

CLN 4U1 “GREAT DEBATES” GUIDELINES

OBJECTIVES:

1. To involve students in the research and analysis of current legal issues.
 2. To examine methods of dissecting legal issues and constructing legal arguments.
 3. To enhance communication skills (listening, thinking and speaking).
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ORGANIZATION:

1. Students are to form groups of 5: 1 moderator/MC; 2 for affirmative; 2 for negative.
 2. Each group presents a thoughtful debate on one of the *propositions* from the **topic list**. The debaters should *inspire* thoughtful argument/responses from the class in the “**DISCUSSION**” and “**NEXT STEP**” modules.
 3. Timing: Introduction – 7-10 minutes; Debate – 20 -30 minutes; Discussion – 20 minutes; Next Step – 20 minutes.
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DEBATE FORMAT & DUTIES:

- **Moderator/MC**
 - ensures proper set-up (including audio-video, if required)
 - Presentation: provides **INTRODUCTION** on issue
 - Try to stay **OBJECTIVE** – You are providing **BACKGROUND** information
 - i.e. history, legislation, current situation
 - introduces debaters
 - ensures that the allotted times are followed; segues
 - maintains **ORDER** and **PROPRIETY** of debate
- **Debaters**
 - **First Affirmative** (3 minutes)
 - defines legal terms
 - makes two (2) points
 - **First Negative** (3 minutes)
 - redefines terms (if necessary to suit his/her position)
 - rebuts 1st affirmative’s points
 - makes two (2) points
 - **Second Affirmative** (3 minutes)
 - rebuts 1st negative’s points
 - makes two (2) points
 - **Second Negative** (3 minutes)
 - rebuts 2nd affirmative’s points
 - makes two (2) points
 - **First Affirmative** (2 minutes)
 - rebuts, summarizes, and concludes
 - **First Negative** (2 minutes)
 - rebuts, summarizes, and concludes

If time permits,
this section may
involve a number
of exchanges

THE IDEAL DEBATE:

The **CONTENT** of an ideal debate will be **well-researched, thoughtful and filled with ideas** that provide **inspiring points and counter-points**, which are **organized and convincing**.

The **FORM** of an ideal debate will be **well-delivered, concise, articulate and enjoyable**, while following the proper debating etiquette (rules).

MARKS: 50 – see Debate Evaluation Rubric

DATE: To be determined in class, following the topic list.

