

Debate

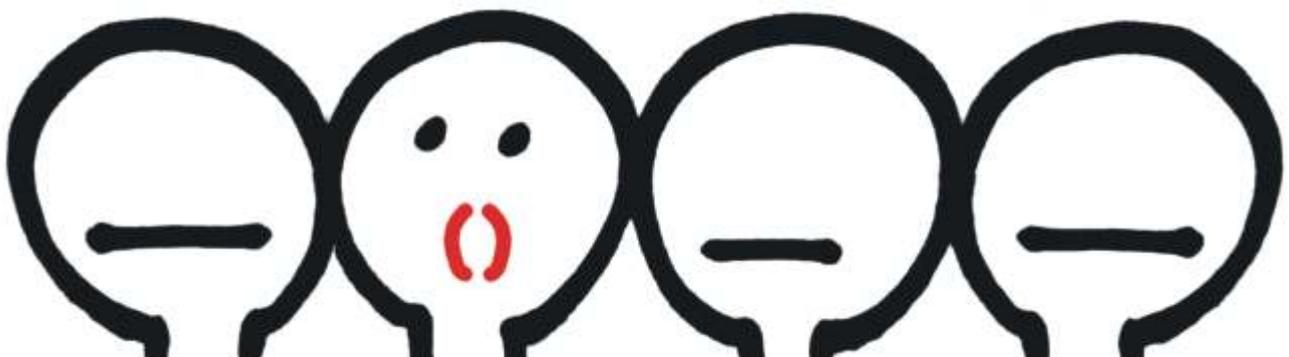


International Labour Organization

SCREAM

Stop Child Labour

Supporting Children's Rights through Education, the Arts and the Media



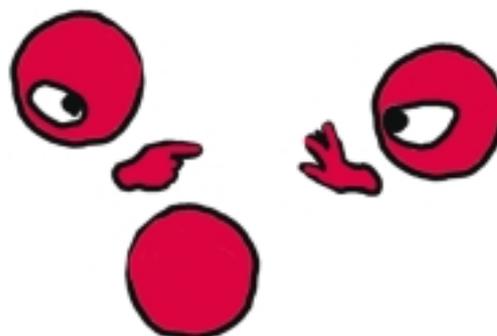
SCREAM

Stop Child Labour

**Supporting Children's Rights through
Education, the Arts and the Media**

Debate

Aim: Research, prepare and conduct a public debate on an issue related to child labour.



Gain: Develops public-speaking, debating and communication skills. Provides an opportunity to build community awareness.

Time frame

3 single and 2 double teaching sessions, more if implementing the optional activities



Motivation

“Debate” is an essential activity in democratic societies. More than two thousand years ago, when democracy first flourished in the ancient Greek city of Athens, citizens met regularly in public assemblies and their votes determined the policy and the actions of the state. They decided whether Athens should go to war and how it should fight. They created laws which directed the course of family life for citizens. But their votes were always preceded by debate: citizens and leaders argued about what was right. They argued about what was morally right and legally right. They argued about the best way to achieve a desired outcome. They argued about what was possible and what was prudent.

Note for the user

It’s advisable to introduce this module around mid-way through the process. In order to do justice to the exercise, young people should have a relatively good background knowledge of the issues surrounding child labour and should certainly know more about how to carry out their own research. The exercise requires them to argue “for” or “against” a particular topic by preparing a logical and reasoned argument. We recommend, therefore, that this module not be introduced before the Research and Information module. It might also be a good idea to wait until after the Creative Writing module. The module could either be implemented before or after modules involving the performing arts in some way.



Note for the user

There are different traditions of public debating around the world. One of the most widely known is based on the "parliamentary model" in which teams or individuals debate a topic which is presented as a "resolution" or "topic". One team/individual is expected to uphold the resolution by presenting arguments in its favour and refuting the case the opposing team/individual offers against it. The opposing team/individual is expected to argue against the resolution and to refute arguments offered by the others in defence of it. This module focuses primarily on this model, but it is important that in implementing this module, educators in different countries world-wide follow the traditions and culture of debating in their own society.

Today, debate is still essential to democracy. The democratic process has changed, since modern countries are much larger in population and in geographical size than in ancient Athens, but debates continue. Some debates are conducted in legislative assemblies. Some are held in villages and small communities, in lecture halls and public arenas. Some are presented in schools and universities and some may be read in the columns of magazines and newspapers, heard on radio or seen on television. Like their predecessors from ancient history, people argue about what is best for their societies, and shape the course of law, policy and action.

Taking part in a debate helps young people to construct logical arguments for and against specific issues. They begin to realize that the information and knowledge they have received earlier has a practical purpose. They can put to use their newly acquired skills in research. In addition, debating makes them see that there are two sides to an issue, even child labour. Things are not always black and white, and child labour is especially complex. There are no easy answers. Having to argue against a topic which on first appearance seems to be morally right is especially hard, but ironically it is those who have the more difficult task that often end up arguing the most persuasively. The exercise further strengthens their social and communication skills, requiring discipline, public speaking ability, a logical mind and the ability to construct and defend an argument.

Young people need to be given more and greater responsibility for issues that matter to them and to society in general. This module aims to pass on some greater responsibilities to the group. It has a multi-fold purpose. To begin with, the module helps to reinforce the information that has been given to the group by giving it greater meaning. They will have to prepare arguments and statements that will be based on information they have already received, supported by new information that they will find through their own research.

Supported by the educator, they will develop these arguments and statements themselves, which again reinforces the learning and understanding process. To a certain extent, they will need to enter into the character of the child labourer, the employer, the authorities, or whatever side they will be taking, and argue their case convincingly. It is an exercise in logic and reason. They might not necessarily agree with the case they have been asked to support, but this again is a strong learning experience in itself. They will need to understand the position of those they do not necessarily agree with or support.



Preparation

There are specific rules and procedures for formal debates and these will require a certain amount of time and preparation by the group. However, you can introduce the group to a much more informal debating technique through the “moving debate” described in activity one. This requires little advance preparation and can be successfully completed within a limited amount of time.

A set of basic debating rules and techniques can be found in Annex 1. These will help those with limited experience in this field to understand how formal debates are organized and managed. In addition, these rules will assist both educators and the group in understanding the different roles of participants in a debate and how to develop their speeches.

The attached rules are the most common in debating traditions around the world. However, there will always be regional and traditional differences and we trust that you will adapt accordingly to maintain your own traditions and rules. You may wish to refer to the wealth of reference material that exists on debating. Material can be found in local libraries or on the Internet, if you have access. In addition, you could contact local organizations, particularly trade unions, which may be able to help you in implementing this module (see External support).



Although specific terms have been used in the module, please be flexible in your interpretation of these. For example, instead of using the word “topic” for the subject of a debate, you might be able to explain the concept better using the word “position” or “belief”. It does not matter. In some communities, it is likely that public debate is still very much a way of life and there may be a strong tradition of debating within a group.

