

مناظرات قطر
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عضو في مؤسسة قطر
Member of Qatar Foundation

Debate

Instructional Resource Materials



Debaters Today, Leaders Tomorrow

Debate

Instructional Resource Materials



QatarDebate Center

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Introduction

Debating is a time-honored tradition dating back to the era of ancient Greeks. This art has existed as a tool that serves to express one's opinions cogently, coherently, logically, and with great gusto. In ancient Greek civilization, the skills of a master debater were deployed not to defeat one's interlocutors, but to enlighten them. Debate, therefore, embodies the realization that genuine knowledge is born of discovery and learning.

The goal of any debate, discussion, and/or dialogue is not – and should not be – to attack, bully, criticize, silence, or insult opponents, but to elucidate one's standpoint through using rhetorical eloquence while deploying rational, reasoned arguments and compelling evidence. This is the essence of an informed, disciplined debate whose aim should be to provide a platform for the 'meeting of minds' par excellence. Herein lies one of the noble aims of debate.

At the very least, debate – as a pedagogical tool – instills in debaters a great sense of tolerance, recognition, and respect. As we now live in an age where the premium will be on creativity, co-operation, and communication, a culture of debate can play a crucial role in promoting an appreciation for the embrace of the richness of cultural diversity and acknowledgement of the values that unit our common humanity.

Debating occurs everywhere: at home, in class, on TV and the radio. Debate is a firmly-established common practice in the domains of education, politics, religion, etc. Recently, social media have transformed traditional media of communication and, as a medium for debate, they provide unprecedented opportunities for contributing to many mediums on an infinite variety of subjects on various platforms, including Facebook, YouTube, Twitter, etc.

A core objective of debating is to facilitate open dialogue between people from all walks of life to discuss – in a respectful manner – issues that matter to them. More specifically, debate introduces multiple skills involved in debating, such as analysis, organization, critical thinking, public speaking, as well as clarity and refutation of contrasting viewpoints.

Debate can take many various forms, adhere to different rules, and lend itself to a certain formats and styles of debating. The focus in this resource pack is Competitive Debate, which involves opposed teams competing, and one is judged the winner by some criteria. Thus, scholastic and varsity competitive debates are carried out at local, national, and international levels and take the form of a contest.

Debate and Debating

A debate is a form of public discourse. It is a formal direct oral contest or competition in argumentation between two or more people on a defined proposition at a specific time. According to the The Oxford English Dictionary, debate is 'a formal discussion on a particular matter in a public meeting or legislative assembly, in which opposing arguments are put forward and which usually ends with a vote.' (The Oxford English Dictionary, 3rd Edition, Edited by J. Simpson and E. Weiner. Clarendon Press, 2010).

A debate, therefore, is a formal, disciplined, and rule-governed contest/competition that is conducted within a set framework. A debate may comprise single participants or teams that include several students. In a typical debate, two teams are presented with a proposition that they will debate, with each team given a set period of time to prepare their arguments. Debates are performed in a structured setting that gives all participants a chance to present and defend their arguments.

In other words, the two debating sides are given a proposition to debate. The affirmative side of the proposition – also called the Proposition – advocates, supports, and upholds the resolution. The negative side of the proposition – also called the Opposition – opposes and refutes the resolution. As such, they deny the stance of the Affirmative. Stated differently: the Proposition is the team that attempts to secure the acceptance of a proposition. The Opposition is the team that attempts to secure the rejection of a proposition. It is vital that the proposition should take a definite stance on an issue.

Basic debate styles vary widely in terms of their format, time limits for speeches, the order of speeches, and how arguments are presented. In addition, debating formats vary from one institution or organization to another and debating rules will differ from one competition to another. Despite these differences, debates also have many features in common. Overall, debates are very common in social, political, religious, and educational environments.

Although the topics addressed in a debate can be virtually anything, most debates tackle controversial issues that appeal to the audience. Certain debates also allow for audience participation where attendees can pose questions to the debaters.

Benefits of Debating

Decades of academic research have proven that the benefits that accrue as a result of engaging in debate are numerous. Debate provides experiences that are conducive to life-changing, cognitive, and presentational skills. In addition, through debate debaters acquire unique educational benefits as they learn and polish skills far beyond what can be learnt in any other setting.

