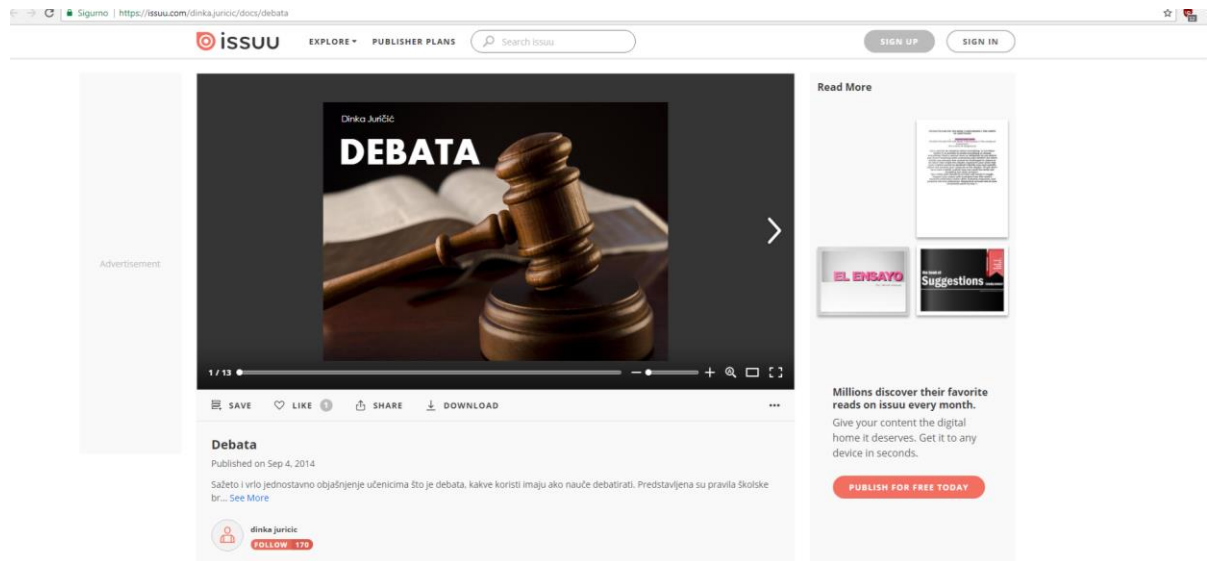


THE RULES OF DEBATE

<https://issuu.com/dinka.juricic/docs/debata>



Advertisement

DEBATA
 Dinka Jurčić

Published on Sep 4, 2014

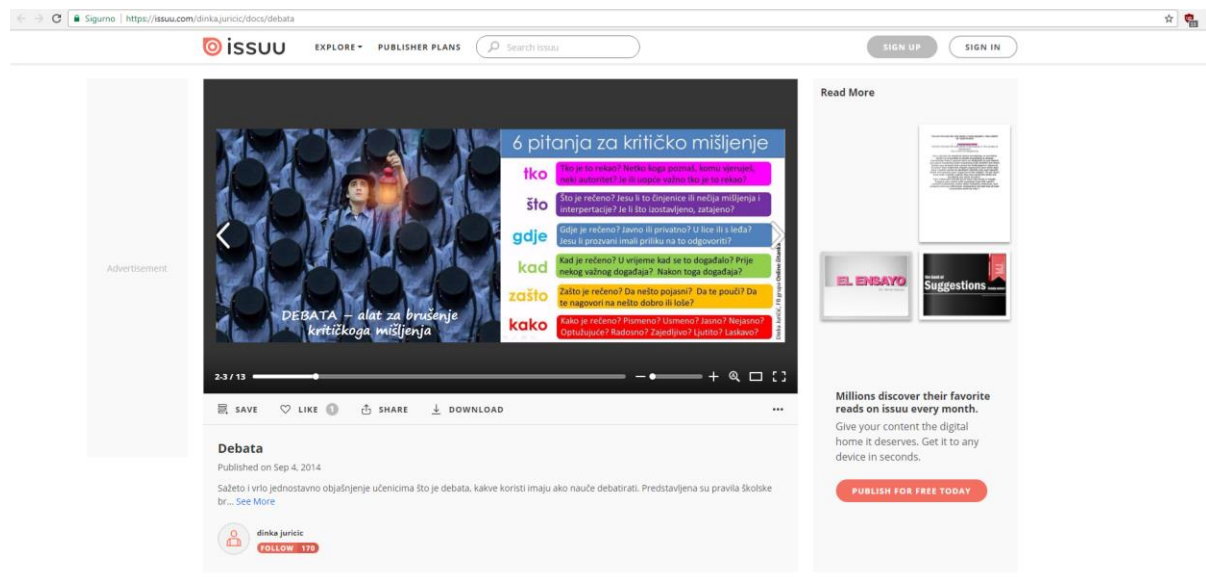
Sažeto i vrlo jednostavno objašnjenje učenicima što je debata, kakve koristi imaju ako nauče debatirati. Predstavljena su pravila Školske br... See More