Alternatives have been offered in the module in respect of different aspects of debating. It is an extremely flexible and adaptable concept and educators should not feel in any way inhibited or intimidated by so-called “rules”. The process is what matters. It is not an end in itself.

External support

The debating module is very straightforward as a concept and is not complicated to implement. However, if you are in a school environment, there may be a debating society or team whose teacher/coordinator may be interested in participating in this exercise. Involving him/her would reinforce the community integration process. However, it is important to focus on the young people in your own group and make sure they are all involved.

In addition, keep in mind that some organizations, especially trade unions, have a long history of debating as being the preferred method of reaching democratic decisions. Topics will be debated during conferences and meetings and then decisions will be taken on the basis of these. As part of the community integration process, the group might consider contacting local trade union offices to see if they would be willing to come and work with the group on debating techniques and organizing a public debate. Most trade union organizations also have educational material on debating which they could make available.

What you'll need

- ✓ Paper and pens or pencils.
- ✓ Research material on child labour (IPEC and other sources).
- ✓ Internet access if available.
- ✓ A room in which to conduct the debate, with space to accommodate an audience if the debate is being performed for a wider public.
- ✓ A microphone or other object to be used as the "magic mike" in the moving debate activity.



Getting started

1 teaching session

The first step in the process is to create a platform of understanding for the group as to what a debate is and why it is useful in the education process. This first session should take place with the full group and preferably in an informal setting, for example, sitting in a horseshoe arrangement around you. They do not need to take notes at this stage.

If you only intend implementing activity one, "moving debate", with your group then you can proceed directly to that activity without implementing the rest of this section. However, if you intend introducing the group to formal debating activities then you should spend some time on discussing how to go about it.

Refer to Annex 1 in so far as you might find it useful. Otherwise, emphasize local traditional and cultural influences on debating. Explain the aims and objectives of a debate: that a topic is established and then two individuals or teams will present arguments for and against the topic before an audience and a panel of adjudicators. In simple terms, following the presentations



of the opening arguments, each side is then allowed to reply to the arguments presented by the opposition and refute them in an attempt to win over the audience and gain points with the adjudicators. Depending on the educator and the group, the floor might also be thrown open for questions from the audience or comments that may support one side or other.

Tell the group that those involved in the exercise will be given a certain amount of time, for example, until the next session, to prepare their opening statements, their strategy and select a team captain if necessary. The point of the exercise is not the winning of the debate but the participation in the research and the preparation of arguments for and against the topic. In this way, because the topic will be on some issue concerning child labour, the group will be obliged to research all the background information.

Reassure them that they will be supported in their preparations and that statements are not supposed to be long and drawn out. A key strategy is to be short and to the point, and use powerful references (examples) to support a particular argument. Of course, it is also important to explain to the group that delivery is critical and, in this respect, a certain amount of coaching could be given on public speaking techniques. Again, if you have access to external support to help with this, use it.

Once the debating teams are selected and ready to start work on their opening statements, they will need a quiet environment in which to discuss their strategy, carry out their research and prepare their delivery. It is during this period that they will be in most need of support from educators. The optimum setting is a classroom setting, i.e., where each young person has a writing surface in front of him or her and writing materials.

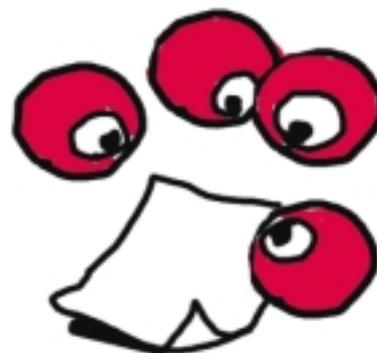
For the “moving debate”, it is best to have the whole group together as you will be encouraging the young people to express themselves as individuals in front of their peers. It is a fundamental right of any person, including children and young people, to be able to express themselves freely. Indeed, for the purposes of the moving debate, it is crucial that individuals do so.

More formal debating can be either a group exercise or a one-on-one exercise. The format you decide upon will depend very much on the overall size of your group. The idea, of course, is to encourage the young people to express themselves individually and to grow as a result of that process. If the group is large, you might make up debating teams of two to three (three is the usual, but be flexible), but no more than that. Remember, each member of a team will be arguing the same point and by keeping the groups small, you can avoid repetition. If you have a large group, it would probably be best to develop two or three topics for debate, and select different teams to argue for and against each one.

If you are going to follow the more strict debating rules, you would also appoint a panel of adjudicators (see Annex 1) who decide the outcome of the debate on the basis of the presentations and discussions. It is best to have an odd number on the panel to avoid a draw, so three is a good choice. The adjudicators could be drawn from within the group, so that everyone takes part in the process. However, as part of the community integration process, you may consider inviting others to act as adjudicators, for example, from other classes in a school.

Think carefully about group dynamics when selecting debating teams and panels of adjudicators. Try and find out as much as you can about relationships, gender mixes and so on. If you are aware of one or several individuals within the group who will perform well in this exercise, try and split them up among different teams. In addition, it will help them and the group more if they were to be on the teams that would have the most difficult side to argue.

Group organization



Audience

A debate is a lot more stimulating, rewarding and basically fun if there is an audience. Your group might already be large enough to act as an audience, and there might be no other alternative, which is fine. But, if you are working in a formal education setting, or a setting where you would have access to other groups of young people (for example, other classes), then invite one of these groups to come and listen, even take part, in the debate. This is important for three reasons:

- It will add to the tension on the debating teams and tension facilitates action. They will be speaking publicly to an audience of their peers, which will enhance their performance.
- It will increase the multiplier effect of the awareness-raising process. The audience will listen to the debate on a child labour-related issue and be aware that those delivering the message are their peers. It will greatly enhance the value and impact of what they are listening to.
- It will further enhance the self-confidence and self-esteem of the young people taking part in the debate as, once over, they will realize that they have taken part in an important experience and passed on knowledge they only recently acquired themselves.

In addition, you might decide to allow the audience of the debate to act as adjudicators/judges. In other words, once the speakers have finished and the arguments have been summed up, turn the decision over to the audience, through a voting process, as to which team argued their case best. This is an extremely democratic process and you could ask one or two people in the audience at random to explain why they are voting one way or another.

Depending on the aims and objectives of the group, you might also consider issuing a wider invitation to attend the debate, including parents, authorities, teachers, the media, social partners, and so on.

Activity one: Moving debate

1 double teaching session

The following technique is an effective method of managing debate in a non-threatening and light-hearted manner to encourage the establishment of a bond of trust within the group. It is used by a wide range of organizations world-wide, including peace and reconciliation bodies, to encourage groups from different sides of a divide to find common ground and enter into a spirit of respect and dialogue.

