



# “SPEAK UP!”: THE POWER OF DEBATING IN SCHOOLS

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## 2 AFTER THIS PRESENTATION

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- You will know what an interschool debate is and how it works
- You will know why you should organise such a project
- You will know the basics of teambuilding, committee work and G.A. procedure

### 3 WHAT IS A DEBATE

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- A structured discussion between two opposing teams.
- The team deemed to have the most persuasive case wins the debate.
- Formal way of communicating

*“A robust democracy not only allow debates, dialogues and discussions but also provides for an atmosphere where they can take root, experience growth and inspire change”*

(<https://clc.du.ac.in/committees/debate-and-discussion-society/>)

## 4 OUR DEBATE CLUB AT SCHOOL

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- Debate clubs act as a natural facilitator to the spirited culture of indulging in constructive dialogues and exchanges.
- Our club organises numerous events each academic year and takes part in many others (Inter and Intra-school debates, EYP, CYP project in schools, MEDIMUN, MEP etc)
- The club begins at foundation level and develops over a period of three-four months, starting with games (teambuilding activities to get to know each other better, committee work, in-class activities, extra curricular activities)
- At the end of the programme, the group perform a final debate (general assembly) that takes place at school which is presented to an audience of parents, students and the judging committee consisting of teachers and an alumnus.

## 5 GOALS OF THE ORGANISATION OF DEBATES

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- offer teachers a new teaching method and students an interesting experience
- provide a possibility to deepen one's knowledge of the issues in question
- encourage students to discuss European affairs and articulate their own opinions
- ultimately to make it easier for students to connect the knowledge learned at school to politics and public discussions
- build confidence and self-esteem in people

## 6 WHY ENTER SUCH A PROJECT?

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- The most outstanding non-formal educational project students could possibly experience.
- The academic, political, social, emotional implications are guaranteed to enhance their education.
- Each member learns to express, evaluate and analyse ideas to move towards solutions.
- They benefit, their school benefits, their family, their peers, their teachers.
- Students represent their schools in state-wide competitions

## 7 ESSENTIAL SKILLS GAINED

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- Analytical thinking and verbal reasoning
- Critical thinking
- Public speaking
- Research
- Teamwork
- Active listening
- Organisational skills
- Debating abilities
- Leadership qualities for a lifetime
- Social and communication skills

## 8 WHAT STUDENTS HAVE SAID

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- “I Conquered my fear of speaking in public”
- ” Debating is really fun. It helps you to boost your confidence and speaking.
- “I felt very proud getting compliments from other students and my teachers”
- “It will be a lifetime experience so take it seriously”





# 9 PHOTOS



## 10 INTERVIEWS WITH STUDENTS

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- Three to four months before the debate, students are asked to fill in an application form
- Students are interviewed by two teachers and/or an alumnus
- The interview is similar to the first and third part of PET for Schools Speaking examination for Gymnasium students and the IGCSE Oral examination for Lyceum students

# II QUALITIES OF STUDENTS DELEGATES

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- have initiative
- have good command of the English language, thus being able to communicate effectively
- co-operate with others
- have researched their topic
- be respectful towards other students and teachers
- have an interest in issues that affect the society we live in
- appreciate the value of fun
- open-minded and curious to discover alternative views, other cultures and new people

# 12 TEAM BUILDING

## Examples of activities:

It is designed to improve team performance

- **Team building** is said to have benefits of:

- A. self-development
- B. improving communication
- C. leadership skills
- D. the ability to work closely together as a team to solve problems
- E. promoting self and mutual awareness
- F. boosting motivation

- **Ice breakers** help:

- A. get to know each other better
- B. learning effective strategies
- C. learning about one's strengths and weaknesses

- Communication and Icebreakers

- A. Two Truths and a Lie
- B. Life Highlights Game
- C. Coin Logo
- D. The portrait
- E. The One Question Ice Breaker Activity

- Problem Solving

- A. Picture Pieces Game
- B. Sneak a Peek Game
- C. The Office Scavenger Hunt

## I3 TEAM BUILDING ACTIVITIES

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- Start your training sessions with a warm-up activity that encourages students to practise their speaking skills (specifically, their impromptu speaking skills).

<https://www.teachthought.com/pedagogy/team-building-games/>

[https://sixth.ucsd.edu/\\_files/\\_home/student-life/icebreakers-teambuilding-activities-energizers.pdf](https://sixth.ucsd.edu/_files/_home/student-life/icebreakers-teambuilding-activities-energizers.pdf)

<https://issuu.com/luka.djordjevic/docs/booklettbplsworknow>



## 14 TEAM WORK (IN-CLASS)

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- Brainstorming 10 min
- Online research 20 min
- Grouping ideas 10 min
- Discussions 20 min
- Writing speeches 20 min

# 15 TEAMS

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## How does it work?