dinka.juricic
 FOLLOW 170

Read More

Millions discover their favorite reads on issuu every month. Give your content the digital home it deserves. Get it to any device in seconds.

PUBLISH FOR FREE TODAY



Advertisement

DEBATA - alat za brušenje kritičkoga mišljenja
 Dinka Jurčić

Published on Sep 4, 2014

Sažeto i vrlo jednostavno objašnjenje učenicima što je debata, kakve koristi imaju ako nauče debatirati. Predstavljena su pravila Školske br... See More

dinka.juricic
 FOLLOW 170

Read More

Millions discover their favorite reads on issuu every month. Give your content the digital home it deserves. Get it to any device in seconds.

PUBLISH FOR FREE TODAY

The teacher organizes students into smaller groups (6 groups of 3 to 5 students) by random selection in the register. Moderators hand in a piece of paper to their parents for



notes and marks. Students work in small groups according to the principle of collaborative learning, each student reads their arguments for and against. The order of presentation: hot pencil method (on the facilitator's table, pencil is spinned, and the top of the pencil decides the first speaker). Parents participate individually, they listen and make notes as needed. Exercising listening, talking and managing time, the students keep notes and then, together with their parents, ask questions and make comments.

In the end, they choose successful theses / arguments that confirm or reject the defined thesis and support them with evidence from the text (quotes, paraphrases, retelling the part of the excerpt) as they were set, and reject badly articulated or inaccurate claims.

Students select two groups of three debates and representatives of judges (2 parents and 3 students).

C. Second Lesson: Debate and Self-Evaluation

Moderators explain the rules of the debate to the parents and students. Debate is a skill of discussion in which participants use pre-prepared arguments. Two opposing sides discuss the thesis. A well-formed thesis should be said with an affirmative sentence. The participants do not know whether they will be in affirmative or negative group, until then they have prepared arguments for both sides. When debaters find out which opinion they will represent, which can be determined by throwing dice, coins, drawing paper from hoods, etc., they have to represent their group regardless of whether it is their personal opinion. One group tries to convince the other in the truth of their arguments and persuade them to accept them. The judges monitor the time and finally, after the discussion and the closing words, evaluate the group's persuasiveness (scale 1 - 10) and determine the winner. The debate lasts exactly 18 minutes.

Affirmative and negation groups are selected. The negative argument debater starts (60 seconds) – and the opposing group replicates (the affirmative debater argues the negative arguments, asking questions that are trying to contradict him and weaken or break his arguments, time for questions and answers 90 seconds), followed by the first debater of the other group, and the first group replicates. This is how all three debates are developed.

After their performance, a large group discussion (plenum) follows according to the general discussion rules (respect of the interlocutor, lack of speech interruption, respect for time, etc.).



PROJECT No - 2016-1-HR01-KA201-022159
Handbook for reluctant, struggling and
poor readers

Funded by the
Erasmus+ Programme
of the European Union



Each group eventually sums up the final word. In the final speech, each debater repeats or sums up his main arguments and supplements them by challenging opponents' arguments. It is not allowed to enter new arguments.