The idea of the exercise is to help young people to understand that there can be at least two sides to most issues and that neither side is necessarily wrong or right. Properly handled, it builds trust, respect and understanding within the group so that individuals feel able to express their opinions on an issue secure that they will be listened to and their views respected. It also helps young people understand that if they have an opinion on an issue, whatever that issue may be or whether or not their position goes against that of the majority, they should have the courage of their convictions and say what they believe without fear of ridicule or retribution. In addition, it helps young people to understand the principle of mutual respect and fundamental freedoms, such as freedom of speech.

The process also allows an escape route for young people who may feel inhibited, lack self-confidence or not know enough about a particular issue to decide whether they are for or against it. In this exercise, young people can indicate that they don't know or are undecided. The most powerful part of the process, however, is that anyone can change their minds at any time, as they hear the opinions and positions expressed by others. This is an important development for young people, namely to realize that it is possible to be flexible and adapt to new ideas and information. They should understand that it is not necessarily good to become entrenched in a position to the point that you might not listen properly to what others are saying and not be prepared to admit that perhaps you

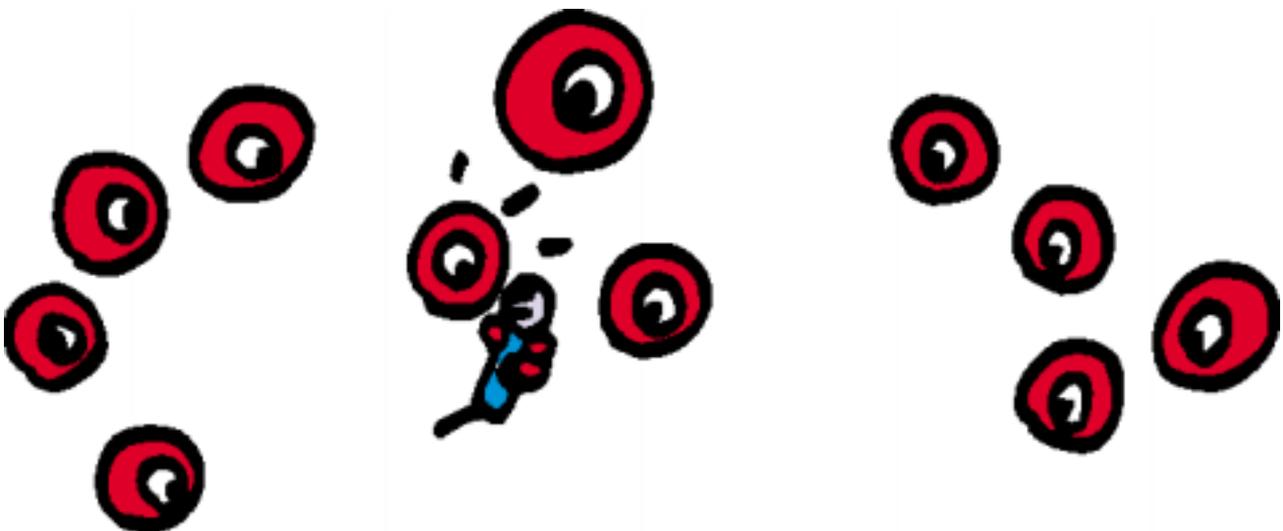
are mistaken in your interpretation of a particular issue. This mindset is responsible for many of the ills and problems that afflict societies, particularly those in conflict.

It is quite important to be either in a room or in a space that is big enough to accommodate the group (it might be outdoors if weather permits). This debating exercise should not be conducted in a public space, however, as an audience of their peers will inhibit the group and undermine the activity and the process of building trust and respect among them.

Rules of play

Assemble the group standing up in an area in the middle of the room and explain the rules of the exercise:

- You will call out a statement that will be the issue for debate.
- Those in the group who agree with the statement will move to one side of the area (which you will indicate, for example, the right-hand side of the room). Those who are against should move to the other side. Those who are unsure or undecided can remain in the middle.
- If anyone wishes to speak, they must be holding the "magic mike" ("magic microphone"). No one else may speak or interrupt while someone else is holding the magic mike. Once the speaker has finished, others may request the magic mike. You, the educator, will pass the magic mike around as it is requested.



- Anyone can change sides at any time, if they are persuaded by the arguments put forth to review their initial standpoint, or even move to the middle if they become less sure of their views as they go along. No one should feel inhibited or embarrassed about changing their minds. It is not a sign of weakness. It is an indication that they are willing to listen to other points of view and perhaps come to agree with an opposing point of view.
- There are no winners or losers. The object is not to gain the upper hand or get more people on one side or the other, but to express one's own views and listen to those of others.

The magic mike may be any object you choose. It may indeed be a real "microphone" (but do not turn it on!). It may also be a piece of fruit, a vegetable, a tennis ball, a doll, a stick – it does not matter. What matters is what it represents, i.e. the permission to speak on an issue and express one's opinion. By having a funny object as a microphone, you will already introduce a humorous element into the debate, which is positive. It helps defuse tension and will make the group laugh and therefore support the bonding process.

Be very clear and very firm about the rule that no one may speak without having the magic mike in hand. It is only in this way that you will be able to maintain proper order and begin to help the group to understand the need to allow others to express themselves whether they agree with what is being said or not. It will also introduce them to the concept of freedom of speech and that people in society think and act differently which does not necessarily mean that anyone is right or wrong.

Once everyone has understood the concept you can begin.

- Call out the statement and make sure that everyone has clearly understood it.
- Ask if anyone would like to open the debate. If there are no immediate volunteers, encourage someone from among the group with the least proponents to say why



The debate in motion

they have taken that particular position. It is better if individuals volunteer, but of course if they don't, you might have to select a "volunteer".

- Having heard the first "argument", you should then ask if anyone would like to respond. Again, seek volunteers if possible. Hand the magic mike to the volunteer.
- Allow the debate to take its own course, handing the magic mike to whoever expresses the desire to speak, ensuring, however, that there is a good balance of "for" and "against".
- Make sure that members of the group in the middle also speak, explaining why they are unsure and ask them if any of the arguments they have heard have helped them to form an opinion and if they would like to move to one side or the other. It is quite likely that at this stage one or two might move.
- Continue with debates for as long as there is enthusiasm and a willingness to express opinions.

Each "debate" simply ends when it ends, when the group have run out of things to say or at your discretion (on some issues the argument could last a long time!). You should emphasize that there is no right or wrong, no yes or no, no black or white and that you are not going to say that one group has "won" or "lost". Every member of society has a right to his or her opinions and views. Society begins to face serious challenges when individuals and groups take certain positions and adopt views and opinions that are based on incomplete awareness and/or understanding of the issues but upon which they are intransigent.

