

An Introduction to Debating



Summer Intensives

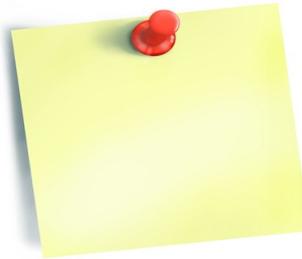


Unit 1: Introducing Debate & Arguments

LET'S BRAINSTORM

With your partner, discuss these questions and make notes:

- What are some features of a debate?
- Why do people enjoy debating?
- What skills do good debaters need?



LET'S WATCH

You will now watch a short video of real debaters and complete the table below. <https://www.youtube.com/watch?v=u787IOfyzzw>

| FEATURES OF A DEBATE | WHY DEBATING IS ENJOYABLE | REQUIRED SKILLS |
|----------------------|---------------------------|-----------------|
| | | |
| | | |
| | | |

Level: Grade 6 ACC

Objectives:

- To consider the skills debaters need
- To think of reasons to support a debate motion
- To construct arguments

LET'S UNDERSTAND

Read the quote and write your own. Share it with your partner.

"I'm a big believer in ..."

"I'm a big believer in debate and difference of opinion"



LET'S REVIEW

Compare your answers to the notes you wrote above. Was anything in the video surprising? Has it changed your idea of what debating is? Discuss this with your partner.

LET'S THINK

All debates need a motion. Look at the list of debate motions and rate them 1-10 (10 is the best).

Discussion Phrases

- | | |
|---|---|
| <p>Stating your own opinion In my opinion, ... Personally, I think that ... Disagreeing I am sorry, but I see it differently... I don't really agree with that... Interrupting I'm sorry to interrupt, but ... Can I stop you there for a moment ...</p> | <p>Agreeing Yes, I completely agree ... We're on same page ... Partly agreeing I see what you mean, but ... I think we should also consider ... Clarifying I'm sorry, but could you explain what you mean by ... Can you explain that again, please?</p> |
|---|---|



| # |
|---|
| Corporal punishment of children should be illegal |
| Single-sex schools are better for education |
| iPhones are superior to android phones |
| We need the death penalty |
| Homework should not be assigned over the weekend |
| Plastic surgery is not worth the risks |
| Middle school students should be allowed to date |
| Celebrities are positive role models |
| Wealth is more important than happiness |
| Women should be required to complete military service |

LET'S DISCUSS

With your partner, agree on your favourite three debate motions. Discuss which side you would choose to support (PROP or OPP).

-
-
-

LET'S CREATE

With your partner, brainstorm three more topics that you think would be exciting to debate with your classmates. Note them down and then design a colourful poster with your ideas.

DEBATE TERMS

PROPOSITION (PROP) - the team that argues in favour of the debate motion

OPPOSITION (OPP) - the team that argues against the debate motion

DEBATE MOTION - the statement that sets the topic of the debate

Unit 1: Introducing Debate & Arguments

LET'S WATCH

Before reading the student essay below, you will watch someone giving her opinions about school uniforms. Take notes about the speaker's for and against arguments. <https://www.youtube.com/watch?v=HcbnAhZNO60>



LET'S READ

Read the student essay, and underline as many arguments as you can, supporting school uniforms. The first two have been done for you.

The wearing of uniform emphasises equality; the fact that everyone wearing that uniform is of the same status, and no-one is "better" in any way than anyone else. I am sure you will agree that this is a good moral to promote in young people. A smart uniform also helps to create pride for the school for its wearers. If children are all wearing the same uniform, they all belong to the same group, which helps to foster a community spirit and ultimately creates a better atmosphere among the children.

Wearing a uniform also helps to prevent bad relations between groups of children. Everyone knows that children can be very judgemental, and so if children were allowed to wear their own clothes, children would judge each other and make friends according to what clothes they wear. It is also more than likely that 'gangs' and 'groups' would form - think about the situation in American high schools, where bullying and social segregation is widespread. For example, people who liked a certain type of music might wear the same clothes and therefore form a clique; how can this help build the school's sense of community?