At the end of the debate, the judges preside over which group was more successful in evaluating the following: the talkative skills of the debates, the clarity of the arguments put forward, the persuasiveness of the speaker in defending his arguments, the ability of the debaters to find weakness in the opponent's arguments, respect of the set time.



**ALICE MUNRO: LIVES OF GIRLS AND WOMEN (novel/short story)
COLLABORATION PROPOSAL / GUIDE FOR PARENTS AND STUDENTS**

Dear parents,

As a part of the Erasmus+ project of promoting good reading habits and the collaborative program between parents and school, we are inviting you to join us and take part in the preparation and the organisation of our “Literary workshop for parents and students”.

Two copies of an excerpt from the novel “Lives Of Girls And Women” by the Nobel prize winner 2013., Alice Munro are attached, one copy each for the parent and the student. The main themes of the novel are the relationships of mother/daughter and parent/child in general.

In about a week you will take part in a class where you will interpret the novel together with your child. The school and its students will be thankful if you find some time for this new type of collaboration, hopefully in large numbers!

Dear students,

Please read the attached excerpt from the novel and think about its theme and motives. You will be taking part in a debate. Each student should prepare **five short arguments for OR against their thesis**. Your thesis needs to be in the form of a declarative sentence.

Del Jordan did the right thing by standing up to her mother. / Men are the stronger sex. / Girls are vulnerable and passive, while boys are strong and independent. / Sexual harassment and bullying shouldn't be acknowledged or reported. / There are certain books or newspapers that need to be banned. / The time of books is over.



PROJECT No - 2016-1-HR01-KA201-022159
Handbook for reluctant, struggling and poor readers

Funded by the
Erasmus+ Programme
of the European Union



Please bring the excerpts from the novel to the workshop. Students should also bring their written arguments for the debate.

Thank you for your cooperation!