You will be able to assess yourself the interest of the group in the discussion. Quite often what will happen is that the floodgates will open once the first few "volunteers" have spoken. In addition, individuals within the group will want to respond to points that are made by others.

Starter statements

Although the objective of this exercise is to encourage the group to address the issue of child labour, it will be much more effective if you begin the exercise with a couple of fun topics that will appeal to the group in a particular way. You should introduce subjects with which they are comfortable and which may have no relation to the issue of

child labour. The early stages of the exercise should develop the process of building trust, confidence and respect within the group. By introducing the element of fun, you will build that dynamic quite quickly and in a very non-threatening manner. Once you feel that that the group dynamic has been established, you can then introduce the more serious issue of child labour.

The topics or statements you choose for debate will vary enormously from one context to another and the module cannot offer specific subjects that will apply in all cases. You are the only person capable of developing some starting points that will appeal to your group. It will depend upon cultural, traditional, social and other factors.

When deciding on a topic, it is best to focus on issues that are relevant to the social life of the group. For example, if there is a particular pop or rock band that is very popular in your society, then you might create such a statement as:

"[Name of band] is a talented group and a credit to music in their country."

Some members of the group will like the band and some will not – all for different reasons. However, they will have very little problem expressing themselves on an issue such as this and there is little risk of it becoming heated or hostile. Alternatively, if a particular sport is popular in your country or area, you might start with a statement regarding a particular team. Again, it will probably divide the group, but in a wholly non-threatening way. Create several statements that you know will not introduce tension into the group, but rather will emphasize the fun element of the exercise.

Once you feel comfortable that the group has understood the exercise, that everyone is becoming involved and that the dynamic is working, you should introduce the key issues for discussion. Below are some suggested statements on the issue of child labour. These statements should challenge individuals in some way. Indeed, they should sometimes be contentious in order to stimulate strong reaction. This can



Key topics

be done in a controlled and even humorous fashion, but it is essential that you can keep control. For example, the suggested statement "A woman's place is in the home" may well provoke a very strong reaction from girls and this can be very positive. The objective is not to dictate to the group but to better assess their current position and understanding, provide more information and encourage open and frank discussion between them. The process is designed to strengthen the group and enhance its dynamic not deepen divisions.

The previous discussions would have largely been based on fun elements. The next phase of the exercise is more serious, but should remain as open and light-hearted as possible. The discussions and the processes of discussion, listening and respect are critical to this stage of the exercise. You should manage these carefully and respect both sides of the argument. If you feel that the debate might be getting too heated and could get out of hand, you should intervene by reminding the group that all discussion should be non-judgemental and that different points of view should be respected.

Some suggested statements could include:

- "Girls and boys have an equal right to education."
- "A woman's place is in the home."
- "Men and women have an equal right to employment."
- "Boys and girls belong in school and not the work-place."
- "Boys and girls should be allowed to work if they choose to do so."
- "It is acceptable for boys and girls to work if their survival depends upon it."
- "Appropriate working conditions should be established for boys and girls."

You may prefer not to be too contentious in the statements you give, which is fine as well. The above are purely suggestions that will hopefully prompt you to come up with ideas of your own for statements suited to your own context.

Activity two: Formal debate

2 single and 1 double teaching sessions, plus research, preparation and rehearsal time

The first stage in a formal debate is to establish a topic or “position” for the two sides to argue. Of course, this must be as closely related to child labour as possible. There are two options. The first is less interesting, namely, come up with a topic yourself or in discussion with third parties. The second is far more interesting and in keeping with the fun element and the democratic nature of this pedagogical process. This would involve organizing a brainstorming session with the full group to come up with any number of topics that could be used.

Coming up with several topics will enable you to organize more than one debating session to ensure that the whole group is involved in the exercise. The first topic used during the trial phase of these modules was: “That children belong in school and not in the work place”. Just to prove that it is not merely a question of being able to rely on the powerful emotional argument that children should not be made to work, the team that argued against this topic actually won the debate. The team pointed out to the audience and adjudicators that to simply remove children from work places without dealing with the issue of poverty, unemployment and lack of educational access would condemn working children and their families to a worse plight than before and possibly even death.

Having agreed with the group on the topic to be selected for the exercise, the next step is to pick the debating teams. If you know that some individuals will be strong in a debating exercise, make sure they are not all on the same team and that they are on the side that has the toughest assignment. It will help to provide balance to the debate, make the job harder for the adjudicating panel and make the discussion more interesting for the audience.



Note for the user

The debating module can be relatively long. Indeed, if you organize a competition, it could be very long. You should therefore plan your teaching sessions carefully so that individuals are not left without anything to do while others are researching and preparing debating speeches. You might even decide to choose one topic for the group and then make up enough teams from the group so that everyone is involved, for example, three teams for and three teams against. Each one of these teams would then have to go away and research and write which would mean they would all be occupied. There would be some repetition but individuals would write and perform in their own style.

So that a situation is not created in which some of the group are working and others are not, why not already choose more topics and select other debating teams? Adjudicators can be chosen just before the debate itself takes place – there is no preparation involved in this role other than ensuring a fair hearing for all concerned and basing decisions on the winners on the quality of their debating points and not personal considerations. This would mean that all the members of the group would have work to do. Again, this will depend on the size of your group and the facilities and resources available.

Preparing the debate

Debating teams should then assemble themselves to discuss strategy, pick a representative who will respond to the opposition and start researching and writing their speeches. This is where the fun begins and it is important that they sense the fun element in what they are doing. If you wish, you could show Annex 1 to debaters to help them to understand their roles and responsibilities. A lot will depend here upon how much you wish to follow strict debating rules or allow a certain amount of flexibility just to ensure that the module is implemented.

You and any external resource person(s) involved have a critical role to play at this stage of the exercise. These teams will need support in developing strategy, understanding how to respond to opposition, researching their subject and writing and delivering their speeches. Each team should be able to meet in a relatively peaceful environment. It might mean going outside, if the weather is good, or working in a library, another classroom or meeting room, or even just splitting up the room where you are in sections.

The suggestions below may be helpful. They do not adhere strictly to formal debating rules, but this is not a problem. Follow whichever parts of them you find helpful.

- **Strategy:** Here the teams will need advice on how to approach the research, writing and delivery. It is important that each speaker has an idea of what his/her team members will be saying. Duplication and repetition is not necessarily a good tactic and can displease judges and bore audiences. Encourage the team to look

carefully at the topic and try and break it down into different points that need to be made either in support of or against it. A good strategy could be for each team member to focus on one or several of these points in their research and drafting, so that as they speak one after the other, they build a case in support of their position. It is better to have the best speaker go last in line as this is the one who will rest the team's case and make most impact.