There are also more practical reasons why children should wear a school uniform. Uniforms are usually very reasonable in price. Children would be wearing the uniform Monday to Friday, and so this would surely save parents money on clothes for their children. Referring to my previous point, if children were allowed to wear their own clothes to school, a combination of peer pressure and children's need for 'the latest fashion' would lead them to put pressure on their parents to buy them extra new clothes to wear to school. If everyone is wearing a uniform, this problem is removed. Crimes involving the stealing of clothes are also eliminated, as everyone would be wearing the same.

As students are more easily identifiable when wearing a uniform, intruders in the school can be identified easily, therefore improving student safety in school. Student safety can also be improved by the wearing of uniform while out on school trips, as children are more easily accounted for.



LET'S UNDERSTAND

With your partner, can you state the main idea of the quote?

"It is better to debate a question without settling it than to settle a question without debating it."

LET'S COMPARE

Compare your work with your partner. Now, go back to the essay sample and highlight the examples and explanations the writer uses to support her arguments.



LET'S WRITE

With your partner, think of information you can use to support these arguments.



LET'S CONTINUE AT HOME

Write your own mini-essay with 3 arguments and examples for 'school uniforms' for the opposition team.



1. Physical education should be compulsory in school because participation in sport promotes health.

→
 →

2. Photoshopping in advertisements should be banned because it reduces teenagers' self-confidence.

→
 →

3. Children should not have access to Facebook because it distracts them from their studies.

→
 →

Unit 2: Speaking Persuasively

Level: Grade 6 ACC

Objectives:

- To understand the skills required for successful presenting
- To become familiar with the MMS speech structure
- To write a short MMS speech

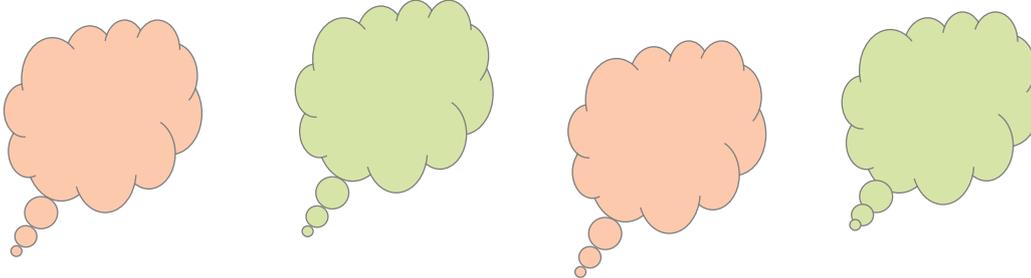
LET'S UNDERSTAND

With your partner read the quote. Do you agree or disagree?

"We seldom learn much from someone with whom we agree."

LET'S THINK

With your partner, think about what qualities a persuasive speaker has. Use the bubbles below to brainstorm.



LET'S WATCH

Now watch a short video of a famous speech by Bill Gates. As you watch, think about his speech delivery and write down some of the ways he communicates, non-verbally.

<https://www.youtube.com/watch?v=iADTpgRXYrk>

Compare your ideas with your small group



Non-verbal communication

Eye contact

LET'S SPEAK

Below are parts of two persuasive speeches. You and your partner should each choose one and then practice reading the speech. Then, stand up and deliver your speech to your partner using the skills you noted in the box above. Give each other feedback.



Student A: Cheating in America

Did you know that 7 out of 10 students have cheated at least once in the past year? Did you know that 50 percent of those students have cheated more than twice? These shocking statistics are from a survey of 9,000 U.S. high school students.

Incredibly, teachers may even be encouraging their students to cheat! Last year at a school in Detroit, teachers may have provided their students with answers to statewide standard tests. Students at the school told investigators that they were promised pizza and money if they cheated on the test as instructed! Similar **allegations** at several schools in San Diego county have **prompted** investigation. A student at a local high school says she sees students cheating on almost every test, and the teachers don't do anything about it.

Student B: Second-hand Smoke

"I stumbled out of the building, coughing and **wheezing**, smoke filling my eyes and lungs. I tugged frantically at my tie to loosen my collar, my head pounding as I ran out the door.

...fresh...air...gotta...have...fresh...air...
Was it a fire? Terrorist attack?

No, I was simply eating my dinner when a gentleman at the table next to us decided to light up a cigarette. The smoke went right into my face and lungs. All of a sudden I couldn't breathe, my chest hurt and I panicked.

