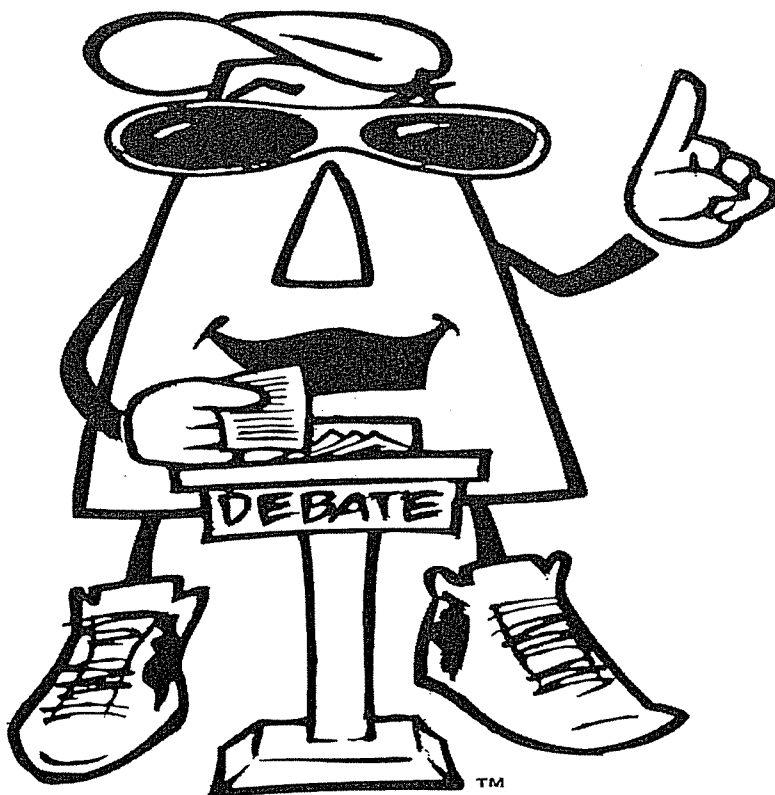


FORMAL DEBATE STRUCTURE

The following is an outline/schedule for the in-class formal debates. Please do a run through of your opening and closing statements to make sure that they fall under the right time frame. There will be a coin toss to see which team goes first.

- 1) Team A presents their opening statement (**3 minutes**)
- 2) Team B presents their opening statement (**3 minutes**)
- 3) Team A presents their rebuttal (**2 minutes**)
- 4) Team B presents their rebuttal (**2 minutes**)
- 5) Team A asks 2 questions and the opposition answers (**5 minutes**)
- 6) Team B asks 2 questions and the opposition answers (**5 minutes**)
- 7) Closing statement (**2 minutes**)
- 8) Closing statement (**2 minutes**)
- 9) 3 questions from the audience who may ask either debate team questions (**5 minutes**)

**It is up to your debate team to decide who wants to take on what specific roles. You can assign each individual a role based on each person's special skills, abilities and interests. (For example: Someone who thinks quickly on their feet would be the best person to do the rebuttal). Or perhaps you would both like to contribute and share equally in each section of the debate (For example: Each person reads a part of the opening statement). What is important, however, is that every person contributes and participates equally.*



OPENING STATEMENT ORGANIZER

For your debate, make sure that your opening statement paragraph includes:

1. A powerful hook that grabs the audience (quote, question, statistic etc.)
2. A statement in which you clearly identify your position in the debate
3. A **MINIMUM** of 3 arguments to support your position, each argument backed up by powerful evidence and facts that are cited
4. A concluding sentence or powerful statement that summarizes your position again in a different or interesting way.
5. **CITE ALL OF YOUR EVIDENCE AND RESEARCH (who/which study/publication date)**

Powerful Hook:

Our topic sentence that clearly defines our position in the debate:

ARGUMENT #1

Evidence for argument #1 (statistics/research/related laws)

**provide a minimum of 2 different lines of evidence that support your argument*

ARGUMENT #2

Evidence for argument #2(statistics/research/related laws)

