дебатата на основа точка по точка. Вграденото побивање, сепак, е напредна техника која се користи во побивања каде што тимот вклучува упатување на аргументот на другата страна кога одговара. Вграденото побивање е напредна техника која бара вештина и пракса за одговарање на одредени аргументи. Прошири . Проширувањето на аргументот во основа се однесува на одржување на аргументот во подоцнежните говори наместо да го шутне. Проширувањето вклучува побивање на аргументите изнесени против него. Доказ . Во дебатата, доказите се однесуваат на цитати кои дебатерите ги воведуваат за да ги поддржат нивните аргументи.

Ф

Финален фокус

. Говорите на конечниот фокус се последните двеминутни говори од дебатата. Секоја страна (про и против) има по еден говор за финален фокус. Тек

Тек е она што дебатерите го користат за да земат белешки во дебатата. Обично повеќето луѓе земаат белешки вертикално - во форма на преглед. Во дебатата правите белешки хоризонтално – забележувајќи ги аргументите и одговорите на нив во текот на дебатата. Течењето е основна и апсолутно суштинска вештина ако сакате да бидете добар дебатер. Рамка . Рамката е објаснувањето како судијата треба да ја оцени дебатата. Кое е најважното прашање? Спасување животи? Постапувајќи етички? Заштита на чии интереси?

X

Високо-ниско

. Кога се одлучуваат за награди за говорници, турнирите обично се отфрлаат од највисоките поени на говорникот на дебатерот и најниските поени на говорникот на дебатерот. Високо-ниско, исто така, се однесува на тоа како се спаруваат дебатите на турнирот. По првите две до четири претходно поставени дебати, повеќето дебати се спарени високо-ниско во заграда. Ова значи дека тимовите со идентични рекорди (да речеме 2-2) ќе се сретнат во идните дебати, но оние со највисоки поени ќе дебатираат за оние со најниски поени на говорникот. Јас

Влијание

. Влијанието е слично на штета, иако терминот обично се користи во контекст на неповолноста. Влијанието е конечниот, крајниот проблем што резултира. На пример, ако недостатокот на негативното тврди дека застапувањето на афирмативното ја поткопува економијата, влијанието е конечниот резултат - економскиот пад може да предизвика сиромаштија, па дури и да предизвика војна. Толкување. Дебатерите ќе понудат „толкување“ на одредени услови на резолуцијата - како тие веруваат дека треба да се дефинираат/толкуваат условите на резолуцијата. Овие дефиниции/значења можат да се дебатираат од двете страни, но тоа е општата идеја.

J

Судија

Судијата е личноста која одлучува за победникот и губитникот на секоја дебата. Индебет може да биде стол (главен судија) и сенка (средни судии). Сенка може да има гласачко ливче кое се брои во конкуренција или не.

L

Ред-по-линија

. Линија-по-линија се однесува на одење точка-по-точка низ протокот на аргументите на другите страни и одговарање на секој од нив додека одите. Врска. Врската генерално се дискутира како дел од недостаток. Тоа е делот од аргументот што го поврзува негативниот недостаток со она што го аргументира афирмативното. На пример, врската до недостаток на трошење тврди дека афирмативниот план ќе потроши пари.

H

Негативно

. Понекогаш луѓето го нарекуваат тимот на Con како Негативен тим. Нови аргументи . Новите аргументи се аргументи изнесени во дебатата што се даваат откако тимот имаше говор за да одговори на аргументите. На пример, ако не се осврнете на аргументот изнесен во конструктивни говори до Резиме или конечен фокус, вашите одговори ќе се сметаат за нови.

O

Набљудување

. Понекогаш тврдењата се нарекуваат набљудувања. Навредливи аргументи. Ако некој ви каже да направите навредлива расправија, може да мислите дека тој или таа ви кажува да бидете груби. Меѓутоа, тоа не е така. Навредливиот аргумент едноставно се однесува на вртење - вртење на врска, внатрешно вртење на врска или кривина со удар. Тоа може да биде и предност или недостаток. Преглед . Прегледот е општо објаснување за главниот аргумент кој се појавува пред да започнете да одговарате на аргументите ред-по-линија што ги направила другата страна.