Ladies and gentlemen, by the end of this year more people will die from second hand smoke related deaths than the average crowd at a Major League Baseball game. Second-hand, or passive smoke, is an **insidious** killer that is harming adults, and more **critically**, children around the country every day..."



LANGUAGE BANK

allegation (n.): a claim that someone has done something wrong

prompt (v.): to cause

wheeze (v.): to make a rough noise while breathing

insidious (adj.): unpleasant and dangerous

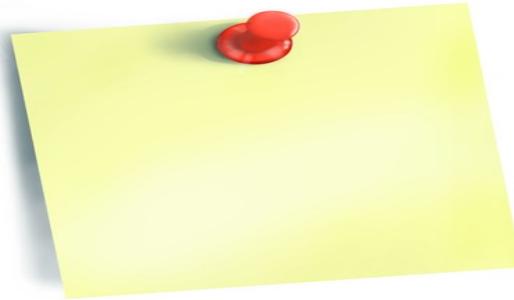
Unit 2: Speaking Persuasively

LET'S THINK

Imagine that you need to give a persuasive speech right now.

- How would you organise your writing?
- What would the different sections include?
- How would you start and finish?

Tell the class your ideas.



A TRIED AND TESTED METHOD: MONROE'S MOTIVATED SEQUENCE

The 5-part speech structure below is named after the person who first created and used it: Alan H Monroe who taught public speaking at Purdue University, USA.

- Attention:** Use a hook to grab the audience's attention
- Need:** Explain what the problem is.
- Satisfaction:** Describe the solution
- Visualization:** Explain to the audience how your solution solves the problem
- Action:** Tell the audience what should happen next

| Stage | My notes |
|----------------|----------|
| Attention: | |
| Need: | |
| Satisfaction: | |
| Visualisation: | |
| Action: | |

LET'S WATCH

Now watch a short video of a commercial using the MMS structure. Don't take any notes the first time, just listen. The second time you listen, notice where the different steps occur in the video. Take notes in the table.

<https://www.youtube.com/watch?v=dy-DGG4ZWpE>

Discuss these questions in small groups:

- How do you feel after seeing the commercial?
- Did it make you want to buy the product? Why or why not?
- Which step was the most effective?

LET'S UNDERSTAND
With your partner, can you paraphrase the quote below?

"As any debate club veteran knows, if you can't make your opponent's point for them, you don't truly grasp the issue."

Top tips:

- * Use a question or scenario for 'Attention'
- * Use descriptive language
- * Be dramatic
- * Include facts in 'Need'
- * Make sure your solution is realistic

LET'S WRITE AND PRESENT

Choose any item in the room. Using the MMS structure, write a short speech of 1-2 minutes to 'sell' this product to your classmates and present it. Remember to use the skills on page 3.



LET'S CONTINUE AT HOME

MMS is also great for debating! For homework write up a short speech of 1-2 minutes for a topic on page 1.

Stage

My notes

Attention:

Need:

Satisfaction:

Visualisation:

Action:

Unit 3: Building Evidence

Level: Grade 6 ACC

Objectives:

To recognize different types of evidence

To find relevant evidence in arguments in texts

To prepare for both sides of the debate motion

LET'S THINK

Now that you understand arguments, the next step is to build evidence. How can you do this? Discuss your ideas with your small group.

LET'S CHECK

1. Read the examples of evidence below which are about unemployment. With your partner decide which are:

a. statistics b. personal opinions c. expert opinions

1. Currently, unemployment in London is at 5.6%.
2. "There are concerns that youth unemployment has not fallen, and that the improvement in men's position is greater than that for women" stated Len Shackleton, research fellow at the Institute of Economic Affairs.
3. In 2016, the employment rate was 74.5%, the joint highest since records began in 1971.
4. Michael Saunders, a member of the Bank's Monetary Policy Committee, said recent economic growth made it "quite possible" that the unemployment rate would "stay below 5% this year"
5. I think unemployed people should receive free education to get them back to work.
6. Estimates from the Labour Force Survey show that, between August to October 2016 and the 3 months to January 2017, the number of people in work increased, the number of unemployed people fell.
7. Scotland's jobless total has risen by 14,000 over three months.
8. My father said that unemployed people should receive more money from the government.