At the very least, debate helps learners to see the power of deploying rational, reasoned arguments and compelling evidence in action. It enables them to elucidate their standpoint through utilizing rhetorical eloquence. It instills in debaters a great sense of poise and confidence. It teaches them the skills of researching, organizing, and presenting information in a compelling fashion.

In general, the benefits of debate include:

- Gaining broad, multi-faceted knowledge cutting across several disciplines outside the learner's normal academic subjects.
- Increasing learners' confidence, poise, and self-esteem.
- Providing an engaging, active, learner-centered activity.
- Improving rigorous higher order and critical thinking skills.
- Enhancing the ability to structure and organize thoughts.
- Enhancing learners' analytical, research, and note-taking skills
- Improving learners' ability to form balanced, informed arguments and to use reasoning and evidence.
- Developing effective speech composition and delivery.
- Encouraging teamwork.

QatarDebate Center

QatarDebate Center, a member of Qatar Foundation for Education, Education and Community Development, was established in 2008 and is the national debating organization for Qatar. Our aim is to shape the global citizens of today and the intellectual leaders of tomorrow in Qatar and the region, through the delivery of diverse debate learning programs featuring Arabic and English in Qatar and the region. We do this by delivering a wide range of high-quality debate learning programs in Arabic and English, which seek to promote the culture and use of debate, open dialogue and discussion as effective academic and personal development skills amongst secondary and university students.

QatarDebate Center soon established a reputation for quality, delivery, and results in Qatar and the region – not inadvertently. Its success is based on the individual attention it is paying to the specific needs of its partners. Our achievements have marked us as a beacon of outstanding practice in spreading a culture of informed dialogue, open discussion and logical thought, all of which are at the heart of debate, in Qatar, the region, and beyond. In so doing, we have succeeded in gaining a reputation, alongside academic institutions, of actively promoting the skills of public speaking, critical thinking, research, and self-confidence among young individuals.

We aim to produce highly qualified, competitive, and socially adept students who excel in a multilingual, multicultural, and global society. Our work in schools and universities extends beyond running debate coach workshops for students, as we strive to mainstream the idea of debate as a holistic extracurricular activity with multiple benefits. We believe it is important that schools and universities begin to consider the importance of debate as a subject and life skill that significantly improves students' ability to communicate better, to make informed choices, and to actively contribute to the development of their society.

As an organization, QatarDebate Center also serves the community by partnering with local organizations and ministries to improve the quality of public discussions through public debates programs. These collaborative programs offer an informed and constructive platform for organizations to empower the youth and raise awareness of important local and global issues in an open forum

QatarDebate's Program Activities

In its efforts to facilitate active global citizenship and thought leadership through debate in Qatar and the region, QatarDebate continues to attract internationally renowned academics, accomplished debate coaches, and experts to design and deliver high-quality, bilingual, and culturally relevant learning programs for our students and partners. The techniques and strategies utilized in our trainings most often include experiential or hands-on activities, thematic units, and peer interaction that give learners additional chances to master concepts.

We currently offer a menu of program activities in Arabic and English that includes:

- Customized debate coaching workshops to over 45 independent, international, and community schools.
- An annual series of three Schools Debate Leagues, one Open Schools Tournament, and the Schools Debate Nationals in English.
- An annual series of five Universities Debate Leagues and the Universities Debate Nationals in English.
- An annual series of five Schools Debate Leagues and the Schools Debate Nationals in Arabic.
- An annual series of two Universities Debate Leagues and the Universities Debate Nationals in Arabic.
- A series of certified applied debate for teachers and other members of the community.
- A series of certified practical Arabic and English debate trainings for teachers and other members of the community.
- Ongoing Arabic and English Adjudication trainings for teachers, faculty, and members of the community who volunteer as judges in our tournaments.
- International Train the Trainer Courses in Arabic.
- An annual International Arabic debate championship.
- A catalogue of debate-related learning materials and publications.

Interscholastic/Intervarsity Debates

Qatar Debate Center views interscholastic debate as an activity that:

- Cultivates a strong culture of debate and discussion as practical pedagogical tools.
- Enhances intellectual and ethical growth and development by providing an environment and stimulus.
- Stimulates and refines communication and interpersonal skills that empower individuals to speak for themselves and to discover and use their own voices.
- Contributes to the learners' ability to make informed judgments, think critically, question assumptions, evaluate information, and consider alternative perspectives.
- Improves valuable research and analytical skills.
- Enables the discussion of important social, cultural, historical, political, or scientific issues.