Professional Team ERASMUS+: Handbook for reluctant, struggling and poor readers

https://www.youtube.com/watch?v=EgKC_SDhOKk

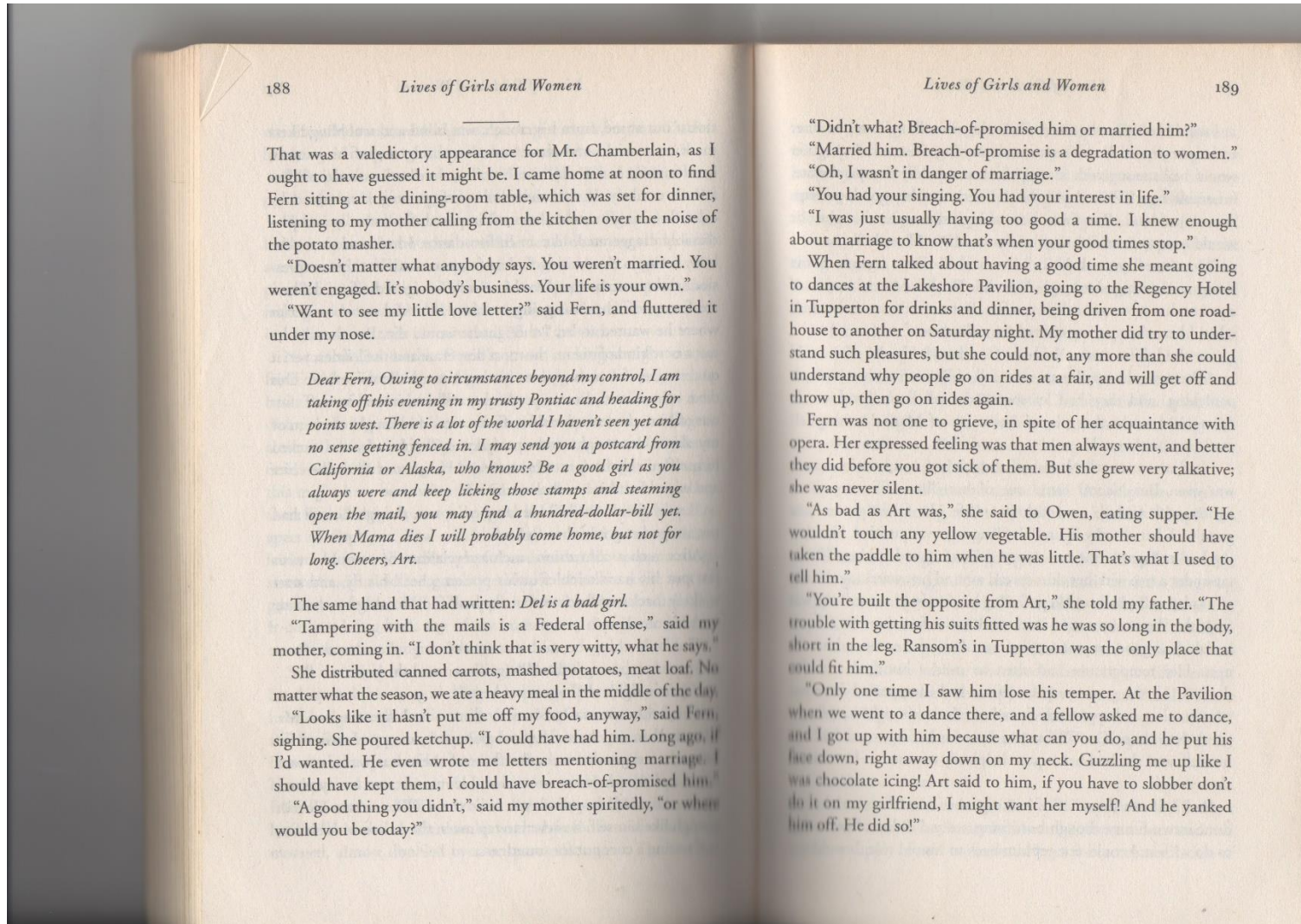
Alice Munro, In Her Own Words: 2013 Nobel Prize in Literature

O roditeljima / Parents – 15:58...



PROJECT No - 2016-1-HR01-KA201-022159
Handbook for reluctant, struggling and
poor readers