DEBATE TERMS

EVIDENCE: information presented to support your argument

LET'S UNDERSTAND

Discuss with your partner what the 'hottest fire' and 'hardest steel' represent in this quote.

"A lively discussion is usually helpful, because the hottest fire makes the hardest steel."

2. Which type of evidence is strongest? Which should you probably avoid?

LET'S READ

It's important to be able to find evidence when you are researching for a debate. Here is an article about global warming. Highlight any evidence which supports the argument that *global warming is real*. Then, compare your ideas in a small group.

Top tip:

*Like the legs of a table, strong evidence "holds up", or supports, your argument

SCIENCE

A Warming World

MARCH 31, 2014 By Bryan Walsh for TIME



There have been thousands of studies published on climate change. The basic message of all those studies is: climate change is real, it is happening, and unless we're very lucky, we're not doing anywhere near enough to adapt to it.

The United Nations Intergovernmental Panel on Climate Change (IPCC) recently released a large-scale study that focuses on the impacts of climate change, ranging from the effects on endangered species to changes in **agriculture**. The new report demonstrates just how wide-ranging the effects of a warming world will be. "We have assessed impacts as they are happening in natural and human systems on all continents and oceans," said Rajendra Pachauri of the IPCC. "No one on this planet will be untouched by climate change."

The report predicts with high confidence that the negative impacts of warming will be widespread. According to the study, **glaciers** will continue to shrink as the climate warms. Species on land and in the sea are shifting in response to warming, and some will face an increased risk of extinction. Health impacts will be felt from heat waves and from floods in low-lying areas. The seas will continue to become more **acidic**, destroying coral reefs.

But the report does not try to predict the exact extent of those effects. The world's scientists are learning just how difficult it is to predict precisely how the planet will respond to rising **carbon emissions** and rising temperatures. The report makes clear what can and cannot be known about a changing climate. And it puts climate change in the context of the **countless** other risks humans face.

A planet that is home to some 7 billion people is already a place that's on the edge — and unchecked warming could help push us over.

LANGUAGE BANK

agriculture (adj.): farming

glacier (n.): a large mass of ice

acidic (adj.): having a pH under 7

carbon emissions (n.): the release of greenhouse gases

countless (adj.): very, very many

Unit 3: Building Evidence

LET'S PREPARE

Now that you understand evidence, you can work on preparing for the live debate. The motion is **'CCTV should be installed in all schools'**. It is important to be ready for either side of the motion! With your partner discuss the motion, find the arguments and evidence for both sides in the articles and write them in the table.

Article 1

Bullying, theft, trespassers, arson - there are so many reasons why CCTV is so important for schools. It's a convenient safeguarding method and, when used correctly, can ensure staff, teachers and visitors to the school feel looked after.

The last research into CCTV for schools revealed that 85% of teachers have surveillance in their school - and it's set to increase. A recent survey conducted by the Association of Teachers and Lecturers showed that 98% of schools with CCTV used surveillance only for security reasons. Half of the teachers in the study said that the schools used surveillance in the classrooms and corridors as a safety measure.

Typically, the CCTV footage in schools is only viewed by the headteacher or another senior member of staff to confirm who is responsible for an incident such as vandalism, bullying and so on. CCTV is also important for external incidences such as local thieves stealing expensive technology, bikes or damaging school property.

Stephanie Benbow, headteacher of St Mary's CE high school in Hertfordshire, spoke to The Guardian. She commented, 'We have 162 CCTV cameras at St Mary's. The teachers, governors and parents all feel that they make a significant contribution to the safeguarding of our students and staff and help protect property. There are 18 cameras located in each of the school's toilets suites. They are focused on basin areas and are very overt. Children tell us this is one of the areas of the school that they are concerned about potential bullying. Other cameras are located in specialist rooms for teaching ICT or technology, where there is expensive equipment such as computers and laser cutters, general circulation areas and places deemed to be high risk for theft, such as cycle racks, or for trespassers.'

In general, parents, pupils and teachers feel safer and more secure with CCTV surveillance in their school. The cameras can act as a deterrent for troublemakers and bullies - so schools could experience an improved morale and happier students and staff.

Creating the perfect balance between ensuring student and staff safety and complying with official guidelines is incredibly vital. Doing this will also give parents and visitors to the school peace of mind that the CCTV is there to help and not hinder.