QatarDebate Format

This section outlines the competitive debate format used at Qatar Debate Center. Competitive debating takes the form of contest or competition between two teams following specific rules. At the end of a debate presided over by one or more judges one team is judged the winner based on set criteria. Scholastic and varsity debates organized by QatarDebate are carried out at the national, regional, and international levels.

1. School Debating Format

The debate format used at QatarDebate Center involves two teams. Each team of three speakers delivers four speeches: three constructive speeches and one reply (closing) speech. Each side must permit in each of its speeches at least two questions (or Points of Information) from the other side.

There is no thinking time between the speeches, the first three speeches of every team are five minutes in length, with the first and last minutes being protected times (Points of Information cannot be offered during protected time). One member of each team delivers a three-minute closing speech. The debate lasts about 60 minutes in total.

The speaking order in the QatarDebate format:

First speaker of proposition
(5 minutes)

Second speaker of proposition
(5 minutes)

Third speaker of proposition
(5 minutes)

Fourth speaker of proposition
(3 minutes)

First speaker of opposition
(5 minutes)

Second speaker of opposition
(5 minutes)

Third speaker of opposition
(5 minutes)

Fourth speaker of opposition
(3 minutes)

- a) **Topics:** Prepared topics.
- b) **Teams:** two teams of three (Affirmative or Proposition team versus Negative or Opposition team).
- c) **Length:** Approximately 45 minutes.
- d) **Preparation:** 20-minute preparation for prepared motions; no electronics; no outside help, except for almanac or dictionary.
- e) **Interaction:** Points of information.
- f) **Content:** No quoted material, usuall

2. University Debating Format – The British Parliamentary (BP)

This format involves four teams of two speakers all taking part in one debate; each side is made up of two teams of two individuals. In other words, BP debates comprise eight speakers: four speaking in favor of a motion and four against. In order for debaters to win the debate they must agree with the other team on their side.

1 st Proposition Team	1 st speaker
1 st Opposition Team	1 st speaker
1 st Proposition Team	2 nd speaker
1 st Opposition Team	2 nd speaker
2 nd Proposition Team	1 st speaker
2 nd Opposition Team	1 st speaker
2 nd Proposition Team	2 nd speaker
2 nd Opposition Team	2 nd speaker

In a typical BP debate, the motion is announced 15 minutes before a debate kicks off. Speeches are seven minutes in length, with the first and last minutes protected times (Points of Information cannot be offered during protected time). The first proposition speaker is required to present a definition of the motion that places an idea within the context of a real-world situation. Once a motion has been defined, all speakers are required to address the definition.

The burden of proof rests with the government, but the opposition must also demonstrate the strength of their arguments.

- a) Topics:** A new topic for each debate.
- b) Teams:** Four teams of one in one debate (Two Proposition, two Opposition).
- c) Length:** Approximately one hour.
- d) Preparation:** 15 minutes before the debate, no electronic access, only talk to partner.
- e) Interaction:** Points of information from one side to the other.
- f) Content:** No quoted material, usually. Very few procedural or definitional arguments.

QatarDebate Leagues and Tournaments

Debate Tournaments – the centerpiece of all Debate Leagues –v mark the capstone of debate activities for all school and university students around the country.

The Debate Nationals is the largest debate contest in the country. This grand, open invitational tournament draws students every year from various schools across the country.

All Arabic and English School Debate Tournaments are held on Saturdays and have four preliminary rounds leading to the final round where the top two teams compete.

The Universities Debate League is spread out over four tournaments. Each Tournament is held over one Saturday with four rounds. All teams debate all four rounds and at the end of each individual tournament day, the debate points earned by the top two teams from each university are accumulated. Universities keep accumulating points over the four tournaments and a winner and a runner up are awarded at the Nationals.

What?

Our flagship program and the core mission of QatarDebate leagues is the opportunity for all students to participate in free monthly competitive debate tournaments on weekends.

Who?

Our tournaments are open to all preparatory and high school and university students. We continue to grow and eventually we will expand to the elementary school division.