- **Students are divided in two groups (groups of five or six)**
- Teams are given a topic. One team is allocated to the **affirmative team** and they must **agree** with the topic. The other becomes the **negative team** who must **disagree** with the topic.
- The team who presents the most persuasive case is the winner. The winner is decided by the judging committee.

# 16 ROLES

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- Presenters
- Chairs
- Mentors
- Delegates
- Journalists
- Audience
- Judging committee





## 17 MENTORS

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- Students who took part in previous debates take the role of mentors
- The advantage for mentors is that they advance their speaking and teaching abilities to allow them to pass them onto the students that they teach
- Use them as models for other students
- Usually older students train younger ones for debates, thus peer assessment and peer help

## 18 CHAIRS/LEADERS OF THE TEAM

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- Facilitators within the teams
- Act as the person responsible for the organisation of the team, such as who sits where around the table, how much time of talking is allocated for each person, who is responsible to write and read out speeches etc.
- Guide the participants through Teambuilding and Committee Work to General Assembly

# 19 RESPONSIBILITIES OF THE CHAIRPERSON/PRESENTER

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- Introducing the participants
- Calls participants in their turn/gives turns to each team
- Time-keeping
- Facilitation
- Announcing the winner

\*The presenters are usually students who have taken part in previous debates

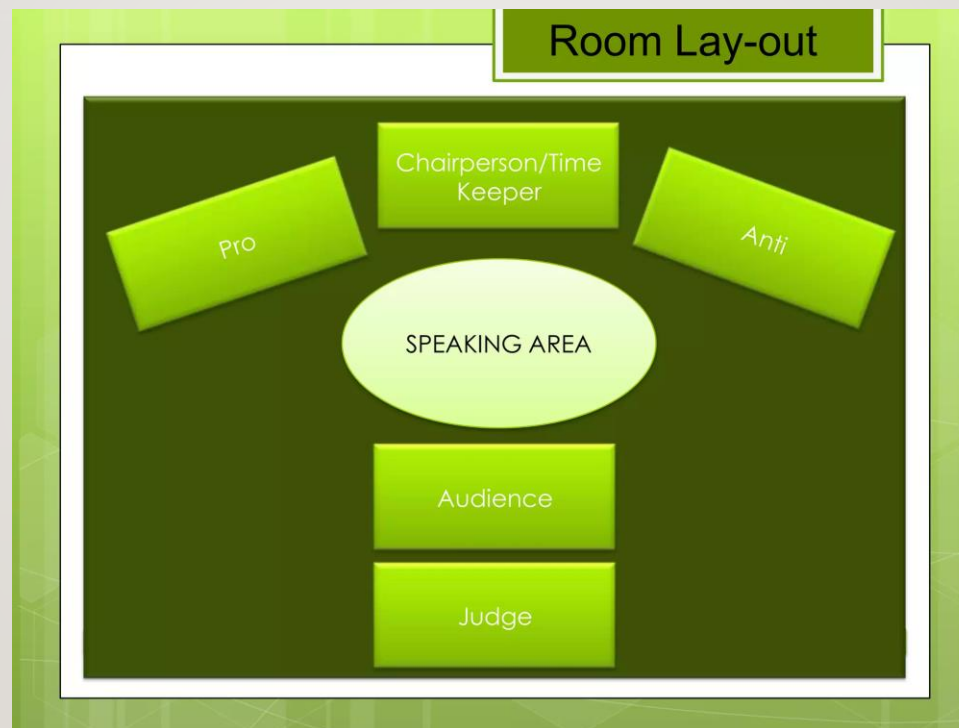
## 20 JOURNALISTS

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- Capture all the memorable moments of the session
- Responsible for creating media content for the session, such as:
  1. taking pictures and videos
  2. posts which are published on Instagram (Debate, Facebook etc
  3. a small newspaper dedicated to the event
  4. articles for the debate on the school magazine
  5. interviews with the participants and the teachers who act as judges

## 21 ROOM LAYOUT

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# CONDUCT OF THE DEBATE

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(2 SCHOOL PERIODS)

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- Opening of the debate
- Introduction of the topic and the members of each team by the presenters/presidents
- Defense speech by the proposing team (3-4 minutes)
- Attack speech by the opposing team (1-2 minutes)
- First round of debate (15 minutes)
- Defense speech by the opposing team (3-4 minutes)
- Attack speech by the proposing team

## 23 CONDUCT OF THE DEBATE

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- Second round of debate
- Questions by the audience and the judges
- Summation speech by the proposing team
- Summation speech by the opposing team
- Voting of the resolutions by the audience
- Results by the judging committee
- End of the debate

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**Thank you for your  
attention.**

