

**DEBATE TOURNAMENT**

**1.- Topic to debate**

**Can social media have a positive effect on Democracy?**

**2.- Debate tournament bases**

* **Mixed Greek-Spanish teams of 5 members (** four members will actively participate in the debate, the fifth will be the verifier)

The verifier: He/she should check the informations that the opposing team is providing as evidences. He/she is the only one that can access the internet and pass informations to his/her teammates.

* A student will have the role of a reporter. He will take pictures of the event, do interviews with the participants etc.
* **Debate format**

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| **Team A (for)** | **Team B ( against)** |
| **Firs First Affirmative Speaker**(2 minutes)  Introduce the topic:   * Exordium * introducing team members * Contextualization of the topic * Enumeration of the arguments and brief summary of them. * Closing | **F First Negative Speaker**(2 min.)  Intro Introduce the topic:   * Exordium * introducing team members * Contextualization of the topic * Enumeration of the arguments and brief summary of them. * Closing |
| Break for Rebuttal Speech Preparation (2 min) minutes) | Break for Rebuttal Speech Preparation(2  minutes) |
| **Second Affirmative Speaker**(3 min.) minutes) minutos)   * Introduces himself * Explain two of the arguments of the first speaker of his team * Rebuts the arguments of the first negative speaker * Answer the questions of the opposing team.   (The opposing team can ask a maximum of two questions in each rebuttal turn) | **Second Negative Speaker**(3min.)   * Introduces himself * Explain two of the arguments of the first speaker of his team * Rebuts the arguments of the second affirmative speaker. * Answer the questions of the opposing team.   (The opposing team can ask a maximum of tw two questions in each re buttal turn) |
| **Third affirmative speaker** (3min.)   * Introduces himself * Explain the last of the arguments of the first speaker of his team * Rebuts the arguments of the second negative speaker * Answer the questions of the opposing team.   (The opposing team can ask a maximum of two questions in each rebuttal turn) | **Third Negative Speaker** (3min.)   * Introduces himself * Explain the last of the arguments of the first speaker of his team * Rebuts the arguments of the third affirmative speaker * Answer the questions of the opposing team.   (The opposing team can ask a maximum of two questions in each rebuttal turn) |
| Br Break for Summary Speech Preparation (2 min) minutes) | B Break for Summary Speech Preparation (2 min) minutes) |
| **F Fourth affirmative speaker** (2 minutes)   * Introduces himself * Thanks * Says how interesting the debate has been. * Summary of the arguments of the opposing team and their rebuttals. * Summary of his team's arguments and the evidence provided. * Epilogue and farewell | **Fourth negative Speaker**(2 min.)  Is the first team to make the speech summary   * Introduces himself * Thanks * Says how interesting the debate has been. * Summary of the arguments of the opposing team and their rebuttals. * Summary of his team's arguments and the evidence provided. * Epilogue and farewell |

* In the rooms where the debates are held there will be a screen with the stopwatch that marks the intervention times.
* Each debate will be judged by a Jury composed of three people.
* It is advisable to use graphic documents, posters…. that support the arguments of the teams.
* The teams must adjust to the time of each one of the speeches.
* It will also be positively assessed that they expose, rebut and make the summary without reading a text. They can support their speeches in notes.
* To ask the opposing team, the student must raise his/her hand and the student who is speaking can gives the floor to him/her.

**3.- Debate Rubric**

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| **Debate Rubric** | | | | | | |
| **Criteria** | **5 points** | **4 points** | **3 points** | **2 points** | **1 point** | **Total Points** |
| **Presentation style** | Team consistently used gestures, eye contact, tone of voice and level of enthusiasm in a way that kept the attention of the audience. | Team usually used gestures, eye contact,tone of voice and level of enthusiasm in a way that kept the attention of the audience | Team sometimes used gestures, eye contact,tone of voice and level of enthusiasm in a way that kept the attention of the audience | one or more members of the team had a presentation style that did not keep attention | The team’s presentation style did not keep the attention of the audience. |  |
| **Use of language** | all of members used a rich variety of vocabulary accurately. They used structures accurately and their pronunciation is fully understandable | most of members used a rich variety of vocabulary accurately. They used structures accurately and their pronunciation is fully understandable | Team used poor variety of vocabulary, but they used structures accurately and their pronunciation is fully understable. | two or more members of the team used a poor variety of vocabulary, they used structures not accurately. The pronunciation is indersatable. | They used a poor vocabulary, used structures not accurately and not good pronunciation. |  |
| **Information** | All information presented in this debate was clear, accurate and thorough | Most information presented in this debate was clear, accurate and thorough | Most information presented in the debate was clear and accurate, but was not usually thorough | Some information was accurate, but there were some minor inaccuracies | Information had some major inaccuracies OR was usually not clear |  |
| **Rebuttal** | All counter-arguments were accurate, relevant and strong | Most counter-arguments were accurate, relevant, and strong | Most counter-arguments were accurate and relevant, but several were weak | Some counter arguments were weak and irrelevant | Counter-arguments were not accurate and/or relevant |  |
| **Use of Facts/Statistics** | Every major point was well supported with several relevant facts, statistics and/or examples | Every major point was adequately supported with relevant facts, statistics and/or examples | Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable | Some points were supported well, others were not | All points were not supported |  |
| **Organization** | All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion | Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion | Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion | Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion | Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion |  |
| **Understanding of Topic** | The team clearly understood the topic in depth and presented their information forcefully and convincingly | The team clearly understood the topic in depth and presented their information with ease | The team seemed to understand the main points of the topic and presented those with ease | The team seemed to understand the main points of the topic, but didn’t present with ease | The team did not show an adequate understanding of the topic |  |
| **Total point: 35** | | | | | | |

**4.-**  Planning calendar

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| January 13 to 17 | from January 20 and February | April 1st |
| Mixed groups will be formed. Each team must decide the role of each of its members. | the teams will work on the topic through the eTwinning platform. They should prepare the arguments both for and against. | 8:30 semi-final draw. For the first team matches it will be drawn who are the affirmative team and who the negative team.  8:30 - 9:30 preparation  9:30-10:15 first team match in two different rooms.  10:15-10:30. Deliberation of each jury  10:30 the jury communicates which two teams go to the final match and it will drawn who will be the affirmative team and who the negative team.  10:30- 11:20 possibility of second preparation or attending the final of other school teams.  11:30 -12:15 Final match  12:15-12:30 Jury deliberation. |

April 1st program

Final match in Spanish: 8:30 a 9:15

Final match in French 9:30 a 10:15/ First mixed team match (Greek and Spanish)

Final match in English: 10:30 a 11:15 (other groups of the Secondary school)

Final match of mixed teams 11:30 a 12:15.

12:30 Talk and colloquium "Athenian democracy and current democracies" by Pedro Olalla.

14:00 Awards and diplomas