П

Спарување

. Спарувањето е листот што го објавува просторијата за јазичиња пред почетокот на секоја дебата. Спарувањето го идентификува вашиот тим, тимот за кој дебатирате, просторијата каде што ќе се одржи дебатата и кој е судијата(ите) на дебатата. Партнер.

На Јавен форум дебатирате со партнерот - тоа се две лица наспроти двајца.

План

Во Политичката дебата, планот е основната изјава на Афирмативот за тоа како тие веруваат дека работите треба да се променат. Плановите не се прифаќаат на Јавен форум. На Јавен форум, дебатерите се расправаат за или против целокупната резолуција Моќ-совпаѓање.

По одреден број на прелиминарни дебати, турнирот се совпаѓа (исто така познат како „спарување на моќ“) така што тимовите со исти рекорди дебатираат меѓу себе. Подготовка пред круг.

Подготовката пред круг е цело време што треба да се подготвите пред почетокот на која било дадена дебата за да се подготвите. Прелиминарните рунди. Повеќето дебатни турнири имаат и прелиминарни и елиминациски рунди. Во прелиминарните кругови на секој тим од две лица му се доделуваат неколку афирмативни и негативни дебати (да речеме по три од секоја). По завршувањето на прелиминарните дебати, дебатерите од најдобрите четири до триесет и две екипи (во зависност од големината на турнирот) се избираат за учество во елиминациските рунди. Време на подготовка

. Време за подготовка е вкупниот износ на заедничко време доделено во рамките на една дебата за вас и вашиот партнер за да можете да ги подготвите вашите говори. Во Јавен форум, стандардната распределба е две минути.

P

Рангира.

Во секоја дебата судијата ги оценува дебатерите со 1-4. Овој рејтинг број е ваш ранг во одредена дебата. А 1 е најдобар ранг, а 4 е најнизок ранг. Побивање.

Во Јавен форум, говорите за побивање следат по Конструктивните говори. Во Побивањето, тимовите мора да ги побијат аргументите на другите тимови во Конструктивните говори. Снимајте

. Вашиот рекорд е вкупниот број на победи и порази што ги имате во кој било момент на турнирот. На пример, ако имате две победи и еден пораз, вашиот рекорд е 2-1. Резолуција

Резолуцијата е избрана тема за дебати. Професионалните тимови ќе го поддржат, а тимовите од Con ќе се расправаат против него. RFD/Причина за одлука

. Ова е причината за одлуката на судијата во дебатата. Круг

. Рунда е единечна дебата што се случува во текот на турнирот. Кружен преглед . Кружниот преглед е глобален преглед на целата дебата што честопати го унапредува еден од последните двајца противници. Некои судии ги ценат кружните прегледи, а други мислат дека тие се губење на времето за претходното говорење.

S

Објавување на потпис

. Објавувањето на знаци го користи протокот за да помине точка по точка низ аргументите на вашиот противник. Кога упатувате на кои конкретни аргументи одговарате и на кој тек, поставувате знаци за судијата за тој или таа да ги стави вашите одговори на вистинското место. Награда за говорник

. Лицето со најголеми вкупни поени на говорникот на крајот на турнирот е најдобриот говорник на турнирот и добива награда за говорник. Лицето со втори најголеми вкупни поени на говорникот е вториот говорник. Се доделуваат вообичаени награди од десет до дваесет говорници. Точки на звучниците.

Во секоја дебата, судијата му доделува поени на говорникот на секој дебатер. Точките на говорникот се прилично субјективни. Шири

. Да се „рашири“ во дебата едноставно значи да се разговара што е можно побрзо. Тоа е генерално обесхрабрено во дебатата на Јавниот форум. Status quo/squo

„Статус кво“ е латински за „сегашниот систем“. Стратегија

. Стратегијата е средство за постигнување на одредена цел. Дебатерите често лабаво го користат зборот стратегија за едноставно да референцираат кои аргументи ќе ги изнесат во дебатата. Но, стратегијата се однесува на повеќе од тоа - се однесува на размислување за тоа како тој пакет аргументи ќе напредува во текот на дебатата за да се обезбеди победа. Резиме . Збирните говори се третиот сет на говори во дебатата. Говорите траат две минути.

