

Migration: debate

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Theme:

Debate: Should I stay or should I go?

Age group: 17/18 years old

Context

Migration is a significant social phenomenon and therefore is an object of interest in sociology. What constitutes its significance? Primarily; there have been migrations since the very beginning of the human society, through the human history and there are migrations in modern society, too. Second; huge impact, consequences on contemporary societies. And finally, related to this; new social issues, new dilemmas, new problems that need to be studied and solved.

Modern societies, especially in countries in transition, have an additional problem: youngsters are leaving countries, for many reasons. Many of them are well educated (brain drain). Statistics are ruthless, each of those countries lose one town per year.

This is dilemma directly related to youngsters and that is why we have predicted they will respond to this matter by Debating, the most efficiently.

It is needed:

- to define the process, to recognize the existence of this phenomenon in contemporary society,
- to point out how it evolved in the past ten, twenty, thirty years
- to list the causes and consequences of this phenomenon
- to emphasize questions, dilemmas, issues, problems of youngster, related to this topic
- to incorporate knowledge and attitudes based on civilization values, debating on topic related to migration but through own perspective, thinking and making plans for future.

Length of the module: 1 session of 45 minutes

Goals:

- Repeating, mastering and application of what is already learned about migration
- recognition of the importance of migration for the survival and progress of human society
- practicing the sociological observation of social phenomena; sociological imagination, the perception of the links between causes and consequences
- emphasizing new questions, dilemmas, issues, problems related to youngsters in countries in transition and needs to be solved
- pointing out the ways how to deal issues related to migrations of youngsters in those countries
- pointing out the possibilities of young people's engagement in the modern society related to this matter

- understanding the refugees: their rights, duties, their possibilities and difficulties, reasons why they have left their own country etc.
- Promoting empathy for a refugee, through the connection with its own position in country in transition
- Promoting activity among youngsters
- Gaining experience and insight into the debating method, get learn how to run a debate
- Improving ability to summarize an attitude, dealing with public speaking anxiety
- Building debate skills; conducting arguments consist of statement + explanation+ proof/example, etc.
- Gaining experience and insight into the other people's point of view
- acting in accordance with the rules of assertive communication
- respecting opponents, other people's integrity and dignity
- getting familiar with on-line surveys and data analysis

Material & Equipment Needed

- pen, paper, access to the internet,
- GOOGLE DISC Survey or Survey monkey apps
- Introducing Debate structure material
- Time watch for timekeepers

Methodology

- Homework/survey related to this topic including data analysis approach in order to get familiar with other students answers and statistics
- Assignment /preparing for everything what is expected related to each position; getting know how to run a debate and how to perform and building arguments
- Debate
- Evaluation, reflexive discussion

ATTENTION: Preparatory activities/ few days before the class

Educator is asking each student to fulfill a survey created in Google disc or other apps. Survey is related to the topic and students will be able to find out how to deal with the expectations , by answering these questions. They will be forced to think about the topic and to compare it to other student's opinions. Besides that, they will be able to see the statistics they can use while debating.

Educator is providing each student a Working material / Introducing Debate structure document. Educator is to decide who, among students will take part in debate, who will be timekeeper and who will be the audience. There should be 6 speakers, forming 2 teams; one affirmative team and one negative. Educator can choose volunteers if consider it better.

PART 1: 45-50 minutes**Introduction: 5 minutes**

The educator briefly reminds students to debating activity, calling participants to take their positions.

Resolution: If TH is an youngster in country in transition, This house would leave it's country!

Topic: Should I stay or should I go?

PART 1: 45-50 minutes**Central part: 25 minutes**

The educator is addressing to all students, to participate in activities, according to their roles.

Debating starts in following order.

WHO	ACTIVITY	TIME/minutes
A1	SPEACH	2,5
N3 ► A1	cross-examination	1,5
N1	SPEACH	2,5
A3 ► N1	cross-examination	1,5
A2	SPEACH	2,5
N1 ► A2	cross-examination	1,5
N2	SPEACH	2,5
A1 ► N2	cross-examination	1,5
AUDIANCE ► A1,A2,A3,H1,H2,H3	cross-examination	2,5
A1,A2,A3/H1,H2,H3	consultation	2,5
A3	ending speech	1,5
H3	ending speech	1,5
		24

PART 1: 45-50 minutes**Closing part: 15 minutes**

Educator is addressing to students, asking for reflection resuming:

- Did debating arguments make an impact on their opinion. Any benefits related to knowledge and skills?
- Evaluation of debating method in general and participant effort?
- Evaluation of their own participation, was it successful, any benefits?

Educator is inviting students for Q&A between each other, related to a topic.

Finally, the educator thanks to all students for their hard work

INTRODUCING DEBATE

WHO	ACTIVITY	TIME / minutes
A1	SPEACH	2,5
N3 ► A1	cross-examination	1,5
N1	SPEACH	2,5
A3 ► N1	cross-examination	1,5
A2	SPEACH	2,5
N1 ► A2	cross-examination	1,5
N2	SPEACH	2,5
A1 ► N2	cross-examination	1,5
AUDIANCE ► A1,A2,A3,H1,H2,H3	cross-examination	2,5
A1,A2,A3/H1,H2,H3	consultation	2,5
A3	ending speech	1,5
H3	ending speech	1,5
		24 TOTAL

A1 CONSTRUCTIVE AFFIRMATIVE SPEECH

- ❖ Written (no need to be read)
- ❖ The team is involved in preparation phase - clarity of speech and understanding the case.
- ❖ Introductory part - representing yourself and other team members; formal defining unclear or unusual words from the resolution;
- ❖ Problem solving (reasons for change); prove that the problem exists; that it is significant; and that the cause of the problem is the current state.
- ❖ Making a plan (changes); describe the plan, who is to perform ; How.
- ❖ Highlight benefits; how the plan solves the problem; what is better than the current situation.