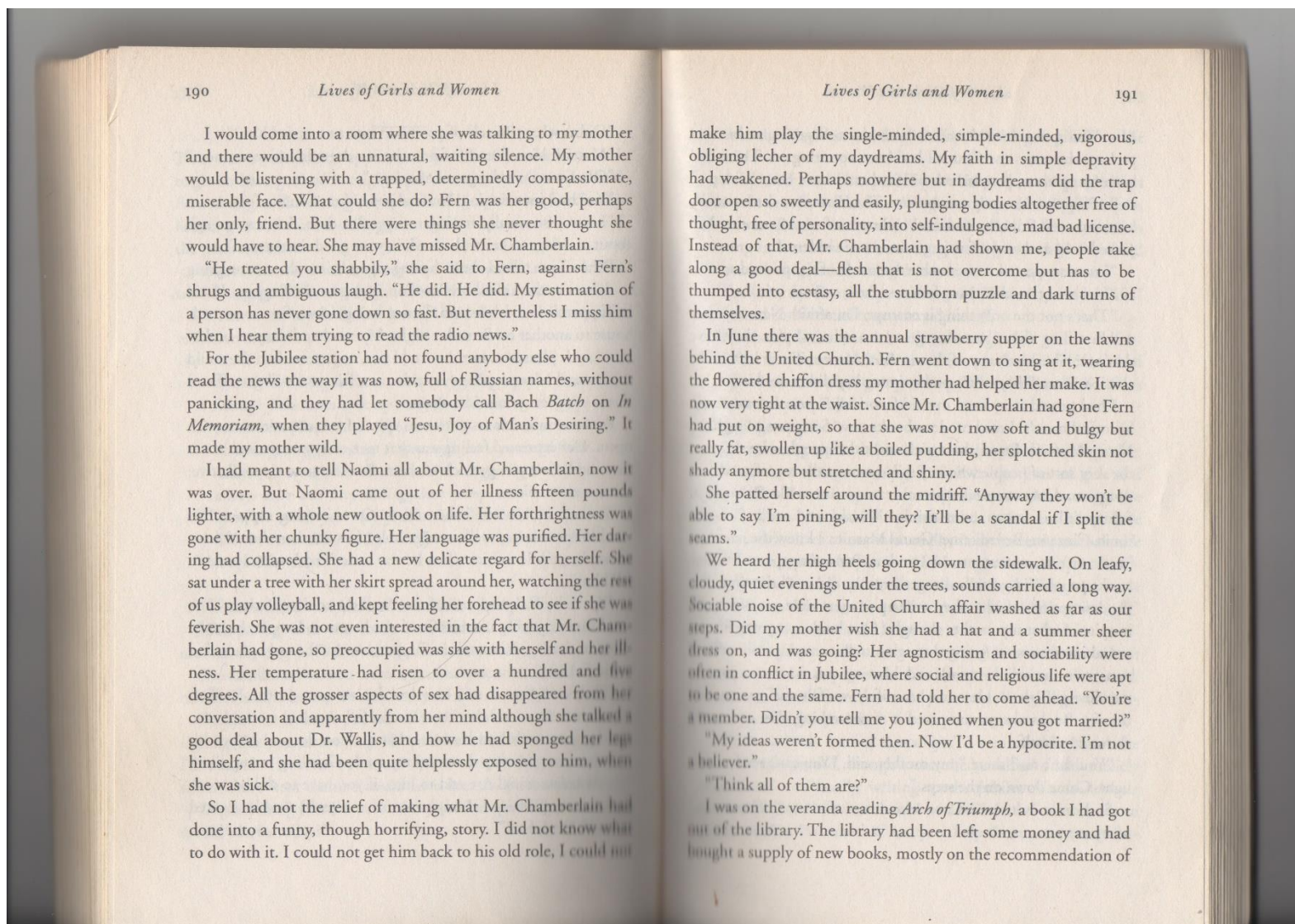
Funded by the
Erasmus+ Programme
of the European Union





PROJECT No - 2016-1-HR01-KA201-022159
Handbook for reluctant, struggling and
poor readers