Where?

Member schools host our monthly tournaments. We encourage schools to host a tournament and make every endeavor to ensure all schools have their fair share.

How?

Anyone who is interested in participating in a tournament may contact us, visit our website, and drop by one of our tournaments to observe or contact school/university representatives/debate clubs.

Why?

We encourage all debaters to participate in our tournaments. The benefits to competing in tournaments are countless: it is a challenging, fun, and rigorous academic opportunity, to name but a few reasons.

When?

Our School Leagues and Tournaments are during weekends, usually at the end of the month. School teams arrive 8.30am for registration. Rounds 1 and 2 usually take place in the morning and rounds 3 and 4 are held in the afternoon. The Awards Ceremony starts around 5.30-6.00pm.

University League and Tournaments are held during weekends. Debate teams should arrive at the tournament site by 9.00am. Registration ends at 9.30am. These League and Tournaments comprise for rounds, which start about 9.30am and end around 5.00pm.

For universities, there are no award ceremonies at the end of each individual tournament. However, an award ceremony is held during the Nationals to recognize the consistent efforts of universities based on points accumulated over the four tournaments.

Overview

An area where a major gap is keenly felt concerns Arabic language debate content. To date, it is not easy - if not impossible - to find reference materials on formal scholastic and varsity debate in Arabic. Cognizant of the dearth of relevant content materials in Arabic, and in an attempt to mitigate the effects of such lack of resources, QatarDebate Center strives to focus on content areas as tools that enhance learning and resources to improve training outcomes.

Needless to say, the Arab library today, in most respects, lags far behind in matters related to debate, argumentation, public speaking, and logical reasoning and there is a compelling need for resources in these areas in the Arab region. Very acutely aware of the disproportionate deficiencies in resources pertaining to these and related other debate content areas, QatarDebate Center tries to vie with leading international debate organizations for intellectual and scholarly research. The ultimate goal is to take a leading role in producing print and online materials that will help build and develop the Center's own resource materials.

Many students, coaches, trainers, and educators in Qatar and across the Arab world, at the middle school, high school, and university levels, have developed this pack in response to the growing demand. It needs to be stated that QatarDebate's own distinctive and sustained educational and intellectual materials – designed in a systematic, interdisciplinary, and culturally sensitive manner – have been developed in a way that is congruent with the nature of a youth-oriented organization.

Indeed, QatarDebate has so far succeeded in being able to transcend cultural, linguistic, and national borders; it has also succeeded in creating a 'common language' that has brought people and communities together. Developing Arabic language materials will contribute immensely in accentuating this common language.

Resource Contents

As an educational resource, this pack offers a wealth of debate materials designed and organized in a coherent, systematic sequence of units. The pack is a compilation of educational resource materials designed to introduce the reader to the world of debate and debating. Through lesson plans, study guides, manuals, and activity materials, this resource aims to enrich the reader's knowledge and appreciation of debate as an educational instrument that provides a unique learning experience.

The pack is developed for an international readership and is thus not specific to any one country's readership. That said, it is designed to stimulate interest and encourage learning about debate activities and will thus compliment any education program that promotes depth of study and complex analysis, focused critical thinking, and the power of logical reasoning combined with clear expression. The resource pack offers a bank of diverse instructional materials and activities that aim to enliven the debate classroom.

This compilation consists of various units built around interdisciplinary themes that should provide the readership with a range of background materials and ideas for exploring themes and topics related to debate. While every attempt has made to ensure the accuracy of the items comprised in this pack, the potential for adaptation and adjustment according to emerging needs always remain possible.

The units of study included in this pack provide a collection of materials that explore with increasing degrees of sophistication the relevant, characteristic elements and features of attitudes, knowledge, and skills. The materials and activities within each unit have been prepared for use with three categories: coaches, debaters, adjudicators, as will be discussed in more detail below.

QatarDebates Center's firm belief is that the classroom should be a safe environment where learners are free to learn and experiment as a natural part of the learning process. Every attempt is made to ensure the classroom is an encouraging, supportive, and welcoming learning environment.