T
Tab room. Просторијата за евиденција („tab room“) е местото каде што се подготвуваат паровите за турнирот и каде што се пресметуваат резултатите.
Team. Во овој текст, дебатен тим се однесува на две лица – ти и твојот партнер. Луѓето често го користат поимот „debate team“ за целата група (сквад).
Tournament. Турнирот е местото каде што се одвиваат дебатите. Сите турнири имаат одреден број на прелиминарни дебати во кои сите учествуваат, а потоа

елиминациски рунди, каде што тимовите од по две лица дебатираат сè додека не остане еден непоразен тим.
Turn. Кога „го вртиш“ аргументот (turn), ти тврдиш спротивното од другата страна. Ако другата страна тврди дека „се трошат пари“, а ти тврдиш дека „се заштедуваат пари“, тогаш го вртиш нивниот аргумент. Постојат три типа на „turns“ – link turn, internal link turn и impact turn. Биди внимателен да не се „double-turn“ (да не си противречиш сам).
Underview. „Underview“ е суштински сличен на „overview“, но се дава на крајот од говорот, наместо на почетокот. Underview помага да се насочи вниманието на судијата, но аргументите што се изнесуваат таму најчесто е подобро да се кажат во overview, бидејќи тогаш судијата најмногу обрнува внимание.
Update. Дебатерите секогаш настојуваат да користат најнови докази во дебатите. „Update“ е едноставно понова верзија на доказ која ја заменува постарата за истиот аргумент.
Voting issue. Двете екипи можат да тврдат дека одредено прашање е „voting issue“ – односно прашање врз основа на кое судијата треба да го донесе својот конечен глас.

Spanish

Glosario de términos en los debates del Foro Público

A
Complemento
. Un complemento es simplemente una nueva ventaja (si eres Pro) o desventaja (si eres Con) que se lee en la Refutación. En lugar de presentar explícitamente una nueva ventaja o desventaja (ya que a algunos jueces no les gustará), la mayoría de los debatientes simplemente leerán que es un giro hacia una de las ventajas o desventajas originales. Ventaja
La ventaja es uno de los beneficios que afirma Pro al admitir la resolución.
Afirmativo
A veces los debatientes llaman al "Pro" el "Afirmativo". Analítico
. Una analítica es un argumento basado en el sentido común o el razonamiento.
Responder
. Una respuesta es simplemente una respuesta a un argumento. Argumento
. Básicamente, un argumento es una afirmación (una afirmación) que está respaldada por una garantía o garantías (razones). Hay muchos tipos diferentes de argumentos en debate que se analizan a lo largo de este volumen y en esta sección de vocabulario. B
Reflujo.
Después de dar un discurso de refutación, debes darle a tu compañero una copia de tu hoja de flujo para que pueda completar tus argumentos y así tener un flujo de tus propios argumentos. Esto es más importante si usted es el orador de la Refutación porque el orador de la Refutación necesitará hacer referencia a los argumentos de la Refutación en su Enfoque Final. Antes de que comience el debate, ambos miembros de un equipo deben transmitir la información constructiva de su equipo para poder consultarla durante el debate. Boleta.
La boleta es donde los jueces registran al ganador y al perdedor, los puntos de los oradores por cada vez y una clasificación de los oradores en el debate en orden del 1 al 4. Muchos jueces escribirán comentarios de estilo libre en la boleta (o los escribirán en tabroom.com si se utiliza la votación en línea). Descanso
La mayoría de los torneos tienen debates preliminares y rondas eliminatorias. Si ganas suficientes debates preliminares, pasarás a las rondas eliminatorias. Cada participante del torneo tendrá el mismo número de rondas preliminares, pero solo un número determinado avanzará a las rondas eliminatorias. Para los torneos de un día, no hay rondas de “descanso”. Los premios simplemente se otorgarán a un determinado porcentaje superior de los finalistas después de un cierto número de debates (normalmente tres). Carga de la prueba.
La carga de la prueba identifica a quién le corresponde probar diversos argumentos. El equipo que presenta el argumento es siempre el responsable de probar varias partes. Por ejemplo, si el equipo negativo presenta una desventaja, es su responsabilidad demostrar todas las partes de la desventaja. Carga de la dúplica. La carga de la réplica dice que una vez que un equipo presenta un argumento, es responsabilidad del otro equipo responder a él. Si el equipo no responde, se considera que ha ganado el equipo que está avanzando en el argumento.

