

# Migration: Debate

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## THEME

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Debate: Should I stay or should I go?

Age group: 17-18 years old

## CONTEXT

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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 for contemporary societies. And finally, related to this, new social issues, new dilemmas, new problems that need to be studied and solved.

Modern societies, and particularly countries in transition, have an additional problem which is that young people leave their home countries for many reasons and many of them are highly educated (“brain drain”). Statistical data show that each of the countries in transitions loses one town per year.

This topic is directly connected to the life of young people and that is why we consider the debate as the most effective method to address this issue.

Therefore it is important:

- to define the process of migration and to recognize the existence of this phenomenon in the contemporary society
- to point out the evolution of migration in the last thirty years
- to look at the causes and consequences of this phenomenon
- to emphasize questions, dilemmas, issues, and problems of young people in relation to this topic
- to incorporate in the discussion knowledge and attitudes that are based on civilization values, but also to debate on the topic from one own's perspective, by thinking about and making plans for the future

## GOALS

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- Repeat, master and apply what is already learned about migration
- Recognize the importance of migration for the survival and the progress of humanity
- Practice sociological observation of social phenomena; sociological imagination; and the perception of connection between causes and consequences of migration
- Emphasize questions, dilemmas, issues, and problems related to the life of young people in countries in transition and needs that need to be addressed
- Point out the possibilities in which issues related to migration of young people in countries in transition can be solved

- Point out the possibilities of young people's engagement with the topic of migration in the modern society
- Foster understanding of refugees: their rights, obligations, possibilities and difficulties, reasons why they leave their countries etc.
- Promote empathy with refugees through the connection with ones' own position in the country in transition
- Gain an experience and insight into the debate method and learn how to run a debate
- Improve the ability to summarize attitudes, and to deal with the anxiety in public speaking
- Develop debate skills such as building an argument which consist of statement + explanation+ proof/example
- Gain an experience and insight into the other people's point of view
- Learn how to act in accordance with the rules of assertive communication
- Learn to respect the opponent and other people's integrity and dignity
- Get familiar with on-line surveys and data analysis

## MATERIALS AND EQUIPMENT NEEDED

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- A pen and a paper
- Access to the internet
- An application for creating surveys (eg. Google Forms, SurveyMonkey...)
- A working material related to the structure and rules of debate
- A stopwatch for keeping the track of time

## METHODOLOGY

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- A homework task: to fill out the survey which is related to the topic and analyse data in order for students/participants to get familiar with answers of other students/participants and statistics
- Preparation of the case which one is advocating for and getting to know how to run a debate, develop and present an argument
- A debate
- An evaluation, reflection/discussion

# Overview of activities (process)

**Duration:** 45 minutes

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### **ATTENTION: Preparatory activities/ few days before the lesson**

The educator invites students/participants, providing a link to a survey which need to fill out before the class (examples of questions which can be used for the survey can be found at the end of this document). Students/participants should be able to have access to the statistical data of given responses, and they should analyse those answers and use it in debate.

The teacher/educator has to make sure that each student/participant receives a working material related to the structure and rules of a debate which can be found below in this document. Teacher/educator decides who will take part in a debate, who will keep the track of time and who will be an audience, among students/participants. There should be 6 speakers who are divided in two teams, one affirmative (A1, A2, A3) and other one negative (N1, N2, N3).

**Introduction: 5 minutes**

The teacher/educator invites students/participants to take their positions.

**Topic:** Should I stay or should I go?

*Resolution: If this house\* would be a young person in the country in transition, this house would leave the country!*

\*this house is a term which is commonly used in a debate

**Central part: 25 minutes**

The teacher/educator reminds all students/participants to participate in activities according to their roles.

