

AUTUMN DEBATING



Course Outline

OVERVIEW

Debate builds confidence in public speaking, analysis of arguments and strategic thinking. Debating can be a key part of a young person's toolbox, giving life-changing cognitive and presentational skills, which will be transferrable to academia and beyond. Our programme contains key elements of logic and critical thinking that teach students how to reason and structure an argument such that they can convincingly deliver and justify their proposition. Debate cuts across key contemporary topics such as climate change, social media, free speech, voting age and artificial intelligence. Students will have the opportunity to learn about important topical issues of economic, social, political and philosophical importance, which will have a transformative effect on their intellectual lives.

TERM DATES

- 29/09
- 06/10
- 13/10
- 20/10 HALF TERM BREAK
- 27/10 HALF TERM BREAK
- 03/11
- 10/11
- 17/11
- **BREAK**
- **01/12**
- **08/12**
- **15/12**



HOST

Sarah

Sarah is a third year Theology student at St John's College, University of Cambridge. She has extensive debating experience, awarded the Woldingham School Junior Corbishley Prize for most promising debater in 2016.

She has also participated in a range of debating competitions and is well-versed in the British Parliamentary format.

UCL Union Schools Debating Competition, March 2017
ESU Mace Schools' Debating Competition, November 2017
DebateMate Schools Competition, January 2018

DebateMate Schools Competition, March 2019
DebateMate Schools Competition, January 2020

FURTHER INFORMATION

- Tasks are frequently set between some sessions, to enhance students' research skills - research/ reading ideas will be provided
- Group feedback provided in written reports after each session
- Students should let us know with 24hr notice if they cannot make a week's session so we know student numbers



DEBATING

Oct - Nov Session Plans



SESSION 1:

- 0-20 mins: introduction and recap of the British Parliamentary debating format (roles of each speaker, substantive arguments and rebuttals)
- 20-50 mins: debate: THW televise criminal trials
- 50-60 mins: feedback

SESSION 2:

- 0-20 mins: structuring your points - using PEEIL and signposting
- 20-50 mins: Debate: THW pay adults £50 for voting in elections and referenda
- 50-60 mins: feedback

SESSION 3:

- 0-20 mins: rebuttals workshop - different types of logical fallacies
- 20-50 mins: debate: THW ban all non-essential cosmetic surgery
- 50-60 mins: feedback

SESSION 4:

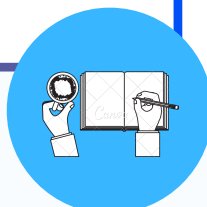
- 0-20 mins: using debating prep time effectively - the role of facts and figures in debating
- 20-50 mins: debate: THW not punish people below the poverty line for theft or other economic crimes
- 50-60 mins: feedback

SESSION 5:

- 0-20 mins: defining the motion - brainstorming how to deliver the perfect opening speech
- 20-50 mins: debate: THBT animals should not be used as entertainment
- 50-60 mins: feedback

SESSION 6:

- 0-20 mins: the purpose and place of points of information
- 20-50 mins: debate: THW block websites which spread fake news
- 50-60 mins: feedback



DEBATING



Nov-Dec Session Plans

WEDNESDAY 1ST DECEMBER DEBATE

Debate Motion - THBT governments should provide a guaranteed universal basic income

Focus: practise defining the motion and 'world-building' (what would society look like if this motion was/was not implemented)

To do beforehand: all students should come prepared with four PEEILs: two for side prop and two for side opp. Additionally, research the practical consequences of implementing a universal basic income (consider if the impact changes in relation to richer or poorer countries).



WEDNESDAY 8TH DECEMBER

Debate Motion - THS quotas for women in national parliaments

Focus: avoiding 'slippery slope' logical fallacies and using facts & figures in debates

To do beforehand: all students should come prepared with four PEEILs: two for side prop and two for side opp. Additionally, research the statistics for the number of women in national parliaments and explore what effects increased gender balance has on government functioning and policy.

WEDNESDAY 15TH DECEMBER

Debate Motion - THW introduce a year of compulsory, non-military national service for school leavers (Year 13, or equivalent)

Focus: practice explaining *why* your point is more important than your opponents - digging deeper into the PEEIL structure

To do beforehand: all students should come prepared with four PEEILs: two for side prop and two for side opp. Additionally, research countries that implement compulsory years of national/military service and what effect it has on that society.