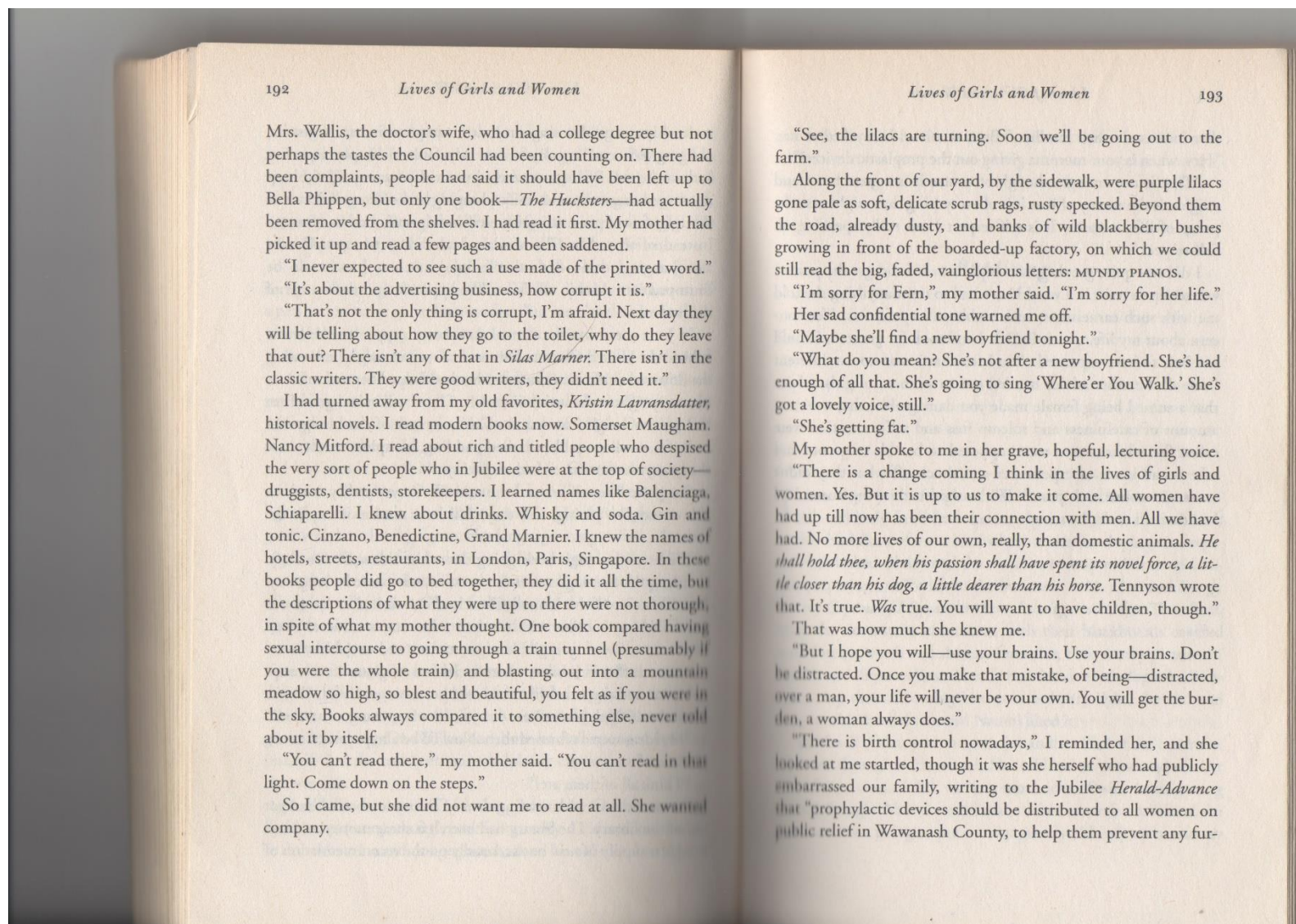
Funded by the
Erasmus+ Programme
of the European Union