A debate runs in the following order:

WHO	ACTIVITY	TIME/minutes
A1	SPEECH	2,5
N3 ► A1	cross-examination	1,5
N1	SPEECH	2,5
A3 ► N1	cross-examination	1,5
A2	SPEECH	2,5
N1 ► A2	cross-examination	1,5
N2	SPEECH	2,5
A1 ► N2	cross-examination	1,5
AUDIENCE ► A1,A2,A3,N1,N2,N3	cross-examination	2,5
A1,A2,A3/N1,N2,N3	consultation	2,5
A3	ending speech	1,5
N3	ending speech	1,5
		24

**Closing part: 15 minutes**

The teacher/educator invites students/participants to ask the following questions as a form of reflection:

- Had arguments presented in a debate have an impact on your opinion when it comes to young people leaving their countries? Did you gain any new knowledge or skills during a debate?
- How do you evaluate a debate method in general?
- How do you evaluate your own engagement in a debate, are you satisfied with your performance?

Teacher/educator invites students/participants to ask each other questions related to the topic.

Finally, the teacher/educator thanks to all students/participants for their work and participation.

# The Structure of a Debate

WHO	ACTIVITY	TIME / minutes
A1	SPEECH	2,5
N3 ► A1	cross-examination	1,5
N1	SPEECH	2,5
A3 ► N1	cross-examination	1,5
A2	SPEECH	2,5
N1 ► A2	cross-examination	1,5
N2	SPEECH	2,5
A1 ► N2	cross-examination	1,5
AUDIENCE ► A1,A2,A3,N1,N2,N3	cross-examination	2,5
A1,A2,A3/N1,N2,N3	consultation	2,5
A3	CLOSING SPEECH	1,5
N3	CLOSING SPEECH	1,5
		<b>24 TOTAL</b>

## A1 CONSTRUCTIVE AFFIRMATIVE SPEECH

- The speech should be prepared in the written form, however it should not be read during the presentation.
- The whole team should be involved in the preparation of the speech regarding the case.
- The speech should be clear and the whole case needs to be coherent, have a clear structure and all arguments should be listed.
- At the beginning of the speech the speaker should present him/herself and the team.
- All terms that are used should be clearly defined (e.g. What does it mean to leave the country)
- The plan of action should be presented and reasons for which the certain attitude is advocated for as well as how proposed actions contribute to the solution of the problem.

## N1 CONSTRUCTIVE NEGATIVE SPEECH

- The point of disagreement with the affirmative group should be clearly stated.
- This team decides which element of the argument presented by the affirmative team will they attack (statement, explanation, evidence/example).

## A2, N2 RECONSTRUCTIVE SPEECH, AFFIRMATIVE AND NEGATIVE

The goal of this speech is to reconstruct the case which was already presented in the previous speech by:

### Responding to an attack:

- Responding to every argument which an opponent has presented; one wins an argument if one points out the logical inconsistencies, on the lack of evidence/examples, incoherence between arguments, on arguments that are suffused with prejudice, extreme and contradictory in the proposed statements;
- to call into question the credibility of authorities which the opponent referred to in the speech (e.g. the source of information, people...);

- to point out to other authorities that work in favor of your own case;
- to point out to the potential damage that comes out of the opponent's case;
- to call into question used analogies.

### **Expanding the case**

- If an argument from the previous speech has been attacked, one needs to reply on the attack by adding a new explanation or evidence/example for the proposed argument, or by adding a new argument on top of the old one.

There is no perfect solution for a good response on the attack because in most cases it depends on the particular situation.

This speech shouldn't be the repetition of the first speech.

In this speech one should summarize the main differences between the opposing teams.

## **A3, N3 CLOSING SPEECH**

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- Closing speech should be a summary of the whole case, it represents some kind of the retrospective of all that has been mentioned during a debate. It shouldn't be the repetition of the previous speeches but rather an analysis of everything stated.
- One should point out to the advantages of one own's case and disadvantages of the opposing case.
- In this speech one should emphasize the point of disagreements/conflict.
- In this speech one should not use new arguments because after that there is no chance for the opponent to respond to them.

## **CROSS EXAMINATION**

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- Cross examination serves to clarify and point out the weaknesses of the arguments of the opposing team. This is the only part of the debate in which participants have a chance to directly talk to the members of the opposing team and ask them directly to provide definitions and explanation for something which has been mentioned during their speech.
- By using cross examination it is possible to point out to the weaknesses of the opposing case, to emphasize contradictions that were presented during the debate and to point out to the negative consequences of the opposing case.