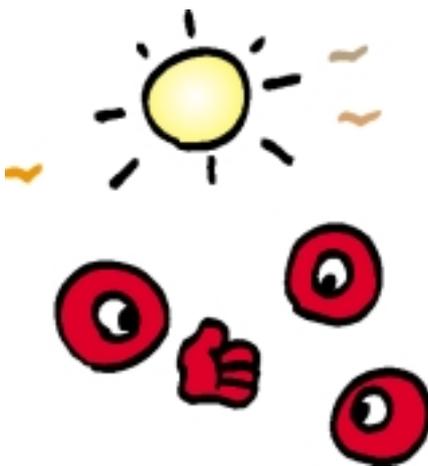
- **Response:** Members of the team will have an opportunity to respond to the case put by the opposition. The team should have a fairly good idea of what the main arguments will be from the opposition and, together, they should already prepare the skeleton of a response for their team member. This skeleton can be fleshed out as they begin their research and drafting.
- **Researching and drafting:** Having discussed who will say what, the next stage is for the individual members of the group to begin researching their arguments and writing their speeches. A good average for debating speeches is around three to five minutes, but no more. Apart from anything else, it will be a tough enough task to ask young people to prepare a speech of this length. Five minutes is a long time to be standing up and speaking in front of an audience. Emphasize to the teams that it is important that they focus on the principle of "short and to the point".
- **Delivery:** This is a training exercise in itself and the members of your group will certainly need assistance here. Indeed, it is during this point of the exercise that you will begin to find out who the natural actors are within your group. Delivery is almost as important as the speech itself and the team members will need coaching in speaking and body language. This is a good opportunity to teach them about writing a first draft of their speech, perfecting it and then writing speakers' note cards (cue cards – see Annex 1). They should avoid standing up before an audience and simply reading out two or three pages without taking a breath. Basic public speaking techniques include: engaging eye contact with the audience to establish a personal link; speaking clearly and slowly; pausing for a brief moment between important points; taking breaths at natural breaks in the



speech, and so on. Encourage team members to practice their delivery in front of one another so that they can help each other to perfect their technique. If they are working individually in the exercise, they could work in front of a mirror. They should also time each other's speeches to try and keep within the limit.

It is a good, social and supportive exercise for the team to work together in this way. It further reinforces the bonds between the group members and reassures them that they are all working towards the same goal.

The debate



Working with the full group, prepare the room where the debate itself will be held. This may well be the room where you have always worked with the group. Depending on climatic conditions, you may well decide to hold the debate outside. If you are very fortunate, you will be able to use a large room and set out chairs for the audience, a table for the panel of adjudicators and a top table for the debating teams and the chairperson of the session.

It might be best if you act as the chairperson, as you will know the individuals on the team and you are acquainted with what they will be saying. However, once again as part of the broader community education process, you and the group might decide to invite someone else to chair the debate. For example, if you are in a formal education setting, perhaps the school principal might agree to take the role. Otherwise, if you are inviting a wider audience to the debate, why not ask a local politician, the chair of the school council, a prominent NGO or trade union official, a community leader, or one of the parents to act as chairperson? This would be a very active way of integrating the wider community in the pedagogical process. If you do invite a special chairperson, consider inviting local media along as well to report on the debate.

Once the audience has settled and the adjudicators and debating teams are in their places and ready, the chairperson should set the scene and inform the audience of the topic to be debated. If you are not chairing the session yourself, you might have to provide briefing notes for the person taking on this role. The chairperson will then

introduce each of the team members one by one and invite them to take the floor and give their speech. According to some traditions, the main points of each presentation may be summarized before turning the floor over to the next speaker. The chairperson should alternate the speakers from each team: one person speaking for, followed by one person speaking against the topic.

Local interpretations of debating rules will dictate how arguments are rebutted. For example, one practice is that each speaker spends some time rebutting the arguments of the previous speaker from the other team. However, another practice (sometimes easier with younger people) is that the chairperson waits until everyone has spoken and then invites a representative from each team to respond to the presentations by the opposition (this representative is usually pre-selected by the teams).

Afterwards, the chairperson should summarize the arguments of each team for the benefit of the audience and adjudicators and, depending upon what was agreed with yourself and the group, he or she might then also open the floor to questions or comments from the audience. The number of questions taken and the interaction with the audience will depend on the overall time allocated for the activity – do not stretch this too long as young people have a relatively limited attention span and the team members will already be exhausted after their ordeal. Keep a close eye on the debating teams and assess their stamina and be prepared to call the session to a halt when necessary.

During all of this activity, the panel of adjudicators should be at work discussing the team performances among themselves. They can either do this in an informal “huddle” at the end of the speeches, or they can follow the marking rules given in Annex 1 where each speaker scores out of 100 according to “matter, method and manner”.

Lastly, the chairperson should call upon the spokesperson of the adjudicators to deliver their summary and views on the debate and their verdict as to the winning team. Depending on the relationships enjoyed within the

group, you may choose to introduce a competitive element into this module, and offer a prize to the winning team in each debate and possibly an overall winner if you have had a series of debates. You must be sensitive to the potential reaction of the group to the element of competition. If it will hamper the success of the exercise, do not introduce it. If it will add to the fun and excitement for the group, introduce it, as it will encourage the debating teams to focus more on the quality of their work.

Depending on who was invited to be a part of the audience, for example, if it included dignitaries, parents, teachers, and others, it could be an idea, if resources allow, to organize some form of refreshments after the debate. This would be particularly useful if the debate exercise is a part of a longer-term awareness-raising exercise and you would like to encourage interaction between the group, yourself and the audience. It is important to facilitate interaction between your group and their peers and key individuals from the community as this is an integral part of community education and helping your young charges to develop as agents for social change.

Refreshments would be a particularly good idea if the media or local politicians or representatives from schools or the education authorities were involved. The group has an important message to get across through the debating exercise and any methods that will enhance this objective should be used. Reporters, either in the written or radio/television media always like to have quotes to support their articles and these could be obtained by mixing with the debating teams after the exercise.

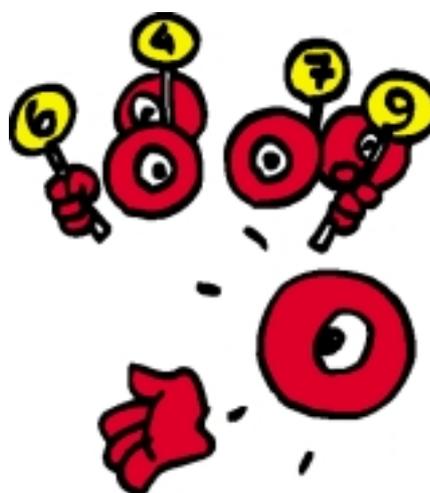
Activity three: Debating competition

optional – time frame determined by numbers involved

You could also create a more comprehensive competition that would involve setting up a form of debating league or, if one already exists in the setting in which you are working, suggest introducing child labour as the topic for one series of debates. This is a much bigger undertaking but might make the module more interesting in many ways. Depending on the setting in which you are working, i.e., formal or non-formal education, you might consider opening the competition up to others within the institution where you are working. Again, this heightens the impact of community integration and will greatly add to the level of awareness raised on the issue of child labour.