Article 2

Children are being monitored as closely as inmates in prisons as schools break the law to introduce scores of covert CCTV cameras, a ground-breaking new study has found. The vast majority of secondary schools use more than 20 CCTV cameras to capture children's movements in corridors, playgrounds and even the toilets. But many are breaking the law by failing to make it clear to pupils where cameras are located and how the images might be used.

Dr Emmeline Taylor studied surveyed 24 comprehensives in the north west of England and discovered that 23 had installed more than 20 cameras. Out of three studied in-depth, two had gone as far as placing them in the toilets. One pupil said: 'CCTV just makes you feel like you can't be trusted. My school has them up all over, it's like a prison.' Dr Taylor also found that schools are increasingly using technology - such as fingerprint, iris or facial recognition systems - for 'mundane' reasons such as lending library books.

Parents are often unaware of the data taken from their children or the extent of CCTV. 'There has been very little attempt to inform the general public, including parents, about the extent that schools are using surveillance devices,' said Dr Taylor. 'The level of surveillance that some pupils are subjected to on a daily basis rivals that of international airports and prisons.'

CCTV is increasingly used in classrooms, corridors, stairwells and communal areas in toilets. Schools say it helps tackle truancy, indiscipline, vandalism and false allegations against teachers. But laws surrounding its use in schools are inadequate and many schools are likely to be breaking them. The researcher warned that schools were becoming a 'testbed' for surveillance techniques.

These techniques were 'causing young people to accept a heightened level of scrutiny for increasingly mundane activities, such as borrowing a book from the school library', she said. She added: 'These technologies do nothing to safeguard young people, yet they strip them of their privacy, undermine their trust in others and create an atmosphere of suspicion - not exactly helpful for learning in an educational environment.'

At Charlestown Primary in Salford, parents discovered the school's surveillance cameras were running constantly and some children had been filmed changing into gym gear in their classrooms before PE lessons. Meanwhile, a school in Llandysul, Wales, installed CCTV in the toilets to tackle misuse of soap and paper towels, and to tackle 'horseplay'. One father withdrew his daughter over the 'terrible invasion' of privacy.



LET'S UNDERSTAND

With your partner, can you extend the quote to explain why time is 'almost never wasted'?

"Time spent arguing is, oddly enough, almost never wasted."

Top tips:

- * If you find any difficult words in the articles, discuss them with your partner and try to infer the meaning
- * Use a highlighter!



PROPOSITION

OPPOSITION

LET'S CONTINUE AT HOME

Choose one of the arguments from today and write up an MMS style speech. Your speech should be 1-2 minutes long. Practice saying your speech out loud confidently - next time will be the real debate!



Unit 4: Debating Live

Level: Grade 6 ACC

Objectives:
 To understand debate structure and roles
 To participate actively in a live debate
 To understand and use refutations

LET'S UNDERSTAND
 With your partner, can you think of two reasons why this quote could be true?

"The sounder your argument, the more satisfaction you get out of it."

Top tip:
 *Take lots of notes during the debate in order to help you with your refutations!

LET'S WORK TOGETHER

Your teacher has assigned you to one of the teams. Now, draft your speeches according to your roles. Remember to nominate your team leader! Write down your team information:



| | |
|--------------------------|--|
| Introductory speaker: | |
| First argument speaker: | |
| Second argument speaker: | |
| Third argument speaker: | |
| Concluding speaker: | |

Debate motion:

Side:

Team leader:

LET'S RESPOND

It's important to understand how to use refutations, where you disagree with your opponents and win you points with the judge! A refutation is a speaker saying why an opponent's argument is not valid. Now, you'll learn a simple structure that you can use to plan and deliver your refutations.

Refutations: The "Four S's": signalling, stating, supporting and summarizing

- Step One: SIGNAL Identify the speaker and argument you are answering
- Step Two: STATE Say your counterargument
- Step Three: SUPPORT Give evidence to explain
- Step Four: SUMMARIZE Recap and conclude your point

LET'S CHECK

Below is an example of a refutation for a debate about the death penalty. Work with a partner to decide which speech bubble belongs to which step.



[]

However, this is incorrect. The death penalty actually increases crime.

[]

Julie, from the opposition team stated that the death penalty deters crime.