### **SUGGESTIONS FOR THE EXAMINER**

- Examiners shouldn't be prone to quarrel or insult.
- If an answer is taking too long, examiner can politely interrupt the examined person.
- The examiner should be aware of the possible responses. Lawyers say that they don't ask the questions in the court for which they don't know the answer in advance. This is not always possible in a debate, but this principle should be kept in mind.
- Questions should be concise and direct.
- The examiner is allowed to finish the examination before the time runs out.

### **SUGGESTIONS FOR THE PERSON WHO IS ASKED:**

- Response should be clear, precise, honest and polite.
- The answer should strengthen one owns case and when possible one should repeat the arguments.
- It is better not to avoid the response to the question because this gets interpreted as a weakness and incapacity to defend the case.
- One needs to point out to the suggestive questions if they are asked especially when the answer can be only YES or NO which is not possible to reply.

## GENERAL RULES

- Debaters should be turned with their face towards the audience and keep an eye contact with them.
- Consultations are not allowed when the speech or cross-examination starts. Consultations are allowed only between speeches/cross-examination and during the designated time before the closing speech.
- It is expected from the debater to behave politely and be considerate when it comes to the choice of words and behaviors.

## AN ARGUMENT is not an argument if it doesn't consist of the following three elements:

- STATEMENT
- EXPLANATION
- EVIDENCE/EXAMPLE

## EXAMPLES OF SURVEY QUESTIONS

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### Do you plan to leave \_\_\_\_\_?

1. Yes, as soon as I finish high school.
2. Yes, as soon as I finish my college.
3. No, I do not even think about it.
4. No, but who knows.
5. Maybe I have to think about it.
6. No.
7. I would like to, but I'm afraid I will not succeed.
8. I would love to stay in \_\_\_\_, but I'm afraid it will not be possible.
9. I have nothing against leaving \_\_\_\_\_.

### What are the reasons why people should leave \_\_\_\_\_ in your opinion?

1. educational
2. existential
3. professional
4. Political
5. Ecological
6. Curiosity and adventure
7. Ambitions
8. Sports engagement
9. I do not know

### What are the biggest problems in your country?

1. Corruption
2. The rule of power instead of the rule of law
3. Violation of human dignity
4. Poorly paid jobs
5. Discrimination
6. The rule of incompetence
7. Criminality
8. Unemployment
9. Inability to make progress in a career
10. Political threats and threats of war
11. Neocolonialism
12. Ecological hazards
13. Other

### What do you expect from a life in another country?

1. Lack of corruption
2. Rule of law in place of the rule of power
3. Respect of human dignity
4. Well paid job
5. Absence of discrimination
6. the rule of the competent
7. Security and Protection
8. Job
9. Opportunity for career advancement
10. The possibility of advancement in the educational sense
11. The state of well-being
12. Sustainable development
13. Other

### If you plan to move, which continent would it be?

1. Europe
2. Asia
3. Africa
4. Australia
5. South America
6. North America

### If you plan to move to which country would it be?

#### ONLINE IMPLEMENTATION

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There are few steps which need to be followed in order to make this lesson ready to use in the online education environment.

Preparatory activities/few days before the lesson - First of all, the Survey which needs to be full filled, before the class, is already online. Online version of working material THE STRUCTURE OF A DEBATE, including task/role appointments, can easily be delivered to students/participants, via online ways of communication (e-mail, classroom, online meetings etc.). It is up to students/participants to choose an instrument of online Team working in Preparing the Debating Case. For example: Zoom breakout rooms, one for affirmative team and another for negative team. The teacher/educator can enter both breakout rooms, in order to facilitate working process and to provide support when needed.

Main activity - Debating can be conducted via online meetings. Students/participants and teacher/educator activity is practically the same. Their responsibilities, too. For example: educator will allow the speaker to speak and mute the others, etc. Evaluation activity can be conducted by verbal discussion or by writing a comments or answers in a chat sidebar or in a whiteboard or by using some other tool which the teacher/educator consider most adequate for the purpose. No other adaptations are necessary.



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