

DEBATING

UNIFY Series: Years 7-10 Project



impact.edu.au/register

BIG IDEA:

The true test of one's critical thinking ability comes when you are thinking on your feet and defending your position in a competitive environment. Debating students learn the rules and processes for preparing for and engaging in formal, structured debates. The skills of writing speeches, rebuttals and raising points of information are developed.

SELECTION CRITERIA

- ✓ Selection criteria for the UNIFY Series is largely subjective.
- ✓ Many schools use *Debating* as an extension/enrichment opportunity for mid-to-high achieving students.
- ✓ Teacher judgement and student interest in public speaking, critical thinking and teamwork should assist selection.

CRITICAL THINKING GATEWAY:

Students may progress to *Debating* after competing [Critical Thinking](#) (Level 1) and either [Philosophical Thinking](#) or [Legal Thinking](#) (Level 2). This is an outstanding opportunity for students to hone their critical thinking skills through debating.

AUSTRALIAN CURRICULUM:

See page 2 for Australian Curriculum links and other important details.

THE COURSE:

LESSON OVERVIEW		
NO.	TITLE	CONTENT
1	Welcome to <i>Debating</i>	<ul style="list-style-type: none">Introduction to the course.
2	Introduction to debating	<ul style="list-style-type: none">Introduction to debatingStandard argument structure revision
3	Debating – the basics	<ul style="list-style-type: none">Steps in a formal debateScoring debates
4	Issues, Definitions and Cases	<ul style="list-style-type: none">Identifying issuesDefining key terms and developing themes
5	Arguments and Splits	<ul style="list-style-type: none">Elements of an argumentDevelopment of arguments and grouping arguments
6	Speeches and Mid-Course Assessment	<ul style="list-style-type: none">Speaker roles and signpostingIntroductions, summaries and conclusions
7		<ul style="list-style-type: none">What is rebuttal?Tracking opposition arguments
8	Points of Information and Manner	<ul style="list-style-type: none">What is a point of information?Verbal and visual presentation in debating
9	Adjudications	<ul style="list-style-type: none">Matter, method and manner scoringScoring a model debate
10	Case Development	<ul style="list-style-type: none">Rehearsal sessionSharing and analysis
11	The Great Debate	<ul style="list-style-type: none">Live debate (online or face-to-face – venue TBA)
12	Thinking & Reflecting	<ul style="list-style-type: none">Review, consolidate and extendCollaborative activities



Years 7-10

Round 3

**Level 3 in the
Critical Thinking Gateway**

“Unlike any other hobby or sport, debating – if done well – will shape your personality, your intellect and your beliefs. And if we ever want to live in a world where decisions are made on the basis of logic and persuasion, not force or intimidation, then we need to take things like debating seriously.”

Source: Sonnreich, Tim. 2012. *Monash Association of Debaters Guide to Debating: Tips, Tactics and First Principles.*

<http://www.monashdebaters.com/downloads/Schools%20Training%20Guide.pdf>

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Contact Details: Phone (07) 3727 2888 or email admin@impact.eq.edu.au

Australian Curriculum

General Capabilities

Literacy

Use language to interact with others

- Use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts
- Plan, research, rehearse and deliver presentations on more complex learning area topics, combining visual and multimodal elements creatively to present ideas and information and support opinions and engage and persuade an audience

Critical and Creative Thinking

Inquiring – identifying, exploring and organising information and ideas

- Pose questions
- Identify and clarify information and ideas
- Organise and process information

Generating ideas, possibilities and actions

- Imagine possibilities and connect ideas
- Consider alternatives
- Seek solutions and put ideas into action

Reflecting on thinking and processes

- Think about thinking (metacognition)
- Reflect on processes

Analysing, synthesising and evaluating reasoning and procedures

- Apply logic and reasoning

ICT Capability

Communicating with ICT

- Collaborate, share and exchange
- Understand computer mediated communications

Creating with ICT

- Generate ideas, plans and processes

Personal and Social Capability

Self-awareness

- Understand themselves as learners
- Develop reflective practice

Social Awareness

- Appreciate diverse perspectives

Social Management

- Communicate effectively
- Work collaboratively
- Make decisions

NAPLAN Online – ICT Skills Guide

NAPLAN Online requires students to confidently use a computer or device in at least seven ways. As shown below, IMPACT Centre projects develop all seven of these skills and are an excellent way to prepare your students for online testing.

- Locate and select an answer from a list – YES
- Type an answer – YES
- Read the screen and navigate web pages – YES
- Manipulate objects on screen – YES

- Read and comprehend digital texts – YES
- Plan and compose text using word processing – YES
- Listen using a headset – YES

NB: See [DET's NAPLAN Online ICT Skills Guide](#) for details.

Assessment

Pre and Post Assessment:

- Students complete a terminology test.
- Students engage in a short prep debate.

Three criteria are used for assessing the debate – Matter, Manner and Method.

Reporting

- Pre and post assessment data are provided to schools, along with student attendance data.
- Qualitative report card comments are provided to schools. We recommend their inclusion as an OLA on semester report cards.

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