Teacher Instructions

1. Choose a method to help students develop background information on the topic:
   1. Present the concepts and reinforce their learning through active learning activities in previous classes.
   2. Have students do homework assignments or readings to gain the necessary background knowledge.
2. Have students gain background knowledge on the issue:
   1. Example in a Knowledge course:
      1. Learn about the scientific method, its steps and the principles behind those steps for gaining accurate knowledge in a previous class.
      2. Learn about a social science research method, the steps and the principles behind those steps for gaining accurate knowledge in a previous class.
      3. Complete a worksheet activity comparing some of the steps in each method and the reasons for the similarities and differences in those methods in a previous class.
   2. Example in an Ethics class:
      1. Read the short story The Ones who Walk away from Omelas for homework. The story is about a utopian society that is based off the suffering of one child.
3. Review with an activation activity:
   1. Example in a Knowledge course:
      1. Learn about the scientific method, its steps and the principles behind those steps for gaining accurate knowledge in a previous class.
      2. Learn about a social science research method, the steps and the principles behind those steps for gaining accurate knowledge in a previous class.
      3. Complete a worksheet activity comparing some of the steps in each method and the reasons for the similarities and differences in those methods in a previous class.
   2. Example in an Ethics class:
      1. Read the short story The Ones who Walk away from Omelas for homework. The story is about a utopian society that is based off the suffering of one child.
4. Organize the debate:
   1. Put up on the board:
      1. A topic that can easily be argued either way.
      2. The different stages in the debate.
      3. Give every student a number from 1-6:
         1. 1 & 4: Opening statements (5 minutes)
         2. 2 & 5: Rebuttal (3 minutes)
         3. 3 & 6: Closing Statements (2 minutes)
   2. Let students know that their number will decide their role in the debate, based on the chart on the board.
   3. Direct all the 1, 2, and 3s to go to one side of the class, and all the 4, 5, and 6s to go to the other side of the class.
   4. Only reveal which side of the debate each group is doing after they have moved. This prevents students who don't like their assigned side from hiding and trying to be on the other side.
   5. Once they are organized in their groups, explain the process for the debate and give them their side.
   6. Example of a debate question in a Knowledge class:
      1. Social sciences are a science.
   7. Example of a debate question in an Ethics class:
      1. You should walk away from Omelas.
5. Prepare initial arguments:
   1. Each side prepares arguments.
   2. Decide who will present, chosen from the students given numbers 1 and 4.
   3. Note:
      1. If other students are really keen to present that's fine. A good rule of thumb is to tell them that they can't have the same person as the main presenter more than once.
      2. This can be done in either smaller groups, or one large group.
6. Share ground rules:
   1. Bring the class back together once both groups have some arguments prepared and are organized on who is presenting.
   2. Share the following ground rules to help keep the debate organized but fun.
   3. During the debate, take note of the arguments and rebuttals made for each side. This will be the basis for deciding the winning group at the end and the points for the discussion.
   4. Ground Rules:
      1. They are not allowed to talk if they are sitting down. If they have a point to make for their side, they need to be standing with the group presenting.
      2. They do not have to talk if they stand with the group. They can just be up there to provide "emotional support.”
      3. They are not allowed to be heckled by the audience, but they can be cheeky if they are presenting as long as they are not mean and do not insult others.
      4. They have up to the time limit and then they will be cut off. They don't have to fill all the time, but it helps to get in as many arguments as they can.
      5. They should take notes of the other sides arguments so they can prepare their rebuttals for next round.
7. Present opening statements:
   1. Present statements, starting with the "yes" side and then the "no" side.
   2. Each side has up to 5 minutes.
   3. Note: It may not get to 5 minutes at this point. It's ok to not fill the time or have many arguments. Can pick it up in the next round.
8. Prepare and present rebuttals:
   1. Return to groups to plan rebuttal arguments and decide who will present next.
   2. Present rebuttals, starting with the "no" side and then the "yes" side, just to change it up.
   3. Each side has up to 3 minutes for their presentation.
   4. Note: This round is usually more active with the arguments. They are allowed to present new arguments and rebut old ones. This allows them to catch up if their first round wasn't great.
9. Prepare and present closing statements:
   1. Prepare any closing statements.
   2. Finish up with what they feel are the 1-2 best arguments.
   3. Present closing statements, starting with the "yes" and then the "no" side.
   4. Each side has up to 2 minutes for their presentation.
10. Declaration of winner and optional discussion
    1. Go over the notes of the arguments once the debate is done.
    2. Decide on and declare a winner. The decision should be based on:
       1. The quality of the arguments made.
       2. The quality of the rebuttals.
       3. Any innovative arguments that really changed the perspective on the issue.
11. Explain why you chose that side, the arguments, or counter arguments that they made that allowed them to win.
12. Explain some of the following that would have come out of the debate:
    1. Good arguments made by both sides.
    2. Good counter arguments and why they worked well.
    3. Arguments that were missed that could have supported their position well.
    4. Counter arguments that were missed.
13. Note: The final discussion here is mostly presenting and explaining ideas, allowing you to summarize many of the key points. However, sometimes students get really into the debate and want to continue discussing some of these points. It's good to allow them to do so in a more open discussion format, if the time allows.