do
Enlatado.
Un discurso enlatado es un discurso que se prepara íntegramente antes del inicio del debate. En el Foro Público, los dos primeros discursos (los constructivos) son discursos enlatados. Caso
. El caso se refiere vagamente al contenido de los Discursos constructivos.
Cita/Cita
. La cita es la fuente de donde proviene la evidencia. La cita incluye el nombre del autor, la fuente, el título (si es diferente de la fuente), el número de página de la URL, el año y la fecha. Reclamación.
Un reclamo es simplemente una afirmación hecha por otro equipo. Pueden afirmar, por ejemplo, que una caída económica desencadenará una guerra. Contención
Los discursos constructivos suelen organizarse en argumentos. La mayoría de los discursos constructivos suelen tener dos argumentos, pero pueden tener uno o más.
Contexto.
El contexto se trata de si la cita presentada en el debate realmente refleja o no el contexto adecuado del artículo del que se tomó. Una pregunta de contexto importante es si el autor del artículo original apoyaría el uso de la cita en la forma en que la han usado los debatientes. Desafío de contexto.
Un desafío de contexto es un argumento presentado en el debate que dice que los debatientes no están utilizando la cita que han presentado en su contexto apropiado. Los desafíos contextuales son raros porque se consideran una cuestión de ética.
Análisis costo-beneficio
. El análisis de costo-beneficio es una terminología del mundo real para el lenguaje de beneficios netos. Simplemente, ¿la promoción es rentable? Fuegos cruzados. Hay períodos de preguntas durante el debate. Los fuegos cruzados siguen a cada uno de los discursos constructivos, los discursos de refutación y los discursos resumidos.
D
Argumentos defensivos.
Los argumentos defensivos refutan la afirmación básica hecha por la otra parte al decir que no son ciertos. Por ejemplo, si alguien sostiene que el declive económico causa una guerra y usted sostiene que el declive económico no causa una guerra, ha presentado un argumento defensivo. Desventaja . Una desventaja demuestra que la resolución no es deseable. Si la resolución es "Resuelta; Estados Unidos debería desplegar defensa antimisiles", una desventaja sería una razón por la que desplegar defensa antimisiles es una mala
idea. Soltar . Un argumento abandonado es cualquier argumento al que su oponente no responde en su próximo discurso.
E
Refutación incorporada.
Los equipos suelen responder punto por punto a los argumentos individuales presentados en el debate. Sin embargo, la refutación integrada es una técnica avanzada que se utiliza en refutaciones en las que un equipo incorpora una referencia al argumento de la otra parte al responder. La refutación integrada es una técnica avanzada que requiere habilidad y práctica para responder a argumentos particulares.
Ampliar
. Extender un argumento básicamente se refiere a mantenerlo vivo en discursos posteriores en lugar de rechazarlo. La ampliación incluye la refutación de los argumentos esgrimidos en su contra. Evidencia . En el debate, la evidencia se refiere a citas que los debatientes introducen para respaldar sus argumentos.

F

Enfoque final

. Los discursos de enfoque final son los discursos finales de dos minutos del debate. Cada lado (pro y contra) tiene un discurso de enfoque final. Flujo

Un flujo es lo que utilizan los polemistas para tomar notas en un debate. Por lo general, la mayoría de las personas toman notas verticalmente, en forma de esquema. En el debate se toman notas horizontalmente, anotando los argumentos y las respuestas a ellos a lo largo del debate. Fluir es una habilidad fundamental y absolutamente imprescindible si quieres ser un buen polemista. Marco . El marco es la explicación de cómo el juez debe evaluar el debate. ¿Cuál es el tema más importante? ¿Salvar vidas? ¿Actuar éticamente? ¿Proteger los intereses de quién?

