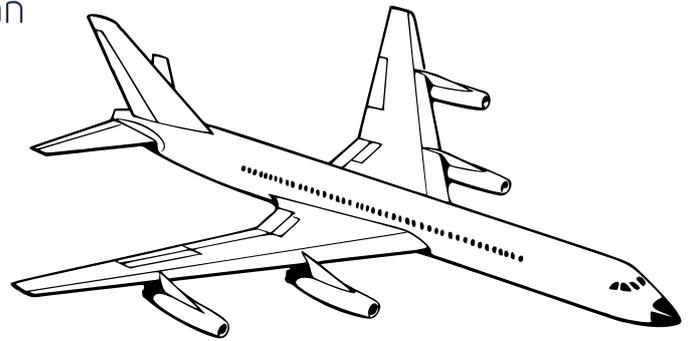


The Aeroplane Game



Debating is always about people. Who do we care about? Who is vulnerable? Why are they important? What issues does society face? How can different people work to solve them?



Aim:

- Teach kids about stakeholders and actors
- Practice articulating why things are important

Consider



Encourage students to consider what these people want, what skills or resources they may possess, and why they might be important.

Reflection time

How do different people contribute to society? What does it mean to be an actor for social good?

To do

Students split into groups. Each group member is given a piece of paper with an occupation written on it.

Students are told to imagine they are in a scenario where all are passengers on a crashing plane.

Only one parachute is available- who should get it?

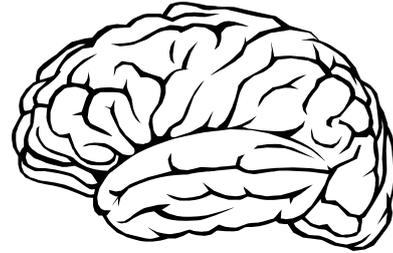
Examples

e.g. doctor, lawyer, teacher, scientist, journalist, actor, politician, celebrity

Spectrum debate



In debating you're given a topic and you need to come up with arguments! The most important thing to do is not just say something but make a big effort to explain why it is true and important!



Aim:

- Introduce kids to debate topics and explaining why
- Practice explaining your arguments and evidence

Examples



- That we should ban homework
- That Hufflepuff is the best house
- That we should legalise all drugs
- That victims of crime should choose the punishment
- That we regret Valentines's Day
- That celebrities have done more than good

To do

Read out motions and students line up on a scale from the ends of "strongly agree" to "strongly disagree."

After each round, students can raise their hands with an argument to explain the reasoning for their choice.

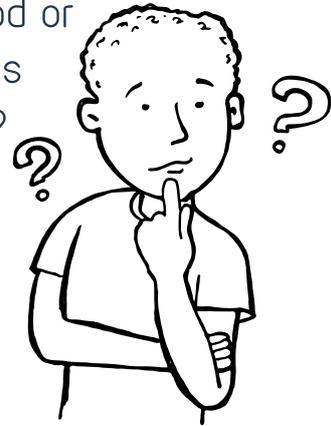
Make sure everybody has a chance to be heard!

Reflection time

Do we get better debates when we are strong on agreeing or disagreeing?
How do we prove points?

The Why Game

Debating is all about why! Why is something good or bad? Why are things going to happen? Why is this true? Why will this matter? Why should we care?



Aim:

- Introduce kids to explaining the why
- Practice stepping out mechanisms and impacts

Example:

Q: Are companies bad actors in this debate? A: Yes. **Why?** Because they only care about money. **Why?** Because they need to make a profit. **Why?** To keep their jobs. **Why?** Because they might get fired if the company loses money. **Why?** Because they might need to save money on salaries. **Are they willing to do bad things to save money?** Yes. **What?** Underpaying their workers. Tax fraud. **Do they care about the environment?** No. **Why?** Hurting it costs them money. **Why?** Mining land gets profit. **Why is this bad?** Trees are harmed, animals have no homes, Indigenous people get forced out of their land.

Reflection time

Why do we get better at debating when we force ourselves to ask why?

To do

Ask a debater to give you a point, argument, or fact.

Continue asking "why?" to get the debaters to step through points and explain things.

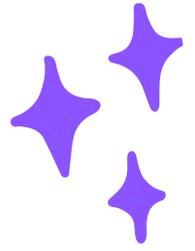
You can also ask:

"What does this look like?"

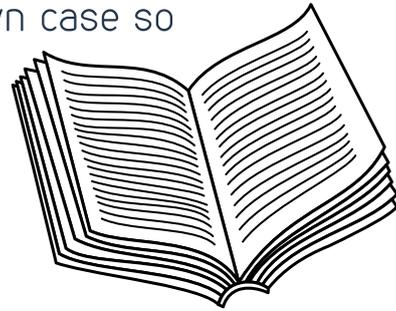
"How do we know this?"

"Can you give me an example?"

Aff vs Neg



In debating, it's clever to use your case to find arguments to prove the opposition wrong. Make sure you know their points as well as your own case so you always can do rebuttal really well!



Aim:

- Teach kids about listening critically
- Practice case construction and rebuttal

To do

Give students a topic. Divide into two groups to make one "affirmative" and the other one "negative."

Provide paper/whiteboard to brainstorm points.

Share with the class, alternating between "Aff" and "Neg" to encourage rebuttal.



Consider

What is the problem? Who are affected? Can we think of a principle? What practical harms or benefits are there? Do we have a mechanism for change?

Reflection time

Is listening important to be able to rebut well? Can your own points take down the opposition?

Be my friend

Debating isn't just about knocking down the enemy—you also have to tell the adjudicator why your own points are great and important! Always take the time to back up yourself and your team.



Aim:

- Help kids to feel comfortable with peers
- Practice proving why your points are good

Consider

Encourage students to consider examples and past incidents which back up reasons why they would be a good friend e.g. helps siblings with their homework.



Reflection time

Is it important to back up your teammates? Should you be proud of your case and your arguments?

To do

Ask students to pair or group up. Tell them to chat to each other and find out their best qualities, or reasons why they would make a good friend.

Students can practice PREP structure (point, reasons, evidence, proved) to argue why you should want to be their teammate's friend.

Have them tell the room!