Units of Instruction

Given debate brings together topics culled from the disciplines of communication, linguistics, logic, research, stylistics, etc. The use of themes and topics in developing materials helps to make connections among a variety of disciplines. The materials in this pack are structured and organized on the basis of individual units blending theory and practice, and these units cover distinctive skills and identifiable knowledge. Overall, the units provide sequenced materials and activities (i) developed in a cohesive manner and (ii) centered on a specific topic, with each building on a previous lesson and contributing additional learning areas.

The units consist of a range of materials that encourage investigative, critical thinking, and communication skills, and can be used as a single, independent resource document or for ideas on activities for existing models. Developed to assist learners in developing a clear understanding of debate, these units contain varying debate materials that are appropriate for different needs, different levels of ability, and different target groups. In generic terms, the units should provide the intended reader with a concise overview of the unit, including information about lessons, relevant materials, and special preparations that need to be considered.

The units contain a wide range of lessons accompanied by activities, handouts, worksheets, and complementary materials supported by other extension practice and training activity materials. Each unit is designed to make sense as an independent resource involving a series of lessons and activities organized around a single theme or topic to emphasize sequences of learning activities. Overall, the lessons are relatively autonomous and are intended as a sequence of learning steps.

The sequenced and related lesson materials encompassed in each unit take the reader through multiple phases and components of the debating process, from brainstorming and planning, crafting ideas and arguments, and eventually to performance and delivery. These lessons vary in length depending on the

nature of the content and are thus arranged in a particular order with each covering one or more sessions' worth of content.

These sequential lessons and the accompanying materials comprise goals, objectives, and other resources for learning. Each provides a concise overview of the lesson, including information about the materials, the instructional procedure followed, and special preparations that need to be considered.

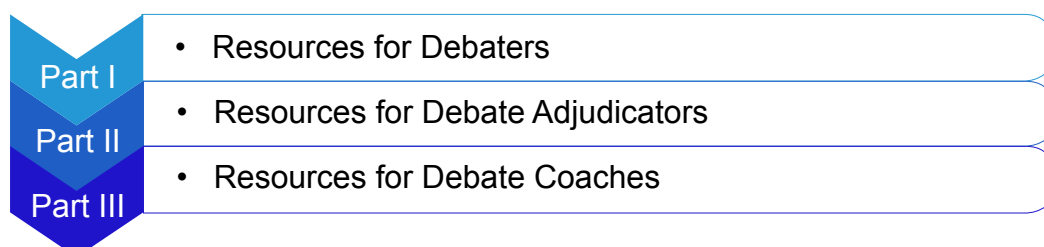
Organization and Structure

1. Organization:

The following series of lesson plans are meant as guidelines only and are in no way meant to be a rigid structure to emulate when teaching the debate activity. Rather, they are simply meant to offer a logical framework as to how one could help learners understand what competitive debating is about. Therefore, the reader should feel free to adapt these lessons to their unique needs.

The lessons are organized into definable skills and are presented in a specific order to help the learner to understand the specific debate format and structure before the logic of argumentation is introduced. A lesson could take one or a couple of sessions depending on the richness of the classroom discussion and how quickly the learners are picking up the concepts. Each lesson should be tailored to fit the speed and experience level of the learners.

This pack of instructional materials is organized into three parts that, as a whole, are intended to provide information and educational materials about various aspects of debate. These materials are organized around three level-specific units of study: Beginner, Intermediate, and Advanced. To this end, the parts are an integrated set spanning three interrelated categories. The materials are, therefore, classified into three parts:



2. Structure the Lesson

Each lesson takes the following format:

1. Description
2. Goals
3. Objectives
4. Key words and phrases
5. Introduction
6. Materials
7. Procedure: Steps
 - a) Time breakdown
 - Warm-up
 - Group discussion
 - Exercises
 - Activities and worksheets
 - b) Training and instructional method
 - Discussion
 - Questions
 - Role play
 - Group activity
 - Practice
 - Tasks
 - Possible extensions
 - Review and reflection
8. Enhancement activities
9. Closure
10. Appendices

Content of the Unit

Unit 1(A) — Debate Materials for Beginners

- Lesson 1 – Public Speaking
- Lesson 2 – Debate Format
- Lesson 3 – Speaker Roles
- Lesson 4 – Argumentation: ARE
- Lesson 5 – Case-building
- Lesson 6 – Refutation
- Lesson 7 – Points of Information
- Lesson 8 – Reply Speeches

For general information about QatarDebate:

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