h

Alto-bajo

. Al decidir los premios de los oradores, los torneos generalmente dejan de considerar los puntos de orador más altos de un polemista y los puntos de orador más bajos de un polemista. Alto-bajo también se refiere a cómo se emparejan los debates en un torneo. Después de los primeros dos o cuatro debates preestablecidos, la mayoría de los debates se emparejan entre paréntesis. Lo que esto significa es que los equipos con récords idénticos (digamos 2-2) se enfrentarán en debates futuros, pero aquellos con los puntos de orador más altos debatirán con aquellos con los puntos de orador más bajos. yo

Impacto

. El impacto es similar a un daño, aunque el término suele usarse en el contexto de la desventaja. El impacto es el problema final que resulta. Por ejemplo, si la desventaja de lo negativo sostiene que la defensa de lo afirmativo socava la economía, el impacto es el resultado final: una caída económica puede causar pobreza o incluso desencadenar una guerra. Interpretación. Los debatientes ofrecerán una "interpretación" de ciertos términos de la resolución: cómo creen que se deben definir/interpretar los términos de la resolución. Ambas partes pueden debatir estas definiciones/significados, pero esa es la idea general.

j

Juez

El juez es la persona que decide el ganador y el perdedor de cada debate. Indebete puede ser presidente (juez principal) y sombra (jueces secundarios). La sombra puede tener una papeleta que cuente en la competición o no.

L

Línea por línea

. Línea por línea se refiere a ir punto por punto a través del flujo de los argumentos de las otras partes y responder cada uno a medida que avanza. Enlace. Un vínculo generalmente se considera parte de una desventaja. Es la parte del argumento que vincula la desventaja negativa con lo que se argumenta afirmativamente. Por ejemplo, un vínculo con una desventaja en el gasto sostiene que el plan afirmativo gastará dinero.

norte

Negativo

. A veces la gente se refiere al equipo Con como el equipo Negativo. Nuevos argumentos . Los nuevos argumentos son argumentos presentados en el debate que se presentan después de el equipo pronunció un discurso para responder a los argumentos. Por ejemplo, si no aborda un argumento presentado en discursos constructivos hasta el resumen o el enfoque final, sus respuestas se considerarán nuevas.

oh

Observación

. A veces las disputas se llaman observaciones. Argumentos ofensivos.

Si alguien le pide que presente un argumento ofensivo, puede pensar que le está diciendo que sea grosero. Sin embargo, este no es el caso. Un argumento ofensivo simplemente se refiere a un giro: un giro de vínculo, un giro de vínculo interno o un giro de impacto. También puede ser una ventaja o una desventaja. Descripción general . Una descripción general es una explicación general de un argumento importante que

ocurre antes de comenzar a responder línea por línea los argumentos que ha presentado la otra parte.

PAG

Emparejamiento

. El emparejamiento es la hoja que se libera en la sala de fichas antes del inicio de cada debate. El emparejamiento identifica a su equipo, el equipo con el que está debatiendo, la sala donde se llevará a cabo el debate y quiénes serán los jueces del debate. Socio.

En el Foro Público debates con un compañero: son dos personas contra dos personas. Planificar

En el debate sobre políticas, el plan es la declaración básica de los afirmativos sobre cómo creen que se deben cambiar las cosas. No se aceptan planos en Foro Público. En el Foro Público, los debatientes argumentan a favor o en contra de la resolución general Partido de poder.

Después de un número determinado de debates preliminares, el torneo se empareja (también conocido como "emparejamiento de poder") para que los equipos con los mismos récords debatan entre sí. Preparación previa a la ronda.

La preparación previa a la ronda es todo el tiempo que tienes para prepararte antes del inicio de cualquier debate. Rondas preliminares.

La mayoría de los torneos de debate tienen rondas preliminares y eliminatorias. En las rondas preliminares, a cada equipo de dos personas se le asigna un número de debates afirmativos y negativos (digamos tres de cada uno). Una vez completados los debates preliminares, los debatientes de los cuatro a treinta y dos mejores equipos (dependiendo del tamaño del torneo) son seleccionados para participar en las rondas eliminatorias. Tiempo de preparación

. El tiempo de preparación es la cantidad total de tiempo compartido asignado dentro de un debate a usted y a su socio para que puedan preparar sus discursos. En el Foro Público, la asignación estándar es de dos minutos.