H1 CONSTRUCTIVE NEGATIVE SPEECH

- ❖ Introduces a clash that needs to be clear and visible.
- ❖ Before the battle, the N-team declares the definition.
A-team definitions are considered accepted if the negative team does not challenge them.
And if challenged by the N-team, it must introduce its definitions.
- ❖ Negative team decides what a point of clash is;
problem or plan that will not lead to positive consequences.

A-CASE REBATTLE METHODS:

- ❖ Logically inaccurate, extreme and full of prejudice, inconsistent, contradicted with statements given in CX.
- ❖ To question the validity of these analogies by attacking the credibility, competence or impartiality of the authorities, and in turn to introduce the other authorities; the damage resulting from the plan is incomparably higher than the profit.
- ❖ A negative team has to deal with all parts of A-CASE- which means that no part can be left for later speeches.

Note:

the success of the negative team greatly depends on good notes. Great attention is dedicated to A-CASE and responses to CX, then the statements need to be brought up and quickly planned their battle.

There is no unique way to rebattle, it depends largely on what the opposite side claims. Whatever tactic to use the speech should end up with a strong conclusion.

A2, N2 RECONSTRUCTIVE SPEECH, AFFIRMATIVE AND NEGATIVE

- ❖ To win an argument means to reject it by pointing to logical errors, lack of evidence or inconsistency. This is an offensive tactic in which the energy-debater manages the opponent's team.
- ❖ Reconstructive speeches are defensive,
- ❖ Reaffirming the justification of its position.
- ❖ Good reconstruction is NOT a repetition of the original case, but RESPONSE TO ANY ATTACK through: finding logical errors, inconsistencies, defects in assumptions or in evidence.
- ❖ If he succeeds in proving that the rebattle is unfair, untrue, or directed towards the wrong direction, the debater at the A2,N2 position will defend the case of his team.
- ❖ In A2,N2 speeches, the results of the team's research work should be presented if supports the Case.
- ❖ A2,N2 should summarize the basic differences and set a plan for the rest of the debate.

A3, H3 CLOSING SPEECH

- ❖ These speeches should make a kind of retrospective of what was going on in the debate with a clear focus on the main clashes, on its own strengths and the weakness of the opponents.
- ❖ The closing speeches should highlight the disagreements that have come out.
- ❖ Comments on the debate.
- ❖ Should draw attention to judges how some arguments have ended.
- ❖ Speakers are referring to the principle that silence means agreement.
- ❖ Final speech is not a repetition of the same. They demand the strength of the analysis in which they need to show why the argumentation of their team is more convincing.

CROSS EXAMINATION - CX

it serves to clarify unclear parts, to find weaknesses in opposing arguments. This is the only place of direct contact of the debater from the opposing teams, the search for more precise definitions and clarifications / if they do not understand the opponent's case they will not be able to defeat him,

Testing weaknesses in opposing arguments, it is possible to emphasize contradictions and outline the consequences of an opponent's case, constitute the basis for what will follow in the debate, with the answers given to CX points in the next speech. The job of the examiner is to approach the ball naked, and the job of the speaker is scored.

GENERAL RULES

- ❖ Debaters are facing the judge's face and they try to keep the eye-to-eye contact with the judge
- ❖ When the examination begins the consultation is no longer permitted
- ❖ This is not the time for holding the speech, nor for direct attacks on the opponent's position
- ❖ The debater is expected to be polite, polite and considerate in the choice of words and behavior

SUGGESTIONS TO THE EXAMINER

- ❖ Questions should be suggestive, i.e. aimed at obtaining expected or specific responses.
- ❖ They should never be quarrelsome or insulting.
- ❖ The person in charge should give a chance to explain his position clearly and honestly.
- ❖ If answering too long, he can be kindly interrupted.
- ❖ Debater should be aware of the response that follows. Lawyers say they do not ask questions in the courtroom for which they do not know the answer in advance. This is impossible in the debate, but this principle is useful to keep in mind.
- ❖ It is better to use fewer issues that target a specific goal.
- ❖ Questions should be core and direct.
- ❖ The examiner can complete the examination before the expiration of time.

SUGGESTIONS BY EXAMINATION

- ❖ Answers should be direct and precise.
- ❖ The attitude should be decisive, because they have entered the debate to defend a certain position and should not give up after the first battle.
- ❖ A good position is that the answers qualify in a way that will strengthen their position, by repeating the arguments.
- ❖ The examined should strive with sincere and polite answers, if the questions are unclear, it is correct to mute the explanations.
- ❖ Avoiding a response is not a wise tactic, as it is regularly used as a weakness, or the inability to defend its own position.
- ❖ The interviewer can point to suggestive questions. On questions that are in the form of an alternative that require a "yes" or "no" answer, the respondents can suggest a third answer until it looks like avoiding the question.
- ❖ Can refuse analogies or hypothetical questions questioning their relevance.
- ❖ Avoiding response or delay does not improve the response. For listeners, this is a confirmation of a bad position. It's okay to admit ignorance where appropriate

ARGUMENTS / HOW TO MAKE ONE / 3 STEPS:

- STATEMENT
- EXPLANATION
- PROOF / EXAMPLE



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