For the debating competition, you will need to plan carefully: picking panels of adjudicators, enlisting the support of other people to help with research, coaching and conducting debates, selecting chairpersons, arranging audiences, and developing topics for debate. The idea would be to create a knock-out contest in which debating teams would compete to progress to further rounds of debating contests, until eventually you would be left with a final between the two teams left. This sort of competition already takes place in many contexts and in many countries and they often reach national stature. However, the idea at this stage is to advance awareness and involve a wider target group in the exercise.

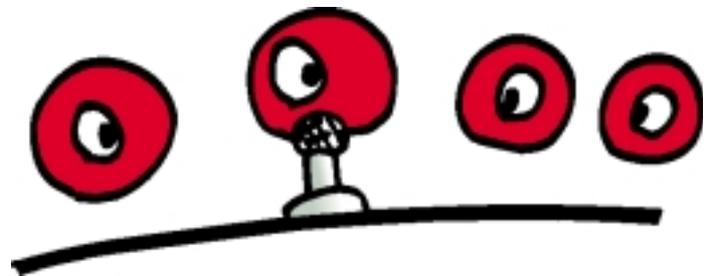
You will need to be quite organized to take on such a task and it is important that the contest is transparent and fair. You should also plan the final debate carefully as this certainly would be a special event which you could promote externally and involve the media and community leaders. Make the most of such events as they will provide great encouragement to the group and lend themselves to the implementation of other modules later on.



Involve your group as much as you can in organizing this contest so that they feel an integral part of the activities, even if they are not necessarily members of a debating team. It is conceivable, if other groups take part in the contest, that none of your group end up in the final and wouldn't that be an interesting situation? Remember, implementing these modules in a formal setting, such as a school, is bound to arouse curiosity among other students and the teaching staff. This is an extremely healthy reaction and one that you should exploit as far as possible. Keep in mind also that a fairly attractive prize for the winners and runners-up would encourage greater participation. Perhaps one of the tasks of the group could be to obtain prizes from local businesses, which would once again enhance community awareness as these businesses would need to be informed of the project and the subject of the contest.

Activity four: Panel discussion

*optional – 1 single and 1
double teaching session*



A variation on the theme of the debate is the "panel discussion" in which the debate still takes place but this time a group of individuals is invited to sit on a "panel" and respond to questions from a chairperson and sometimes from the audience as well. Panel discussions are quite common on television and radio, particularly for current affairs programmes. They can be very interesting and the added interest for you and your group is that this method can be used to invite guests from the community to participate in the activity.

The activity can be turned to great advantage in terms of community integration and also media interest. The theme of the discussion would be one that emerges from the brainstorming session your group conducted earlier. You should then have a separate discussion with the group

to consider who to invite from the wider community to sit on the panel. It is recommended that you invite individuals who will approach the discussion topic from different perspectives and may even disagree during debate. This makes the activity very interesting for the audience and helps the group to understand the different perspectives that different community groups may have on certain issues.

There are three key groups within the community that should be approached to participate in a panel discussion, namely the tripartite stakeholders of the ILO – government, employers and workers. The social partners (employers and trade unions), in particular, would make interesting discussion panellists. Indeed, you may have already contacted a local trade union to ask for assistance on debating. You may also have already involved employers and government officials (central or local government) in some earlier modules. Or you may be planning to contact them to help in future activities. This exercise will reinforce that contact and further enhance the community integration process.

As before, panel discussions will require some preparation, even more so as this time individuals outside the group will be involved. These individuals will want to be apprised well in advance of the topic of the discussion and the nature of some of the issues that will be raised by the chairperson during the debate. In addition, as a common courtesy, you should inform all panellists of the others who will be taking part.

The panel should also include others from within the group perhaps or individuals who have been involved in the project. A good panel discussion requires an effective chairperson and you and the group should spend some time choosing someone. It might be one of the invited guests, a school principal, a celebrity, a teacher, a parent – it does not really matter. But whoever it is will need support and a good briefing on the topic of debate. The role of the chairperson will be to keep discussion flowing. Once panellists have made their opening comments and statements, the chairperson should question individuals



where there is obvious conflict of statements or information. Panellists may not have similar views and the reasons behind this should be drawn out. The chairperson should also have a prepared list of questions and issues around the topic of discussion that can be used to fill in spaces and to ensure a continuity of dialogue.

The chairperson may also decide to open the panel discussion to questions from the audience, which could be very interesting indeed, especially if something has been said with which the audience does not agree. The exercise can be very appealing to the wider community and you and your group should be prepared to develop publicity and promotion to invite the community to come and take part in the panel discussion. It can be an integral part of an awareness-raising campaign and can even be used for fund-raising for solidarity projects organized by the group. Depending on the panellists, you may find that the local media would be interested in covering the activity and this would further enhance the community integration process.

The key to a successful panel discussion is the chairperson and this is where you and the group should focus your energies. It may not be too difficult to persuade a local business person or shop manager, trade union branch secretary and local councillor to participate in a panel discussion on child labour. But, to stimulate interesting and possibly heated debate and to provide an interest angle for an audience and the media, such an activity requires a good chairperson, someone who can fill in silences, who can make links between comments, who can read panellists and audiences and know how to manage dialogue. This person should be able to summarize discussion and pick out key points that have been made by those involved. It may take a bit more preparation and thought than organizing a straightforward debate, but the end result can have a significant impact on the community.

Make sure that the group is fully involved in every aspect of the organization of a panel discussion. It would be better if members of the group could be on the panel with invited guests and you should make every effort to ensure that the group is represented.

Do's and don'ts

- Do make sure that every individual takes part in every session of this module. Help those who lack confidence in their researching and writing capabilities and those who are overwhelmed by public speaking exercises. It is a difficult experience for some people, but with proper support, all should go well.
- Do try to make sure that the same individuals do not always remain in the middle, i.e. "undecided", area in the moving debate exercise. If you notice that individuals always remain "on the fence", ensure that they are given the magic mike and explain why. After others have stated their positions, ask those in the middle directly if they would like to move to one side or the other – involve them. Eventually, they should respond.
- Do ensure that everyone in the group has the opportunity to take the magic mike and make their point. There will be individuals in the group who will find it easier than others to express themselves publicly. Make sure that they do not dominate all the discussions.
- Do ensure that the rule of the magic mike is strictly observed. When the person in possession of the microphone is speaking, everyone else should be quiet and listening to what is said.
- Do use humour and light-hearted banter within the group to help the session along. It can be a fun module, but also a very empowering one. The young people will not realize how much they have learned until they begin to use these tools in other modules or areas of their life and education.
- Don't allow criticism or strong language during the session. It will lead to antagonism and a fracture of the group dynamic.