R
Rangos.
En cada debate, el juez califica a los debatientes del 1 al 4. Este número de calificación es su rango en un debate en particular. Un 1 es el mejor rango y un 4 es el rango más bajo. Refutación.
En el Foro Público, los discursos de refutación siguen a los discursos constructivos. En la Refutación, los equipos deben refutar los argumentos expuestos por los otros equipos en los discursos constructivos. Registro
. Tu récord es el número total de victorias y derrotas que tienes en cualquier momento de un torneo. Por ejemplo, si tienes dos victorias y una derrota, tu récord es 2-1.
Resolución
La resolución es el tema elegido para los debates. Los equipos profesionales lo apoyarán y los equipos Con argumentarán en contra. RFD/Motivo de la decisión
. Este es el motivo de decisión del juez en el debate. Ronda
. Una ronda es un debate único que se produce durante el transcurso de un torneo. Resumen de la ronda . Una visión general redonda es una visión global de todo el debate que a menudo presenta uno de los dos últimos rechazadores. Algunos jueces aprecian las revisiones redondas y otros piensan que son una pérdida de tiempo del discurso previo.
S
Señalización
. Señalizar es utilizar el flujo para ir punto por punto a través de los argumentos de su oponente. Cuando hace referencia a qué argumentos específicos está respondiendo y en qué flujo, le está indicando al juez que pueda poner sus respuestas en el lugar correcto. Premio orador
. La persona con el mayor total de puntos de orador al final de un torneo es el mejor orador del torneo y recibe un premio de orador. La persona con el segundo total más alto de puntos de orador es el segundo orador. Normalmente se otorgan entre diez y veinte premios a los oradores. Puntos del orador.
En cada debate, un juez asigna puntos de orador a cada polemista. Los puntos de vista de los oradores son bastante subjetivos. Difusión
. “Difundir” en un debate simplemente significa hablar lo más rápido posible. Generalmente se desaconseja en el debate del Foro Público. Estatus quo/squo
El “status quo” en latín significa “el sistema actual”. Estrategia
. Una estrategia es un medio para lograr un objetivo específico. Los polemistas a menudo usan vagamente la palabra estrategia para simplemente hacer referencia a los argumentos que van a presentar en el debate. Pero la estrategia se refiere a más que eso: se refiere a una consideración de cómo ese paquete de argumentos avanzará a lo largo del debate para asegurar la victoria. Resumen . Los Discursos Resumen son el tercer conjunto de discursos del debate. Los discursos duran dos minutos.
T
Tab room. The tab room is where the pairings for the tournament are produced and the results are calculated.
Team. In this text, a debate team refers to two individuals – you and your partner. People often refer to the “debate team” as the squad.
Tournament. The tournament is the place where debates occur. All tournaments have a given number of preliminary debates where everyone participates and then elimination rounds where two person teams debate until the last one is undefeated.
Turn When you turn an argument you say they opposite. If the other side argues you spend money, and you argue you save money, you are turning their argument. There are

three types of turns – link turns, internal link turns, and impact turns. Be careful not to double-turn yourself.
U
Underview. An underview is essentially an overview that is given at the end of the speech rather than the beginning. Underviews can help focus the judge, but arguments that are made in underviews are usually best advanced in overviews because that is when you have judge’s closest attention.
Update. Debaters are always pressed to read recent evidence in debates. An update is simply a new, more recent piece of evidence that replaces an older piece of evidence on the same argument.
V
Voting issue. Both teams can argue that any given issue is a voting issue – an issue that the judge should vote on before anything else.

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Erasmus+ Cooperation Partnership Project

Young People Matter

Project Code: 2024-1-RO01-KA220-SCH-000254436

PARTNER SCHOOLS

Colegiul Național Iași
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(Coordinator)

Osnovna Škola Matija Gubec
SERBIA

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