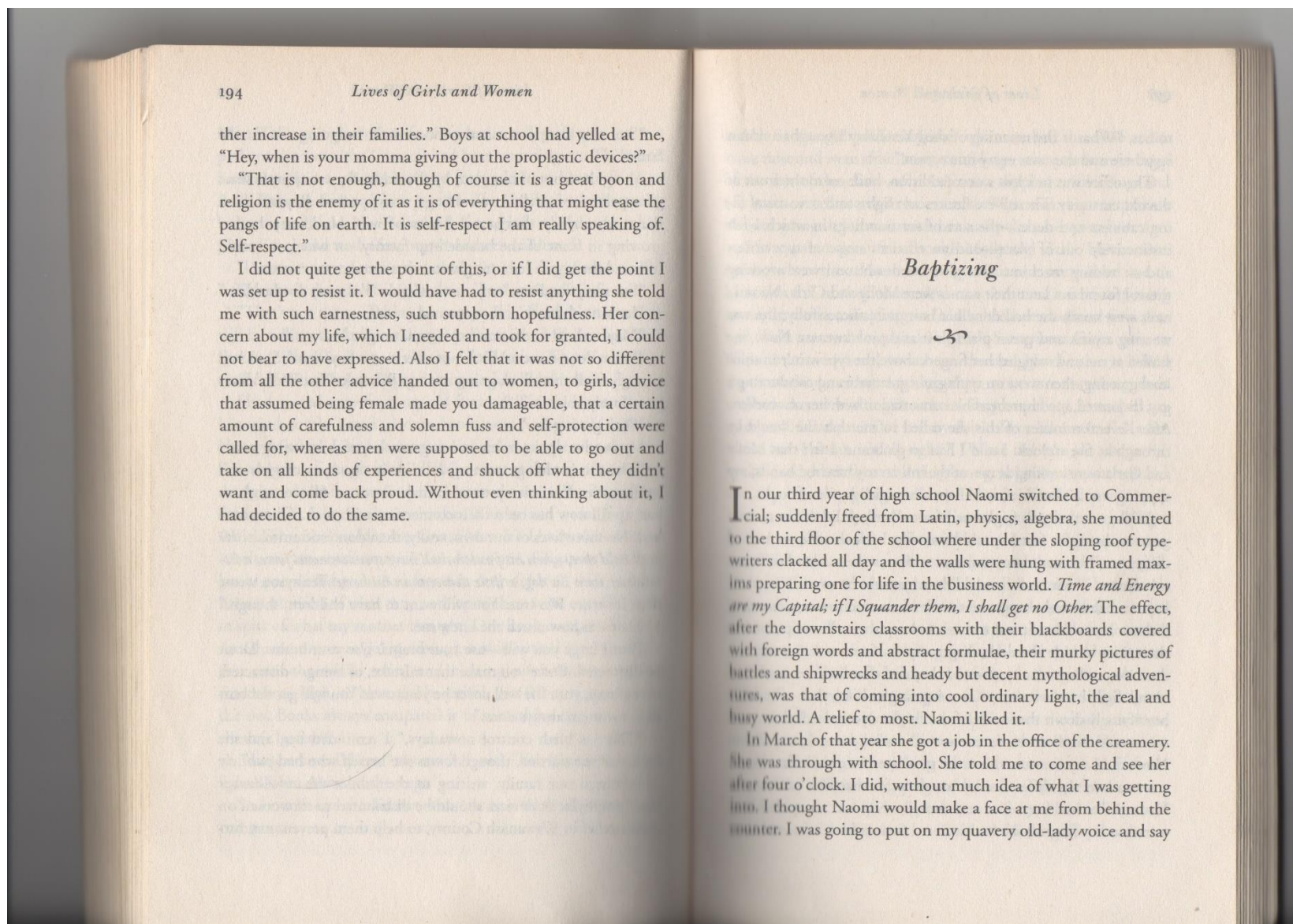




PROJECT No - 2016-1-HR01-KA201-022159
Handbook for reluctant, struggling and
poor readers

Funded by the
Erasmus+ Programme
of the European Union





ther increase in their families." Boys at school had yelled at me, "Hey, when is your momma giving out the proplastic devices?"

"That is not enough, though of course it is a great boon and religion is the enemy of it as it is of everything that might ease the pangs of life on earth. It is self-respect I am really speaking of. Self-respect."

I did not quite get the point of this, or if I did get the point I was set up to resist it. I would have had to resist anything she told me with such earnestness, such stubborn hopefulness. Her concern about my life, which I needed and took for granted, I could not bear to have expressed. Also I felt that it was not so different from all the other advice handed out to women, to girls, advice that assumed being female made you damageable, that a certain amount of carefulness and solemn fuss and self-protection were called for, whereas men were supposed to be able to go out and take on all kinds of experiences and shuck off what they didn't want and come back proud. Without even thinking about it, I had decided to do the same.

Baptizing



In our third year of high school Naomi switched to Commercial; suddenly freed from Latin, physics, algebra, she mounted to the third floor of the school where under the sloping roof typewriters clacked all day and the walls were hung with framed maxims preparing one for life in the business world. *Time and Energy are my Capital; if I Squander them, I shall get no Other.* The effect, after the downstairs classrooms with their blackboards covered with foreign words and abstract formulae, their murky pictures of battles and shipwrecks and heady but decent mythological adventures, was that of coming into cool ordinary light, the real and busy world. A relief to most. Naomi liked it.

In March of that year she got a job in the office of the creamery. She was through with school. She told me to come and see her after four o'clock. I did, without much idea of what I was getting into. I thought Naomi would make a face at me from behind the counter. I was going to put on my quavery old-lady voice and say