[]

According to a nationwide study conducted by Professor Wiggins in 2002, violent crime has actually increased in US states with the death penalty, while crime has decreased in states without the death penalty.

[]

As this research proves, the death penalty is actually causing more crime and putting more criminals behind bars, so we wholeheartedly disagree with the opponent's point.

LET'S PREPARE

With your team mates, practice drafting refutations to respond to the other team. You have prepared for both sides of the debate, so you can predict what the other team's arguments. Then, your teacher will start the debate!

Unit 4: Debating Live

LET'S DEBATE

Good luck! Remember to take lots of notes to help you.



LET'S UNDERSTAND

With your partner, discuss how you can 'know' your arguments, as the quote suggests:

"The difficult part in an argument is not to defend one's opinion, but rather to know it."



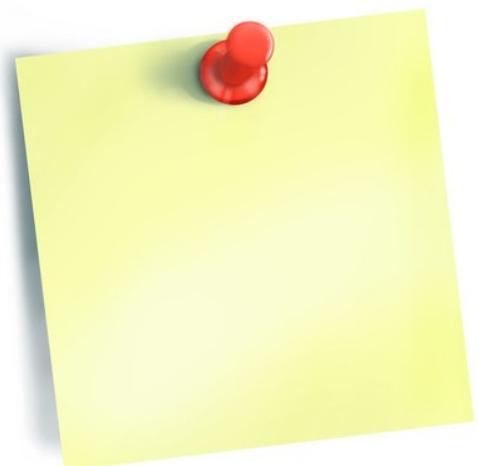
LET'S REVIEW

With your team-mates, review your learning over the course by answering the questions. Write down some ideas and share them with your class-mates.

- What are three important things you have learnt over the course?
- What worked well in today's debate?
- What areas could you improve in?
- What advice would you give to students new to debate?

LET'S CONTINUE AT HOME

For the final activity, write up a 5-paragraph persuasive essay, supporting your side of the debate motion. You can use your notes to help you.



Level: Grade 6 ACC

Appendices:

- i. Debate Guidelines
- ii. Scoring Sheet
- iii. Visual Image Credits
- iv. Text & Quotation Sources

Appendices

Appendix i: Debate Guidelines

Level: Grade 6 ACC

ORDER OF SPEAKERS AND REFUTATIONS FOR THIS DEBATE:

Proposition Team

1. Introductory speaker
3. First argument speaker
5. Refutation to speaker 4 & second argument
7. Refutation to speaker 6 & third argument
9. Refutation to speaker 8 & conclusion

Opposition Team

2. Introductory speaker
4. Refutation to speaker 3 & First argument
6. Refutation to speaker 5 & second argument
8. Refutation to speaker 7 & third argument
10. Concluding speaker

SUGGESTED DEBATE SPEECH TEMPLATES:

Introductory Speakers

Attention: Hook (scenario/ quotation etc.)

Need: Define the subject of the debate (explain exactly what it means, provide background information and say why it is important)

Satisfaction: Outline your arguments and introduce your team members and their roles

Visualisation: Describe some positive outcomes of your team's ideas being accepted

Action: Wish the other team luck and call the next speaker to the lectern

Argument Speakers

Attention: Hook (scenario/ quotation etc.)

Need: State your argument and reason for presenting it

Satisfaction: Provide enough evidence to support your point

Visualisation: Link your evidence to your argument and describe how it can improve the situation in the future

Action: Round off with a concluding sentence and final thought. Hand over to the next speaker

Concluding Speakers

Attention: Hook (scenario/ quotation etc.)

Need: Review the debate motion and why it has been important to discuss it

Satisfaction: Summarise your team's arguments and refutations

Visualisation: Describe how your team's position will result in positive outcomes if the judge accepts your side of the debate motion

Action: Describe what should happen next, to support your team's stance. Thank the other team for their participation

Top Tips:

* As you are one team, use 'We believe etc.' instead of 'I believe' etc.

* using figurative language can add more interest and originality to your words

* Enjoy yourself and have fun!



OTHER GUIDELINES:

- ◆ Always be polite and respectful to other debaters
- ◆ Remember that *how* you speak is very important - review Unit 2 if you need to
- ◆ Debating is largely about team-work - so always collaborate well with your classmates
- ◆ Between speakers, you have 2 minutes to work on your refutations with your team-mates
- ◆ If you don't win this debate, don't feel disappointed - there is always next time!

