

DEBATE IT

CLASS PLAN

OPEN NAKAMAL

FULL CLASS



DEMOCRATIC DISCUSSIONS

The traditional Nakamal is a place to bring the community together to make key decisions. It is an open space for balanced and considered discussions.

Create your own classroom Nakamal to get students to consider two sides of an argument.

Divide the class in two and send each team to opposite sides of the room. Read the motion and elect one team as for the motion; the affirmative, and the other team against the motion; the negative. Give the students 5 minutes to come up with reasons to support their argument (as a team).

Teams must elect a "Chief" who will be the spokesperson for the team. The chief from the affirmative has 2 minutes to present their first argument to the class. The chief of the negative will then have 2 minutes to present their major argument. After both chiefs have presented their argument they can return to their team to get more ideas for their rebuttal and their next argument. The chief from the affirmative then has another 2 minutes to state a point or rebuttal, and then back to the negative chief.

This pattern continues, allowing both teams 2 minutes to present a point or argument. The chief and their team with the most arguments is declared the winner!

Some ideas:

- Living in the islands is better than living in the city
- School should be taught in Bislama, not English or French
- It should be compulsory to vote in the national election
- Vanuatu should focus on tradition, not technology

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VANUATU SCHOOL
DEBATE

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MINI DEBATE SMALL GROUPS

CONVINCE ME

Hosting mini debates in class can give more students the chance to have their say, without the sheer terror of having to present to the whole class!

Firstly a topic is chosen. Then divide the class up into small groups of 5 or 7. In each group there will be 1 speaker for the motion (affirmative) and one speaker against the motion (negative). The remaining students will be the adjudicators.

You can give students the motion a day in advance, allowing time to research and prepare, or if you can give them the topic and just a few minutes thinking time. The first approach is better for developing research skills and in depth thinking, while the second favors confidence and 'thinking on your feet'.

Groups find a private space in the room and the debates start! The affirmative speaker has two minutes to present their argument to their small group. When time is up, ring a bell or blow a whistle, signifying that it is time for the next speaker. The negative speaker then has 2 minutes to present their case. After each student has presented, the first speaker has one more minute to rebut and sum up their case, followed by 1 minute for the second speaker to conclude.

At the end of the debate it is up to the judges to vote and decide who had the most convincing argument, and therefore who should be the winner. As judges they must give valid reasons why!

Some ideas:

- Mobile phones should not be allowed at school
- Sport should be compulsory at schools
- Both primary and secondary school should be free
- Vanuatu is not prepared for another Cyclone
- There should be seats reserved for women in parliament
- Sexual health education should be taught at all schools
- Vanuatu should give aid to other Pacific countries in times of need

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PERSUASIVE MOVES FULL CLASS

CHANGE MY MIND

Present the students with a simple but controversial motion and ask them to consider it. It can be anything - something from today's newspaper, yumi toktok stret or even a school issue. Divide the room into room corners. One corner represents *Completely True*, the next corner, *Mostly True* the third *Mostly False* and the final *Completely False*.

Ask students to stand in the corner that they agree with - if they think the motion is mostly true, they join that corner and come together as a group. In the group, students must come up with the best reasons as to why their corner is correct. Starting with *Completely True*, a representative will try to 'sell' their corner - to prove why they are right. Once they have presented, students from other groups who have been convinced by their argument can move to join them

The same process happens with the other 3 groups, each time allowing the group to explain why their idea is right, and the giving a chance for students to move to join them should they be convinced.

Some ideas:

- Kava is good for Vanuatu
- There is no such thing as poverty in Vanuatu
- International aid after Cyclone Pam was effective and useful
- It was right for Vanuatu to give money to Fiji after cyclone Winston
- Custom sorry ceremonies can be used in place of the law/jail in some circumstances.



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INTRODUCING THE RULES

Hosting a real debate is a great way to give your students experience working to the rules and structure of a debate.

From your class you need to select students to fill the following roles:

- 3 speakers to speak for the affirmative
- 3 speakers to speak for the negative
- 1 time keeper
- 1 chair
- 4 + adjudicators (judges)

This uses a total of 12 students. You can hold a number of debates, depending on how big your class size is to ensure all students get the chance to be involved. If you have spare students add in more judges.

What you need:

- phone with timer on it
- bell / whistle / drum / something to tap the table
- 4 adjudicator marking sheets

Choose a motion and a period of time students should speak for. 3 minutes is a good amount of time for students starting out. Assign roles to students and allow 2-5 days preparation. Go through the structure, roles and rules of a debate, using the "VSD class rules" materials provided.

You can provide some materials for the students to use as research, or simply point them in the right direction (online, newspaper, asking people)

Provided in this pack is a range of materials you can share with your students to help them prepare for a debate. Included is:

- Introduction to debate
- Speaker duties
- Class Debate rules
- Adjudicator student marking sheet - to be used in the debates
- Adjudicator student marking sheet - EXAMPLE

FULL DEBATE
HALF CLASS

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GUIDED RESEARCH

FULL CLASS / INDIVIDUAL



SEEING THE ARGUMENT

This is a good introductory activity to research, helping your students to pull key points out of articles.

Choose a short article and a motion to be debated. Either individually, or as a class students go through the article and underline information that could be used in the debate. For arguments that support the motion, they should put a tick next to the underlined text, and for information that can be used in a debate for the negative, they should put a cross.

With this information, students now make a small summary of the information, with 3-5 sentences arguing for and 3-5 sentences arguing against the motion.

When choosing an article make sure it has points on both sides. PiPP has prepared 3 samples that you can use with your students, ranging from easy to hard.



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