- Don't allow the group to make fun of individuals who take a particular position in a debate, even if they are alone in their opinion. The basic value of mutual respect and respect for the freedom of the individual must be reinforced throughout this module. Everyone's opinion deserves respect and attention.
- Do pay close attention to the group dynamic and to individual reactions to the exercises. If any members of the group feel uncomfortable with a particular discussion, with opinions expressed or that they cannot be a part of an exercise, be sensitive to their feelings. Try and integrate them as far as possible but without undermining the exercise or process.
- Don't be afraid to bring an end to a particular discussion if you feel that it might get out of hand and create problems for the group, particularly during the moving debate exercise. However, it is good for individuals to feel that they can express themselves on a point about which they feel very strongly. This does not preclude differences of opinion and mutual respect, and respect for fundamental human freedoms should regulate the discussion. Ending the debate should be seen as a last resort. It is sometimes healthy for individuals to hear opposing views and for debate to get heated.
- Do be ambitious for the group and encourage them to be ambitious too. Get them to discuss who to invite to debating contests and assist them in preparing invitations and making arrangements.
- Do take full advantage of any opportunity to strengthen the impact of awareness-raising and make sure the group is a part of these efforts.
- Do use a video camera, if at all possible, to film debating sessions. These can be used in various ways: they can be used as a promotional tool for raising awareness with other groups and they can be used as a pedagogical tool in helping the group improve their public speaking and perfect their debating technique.
- Do organize a panel discussion if you feel the group can manage it. Such activities stimulate community involvement and integration and can be very popular with local audiences.

- Do use the debriefing session of this exercise properly and let the group express themselves openly and freely. Let them relax and laugh at themselves (particularly if there is video footage) and begin to let the lessons learned filter through their systems.
- Do keep all the speeches that the group produce.

Final discussion

1 teaching session

The debriefing session for this module is very important. Settle the group into a comfortable environment and assemble your notes. If you had external support, include that person in this session. Debating is an intense and quite exhausting experience. Some of your group will not have been through such an exercise before and they will need some support and rest as they come to the end of it. Therefore, create a calm and peaceful environment as you “debrief” the group. Let them talk their emotions out and describe in detail what they have been through. Discuss the details of the debates and speeches. Open the floor to everyone in the group and encourage them to ask questions of each other. It is interesting to know why individuals argued what they did and how they spoke to the audience.

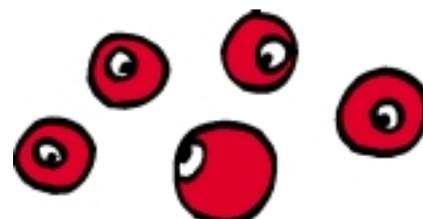
It is extremely likely that some of the debating speeches will have been of a very high quality and everyone’s attention will be drawn to these. However, it is important that each and every speech and performance is examined and appreciated for its honest value.

Talk to the group about the involvement of the audience, especially if it included the media. Discuss how this could be followed up based on lessons learned from the Media modules. If you have not yet implemented the Media modules, perhaps these could be next on the list to assist the group in dealing with the media.



Note for the user

As these modules are used more and more, IPEC is conscious that there will be a potentially vast source of material from which to create a database of topics or positions that others could use for this module. Therefore, we encourage educators using this module to send IPEC the titles of the different topics their groups think up so that a list of examples could perhaps be established and made available to others. Copies of speeches would also make valuable reference material, plus any video footage you may have taken.



If you took video footage of any of the debates, show this to the group. It will provide some light-hearted entertainment for the young people to see themselves on video but it will also help in coaching them in debating, public speaking and drama skills. By focusing on technique and public speaking manner, you and your external support person can work on improving personal and social qualities that will stay with these young people for the rest of their lives.

Evaluation and follow-up



In terms of measurable indicators for this module, there are indeed specific outcomes that are measurable in so far as they will either have occurred or not. At least some, if not all, of the young people in your group will have researched, written and given a speech in the context of a debate on a topic referring to child labour. The quality of this work will depend somewhat on the individual concerned, but also on how well this and other modules have been implemented and the relationship that you have been able to establish with the group.

These modules are designed to progressively improve awareness among young people and heighten their emotional response to child labour in order to enlist their support for the global campaign to eliminate it. Through debating technique, we are moving to new levels of understanding and response. It is a powerful, but hopefully fun, learning method and it will have a significant impact on young people. Debating and public speaking deepen the empowerment of young people, particularly if the audience includes their peers, community leaders and the media. They also draw on an individual's acting abilities. When speaking publicly, they are on a stage and in front of an audience: it is a further exercise in role-play and drama. Those who respond very well to this exercise will become very effective advocates for the global campaign to eliminate child labour.

Once you have completed this module to your satisfaction, move on to a new module. We would recommend that the next module you tackle develops media interaction (Media: Press or Media: Radio and Television) or the performing arts (Role-play and Drama).

Annex 1

Basic debating skills: notes for educators and debaters

The debate

A debate is, basically, an argument. That is not to say that it is an undisciplined shouting match between parties that passionately believe in a particular point of view. In fact, the opposite is true. Debating has strict rules of conduct and quite sophisticated arguing techniques. Individuals may often find themselves in a position where they will have to argue the opposite of what they believe in.

If a debate is a form of argument then it logically follows that there must be something to argue about. This is called the "topic" and it changes from debate to debate. They are often about current issues of public importance or about general philosophies or ideas. All topics begin with the word "That", for example, the topic of a debate on child labour could be "That children belong in school and not in the work place".

As in other arguments, there are two sides to any topic. The team that agrees with the topic is called the "affirmative" (or the "government" in parliamentary debating) and the team that disagrees with the topic is called the "negative" (or the "opposition" in parliamentary debating). When organizing a debate, it is important to select a topic that is appropriate to the age and education of the debaters concerned. In the case of the project, the topic should cover areas that the debaters have a specific interest in or have been covered in earlier modules.

The definition

If a debate is going to take place, it must be agreed in advance what the debate is going to be about. Thus, it must be agreed what the topic means. Deciding and explaining what a topic means is called "defining the topic".

The job of defining begins with the affirmative team. The first speaker of the affirmative must explain in clear terms what they believe the topic means. In deciding this, the affirmative team should always try to use the "person on the

street” test. That is if this topic were presented to the average person on the street, is this what they would take it to mean.

The negative team may agree with or choose to challenge the definition presented. The negative team should be very careful about challenging, as it is difficult to continue the debate with two definitions. Challenges may be made if the definition given is unreasonable or if it defines the opposition out of the debate. If the negative team chooses to challenge the definition, it should be done by the first speaker who should clearly outline why the negative is challenging and then propose a better definition.