Appendix ii: Scoring Sheet

TEACHER TO COMPLETE AND DISTRIBUTE COPIES TO STUDENTS AFTER DEBATE SESSION

Judge's Scoring Sheet



Debate Motion: _____

Date: _____

Proposition Team:

| Speaker | Name | Structure (5) | Content (5) | Delivery (5) | Refutations (5) |
|--------------|------|------------------|----------------|-----------------|--------------------|
| Introductory | | | | | |
| Argument 1 | | | | | |
| Argument 2 | | | | | |
| Argument 3 | | | | | |
| Concluding | | | | | |
| Total: | | (25) | (25) | (25) | (15) |

Grand total for the proposition team: 190

Opposition Team:

| Speaker | Name | Structure (5) | Content (5) | Delivery (5) | Refutations (5) |
|--------------|------|------------------|----------------|-----------------|--------------------|
| Introductory | | | | | |
| Argument 1 | | | | | |
| Argument 2 | | | | | |
| Argument 3 | | | | | |
| Concluding | | | | | |
| Total: | | (25) | (25) | (25) | (15) |

Grand total for the opposition team: 190

Winning team: _____

Appendix iii: Visual Image Credits

PHOTOS & ICONS

| Page: | Retrieved from: | Repeated on page: |
|--------------------------|---|-------------------|
| <i>Front Cover</i> | https://studentcenternews.com/2016/10/01/college-park-2016-middle-school-tournament-photo-gallery/ | |
| | http://cas.casciac.org/?p=8016 | |
| | http://globaldebateblog.blogspot.co.uk/2010/07/maryland-pair-wins-usa-middle-school.html | |
| | http://www.whschool.org/page.cfm?p=718 | |
| | http://quincypublicschools.com/centrallibrary/debate-club/ | 3 |
| <i>Page 1</i> | http://roadtoepic.com/learning-languages-with-sticky-notes/ | 3,4,8 |
| | https://www.qinetiq-na.com/products/militaryprotection/ | 2,3,4 |
| | https://www.iconfinder.com/icons/16607/discussion_icon | 8 |
| <i>Page 2</i> | http://www.buzzle.com/articles/benefits-of-homework.html | 4,6,8,10 |
| | http://www.marksandspencer.com/l/kids/school-uniform/secondary-school-uniform | |
| | https://en.latam.bettsummit.com/node/2332%3Fsearch_id%3D22 | 4,6,8 |
| | http://kingofwallpapers.com/pencil.html | |
| <i>Page 3</i> | https://www.youtube.com/watch?v=YhiT48llx9k | |
| | http://quincypublicschools.com/centrallibrary/debate-club/ | |
| <i>Page 4</i> | http://www.timvandevall.com/templates/handwriting-paper-templates/ | 8 |
| <i>Page 5</i> | https://www.bls.gov/spotlight/2016/self-employment-in-the-united-states/home.htm | |
| | https://twitter.com/timeforkids | |
| <i>Page 6</i> | https://www.cebma.org/faq/what-counts-as-evidence/ | |
| <i>Page 7</i> | http://www.keepcalm-o-matic.co.uk/p/keep-calm-and-join-the-debate-team-1/ | |
| | https://www.youtube.com/watch?v=GWntYK71cFE | |
| <i>Appendix page iii</i> | http://theblog.is/thackley/tag/evie/ | |

Appendix iv: Text & Quotation Sources

TEXTS

| Page: | Retrieved and adapted from: | Contents |
|--------|---|------------------------------------|
| Page 2 | www.primaryresources.co.uk/english/docs/for_against_schooluniform.doc | School uniform essay |
| Page 3 | https://k12.thoughtfullearning.com/studentmodels/cheating-america | Cheating in America speech excerpt |
| | http://www.best-speech-topics.com/persuasive-speech-example.html | Second-hand smoke speech excerpt |
| Page 5 | https://www.theguardian.com/business/2013/jan/23/uk-unemployment-experts | Statement 2 |
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| | https://www.pressreader.com/uk/the-daily-telegraph/20170114/282428463881302 | Statement 4 |
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