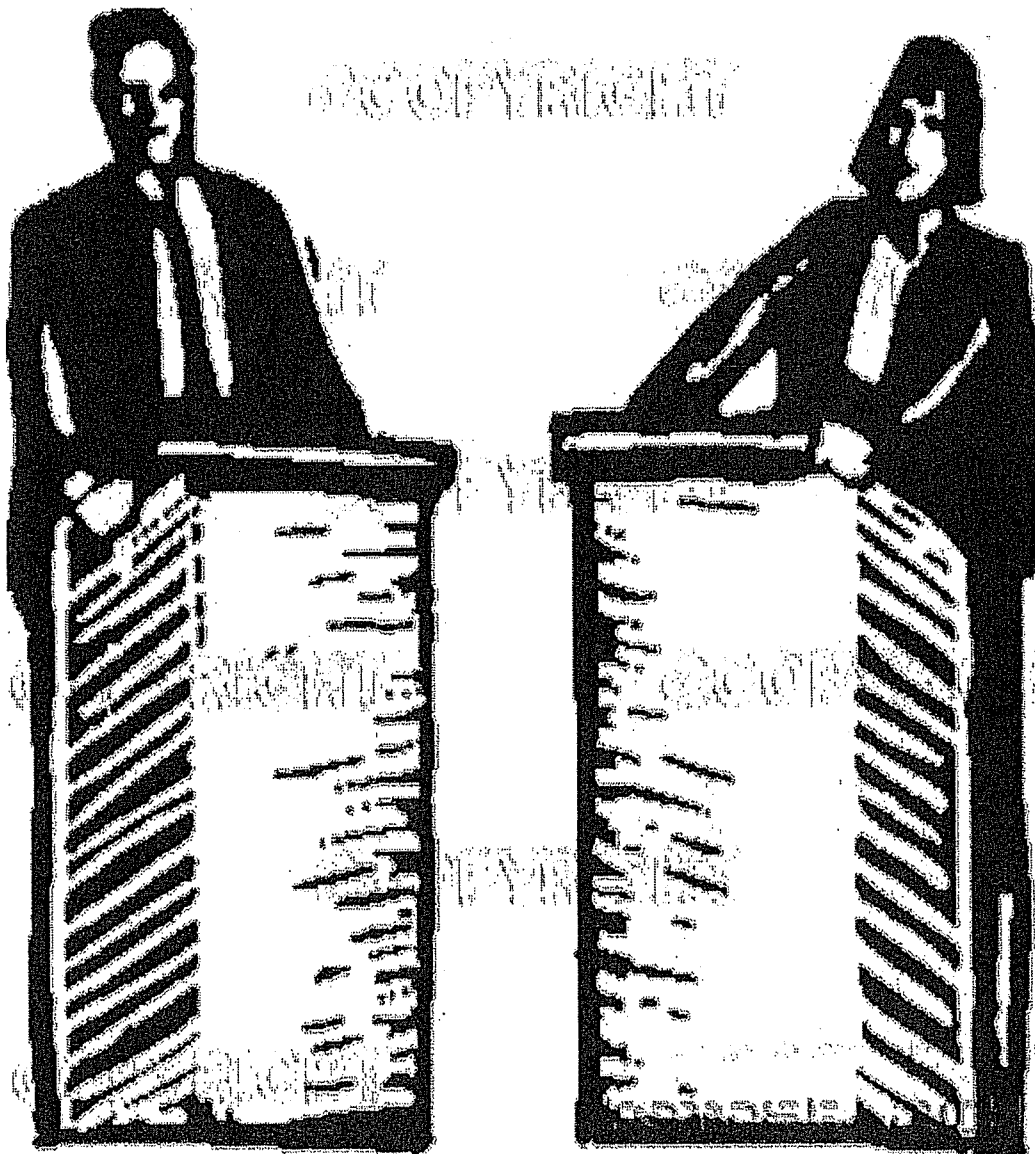
**provide a minimum of 2 different lines of evidence/research that support your argument and cite all of your sources*

ARGUMENT #3

Evidence for argument #3(statistics/research/related laws)

**provide a minimum of 2 different lines of evidence/research that support your argument and cite all of your sources*

POWERFUL CONCLUDING STATEMENT/SUMMARY:



DEBATE REBUTTAL ORGANIZER

The best way to prepare for the most challenging component of the debate, the rebuttal, is to try and guess what the other team is going to try and argue to support their position. Once you have guessed what they might argue, try to come up with some counter-arguments that weaken their position. On the following sheet, write down 3 arguments that you think the other team will use in the debate, and provide an argument against each one with powerful evidence. This may be used as a back-up during the rebuttal component of the debate to help your side!

1) We think the other side might try to argue that:

To weaken their position, we will argue/state:

2) We think the opposition might try to argue that:

To weaken their position, we will argue/state:

3) We think the opposition might try to argue that:

To weaken their position, we will argue/state:

QUESTION COMPONENT OF THE DEBATE

In the question component of the debate, you will have the opportunity to ask 2 questions of the opposition in order to test the strength of their platform and their ability to defend their position on the spot. Your questions should be designed in order to weaken or poke holes in the opposition's argument. A good debate question will often contain a line of powerful evidence that is hard to disprove, which leads into a question.

Here is an example of a powerful question on the debate issue of capital punishment:

According to a longitudinal U.S. study on the death penalty, 14,000 American citizens have been wrongly executed for crimes they did not commit since 1984. If you bring the death penalty to Canada, how can you guarantee that this won't happen in our country?

1) QUESTION #1

2) QUESTION #2



"Would anybody else like to question my downsizing proposal?"

DEBATE TEAMS SIGN UP SHEET
(max. 3 people per side per debate)

Topic One: _____

Affirmative (I agree!)

Negative

Topic Two: _____

Affirmative (I agree!)

Negative

Topic Three: _____

Affirmative (I agree)

Negative

Topic Four: _____

Affirmative (I agree)

Negative