Debating is a team event and there are usually three speakers on each team. It is important that the three speakers work together as a team. The “team line” is the basic statement of “why the topic is true” (for the affirmative) and “why the topic is false” (for the negative). It should be a short sentence, presented by the first speaker of each team and used by the other two speakers to enforce the idea of teamwork.

The roles of the speakers

In a debating team each speaker has specified roles that they must fulfil to play their part in the team. They are laid out below in the order that the speakers will speak.

1st affirmative should: Define the topic. Present the affirmative’s team line. Outline briefly what each speaker in their team will talk about. Present the first half of the affirmative case.

1st negative should: Accept or reject the definition (if this is not done, then it is assumed that the definition is accepted). Present the negative team line. Outline briefly what each of the negative speakers will say. Rebut a few of the main points of the first affirmative speaker. The 1st negative should spend about one quarter of his/her time rebutting. Present the first half of the negative team’s case.

2nd affirmative should: Reaffirm the affirmative’s team line. Rebut the main points presented by the 1st negative. The 2nd affirmative should spend about one third of his/her time rebutting. Present the second half of the affirmative’s case.

2nd negative should: Reaffirm the negative’s team line. Rebut some of the main points of the affirmative’s case. The 2nd negative should spend about

one third of his/her time rebutting. Present the second half of the negative's case.

3rd affirmative should: Reaffirm the affirmative's team line. Rebut all the remaining points of the negative's case. The 3rd affirmative should spend about two-thirds to three-quarters of his/her time rebutting. Present a summary of the affirmative's case. Round off the debate for the affirmative.

3rd negative should: Reaffirm the negative's team line. Rebut all the remaining points of the affirmative's case. The 3rd negative should spend about two-thirds to three-quarters of his/her time rebutting. Present a summary of the negative's case. Round off the debate for the negative.

Rebuttal

In debating, each team will present points in favour of their case. They will also spend some time criticizing the arguments presented by the other team. This is called rebuttal. There are a few things to remember about rebuttal.

- *Logic* — To say that the other side is wrong is not enough. Debaters have to show why the other side is wrong. This is best done by taking a main point of the other side's argument and showing that it does not make sense. Because a lot of the thinking for this needs to be done quickly, this is one of the most challenging and enjoyable aspects of debating.
- *Pick the important points* — Try to rebut the most important points of the other side's case. Debaters will find that after a while these are easier and easier to identify. One obvious place to look out for them is when the first speaker of the other team outlines briefly what the rest of the team will say. But do not rebut those points until after they have actually been presented by the other team.
- *Play ball* — In other words, play fair and do not criticize the individual speakers, criticize what they say.

The individual speaker

There are many techniques that each speaker can use in his/her speech, but there are three main areas that he/she will be marked on: matter, method and manner.

Matter

Matter is what an individual says. It is the substance of a speech. Matter should be divided into arguments and examples. An argument is a statement: "The topic is true (or false depending on which side you are on) because of 'x'" where the argument fills in for the x. For example, in the topic "That the zoos should be closed", an argument may be "The zoos should be closed because they confine the animals in an unnatural environment."

An example is a fact or piece of evidence which supports an argument. If the argument is "That zoos should be closed because they confine the animals in an unnatural environment", then an example might be "that in the lion cage at the city zoo, the animals only have about 200 square metres where in the wild they would have 2,000 square kilometres to roam in." Any examples should be relevant to the topic at hand.

However, matter cannot be just a long list of examples. A debate is not won by creating the biggest pile of facts. Facts are like bricks in a wall, if they are not cemented together properly they are useless. Similarly, a debate cannot be won solely by proving that some of the facts of the opposition are wrong. It may weaken their case a little, in the same way that removing some of the bricks from a wall will, but you really need to attack the main arguments that the other side presents to bring the whole wall crashing down.

Method

Where matter is *what* is said, method is *how* it is organized. For example:

- *Teamwork*: Good team method involves unity and logic. Unity is created by all members being aware of the definition, what the other speakers have said and what the team line is. Each member of the team needs to reinforce the team line and be consistent with what has already been said and what will be said by the other members of their team.
- *Individual*: Each speaker should structure his/her own speech well. The first step is for the speakers to have a clear idea of their own arguments and which examples they will be using to support those arguments. As they speak, they should make a clear division between arguments and let the audience know when they are moving from one argument to the next. This is called "sign posting" and is a very important debating tool. The key thing for speakers to remember is that although they know exactly what they are saying, the audience has never heard it before and will only hear it once so speakers have to be very clear.

Speeches should be well organized in terms of time. Adjudicators can pick up when speakers are waffling just to fill in time.

Manner

Manner is how speeches are presented and there are various aspects of manner that speakers need to be aware of. There is no one prescribed way of presenting an argument. Here are some tips and pointers:

- *Cue cards:* Do not write out a speech on cue cards. Debating is an exercise in lively interaction between two teams and between the teams and the audience, not in reading a speech. Cue cards should be used the same way as prompting in a play. They are there for reference if a speaker needs them.
- *Eye contact:* This is very closely related to cue cards. If a speaker looks at the audience, then he/she will hold their attention. If a speaker spends his/her time reading from cue cards or looking at a point just above the audience's head, he/she will lose concentration very quickly. When eye contact is made, the audience's hearts and minds will follow.
- *Voice:* There are many things a speaker can do with his/her voice to make it effective. A speaker should use volume, pitch and speed to emphasize important points. A sudden loud burst will grab the audience's attention, while a period of quiet speaking can draw the audience in and make them listen carefully.
- *Body:* The body is a tool to be used. Hand gestures should be made deliberately and with confidence. The speaker should move his/her head and upper body to maintain eye contact with all members of the audience. If he/she wants to walk up and down, then he/she should do so but should move with effect and deliberately. If a speaker is going to stand still, then he/she should stand with confidence.
- *Nervous habits:* These should be avoided at all costs. Playing with cue cards, pulling on a stray strand of hair, fiddling with a watch or bouncing up and down on the balls of the feet only distracts from a presentation. A speaker should use his/her whole person to effect and should not allow anything to detract from his/her ability to persuade the audience.
- *Elocution and vocabulary:* This is not an exercise in grammar or elocution. Speakers should try to avoid being too informal, but should not go overboard the other way. There are no marks to be gained from trying to use big words that the speaker or audience might not understand or even know how to pronounce. In the same way, it is a mistake to let speeches be written for people. Speakers should enter the spirit of the debate and develop their own debating skills.

The marking scheme

Debates are judged by an “adjudicator”. Every adjudicator marks to a standard. For example, the total score is normally 100. This total is broken down along the following standard lines: speakers are given marks out of 40 for matter, 40 for manner and 20 for method. However, the group should not worry about numbers and marks. What matters is participating and developing a skill that will help young people in their academic, professional and social lives.

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