

MIGRANT EDUCATION REGION XVI

VIDEO DEBATE MODEL: GUIDING QUESTIONS & ACTIVITIES

*Some of the activities suggested here are more suited for initial viewing and familiarizing students with the process, others are more analytical and could contribute to the sharpening of critical thinking skills in later phases of preparation.

SEGMENT TITLE	GUIDING QUESTIONS	SUGGESTED ACTIVITIES
Opening Statement: <i>Affirmative Side</i>	● What kind of impression does the team make in its initial introductions to the judge and opposing team? ● Describe the Opener's body language, what does it communicate? ● Does the speaker use any performance techniques does the speaker use to enhance his/her message? ● How is the volume? Eye contact? Intonation? ● Does the opening statement contain a hook? If so, what is it? Is it effective? Why ● Are the key arguments of the team's case clearly articulated? ● Are the arguments supported by evidence? ● Are sources for the evidence cited?	● Show a piece of the video without sound first and ask some of the guiding questions re: performance and impression. Then add the sound. ● Have students track the key arguments presented. ● Have students identify evidence and rate the credibility of that evidence. ● Invite students to generate some questions based on the opening statement that could be used in the Cross Examination phase that follows. ● Invite students to identify strengths of the opening statement and offer suggestions for improvement.
Opening Statement: <i>Negative Side</i>	Same questions as above + ● How would you compare the two opening statements? ○ Was the presentation of one stronger than the other? Why? ○ Did one make a stronger case than the other? In what Way?	● Using the guiding questions included here, have students work in groups or pairs and present their conclusions using academic frames to present their perspectives and evidence.

Cross Examination	• What do you notice about the interaction of the students during the huddle/preparation period? • How did the <i>Lead Cross Examiner</i> begin and end the Cross Examination (CE) phase? • What academic language frames supported ELs in their participation in the discourse of debate? • Were the questions clear? Could you relate the questions to the information shared in the opening statements? Did the students directly cite information shared in the opening statements prior to asking their respective questions? E.g., <i>In your opening statement you claimed _____ however, have you considered _____?</i> • How was team collaboration in the CE facilitated? • What was the procedural violation committed by the Negative Side? • What is the clarification process during the debate?	• Accurate note taking is an essential skill and team effort. Have students take down the questions asked by each side. Having an accurate record of the questions is essential for making the Response phase effective. • Have students discuss the challenges of taking down the questions and trouble shoot. • Have students enact a huddle to secure a good record of the questions asked.
Response Phase: Affirmative & Negative Sides	• How does the designated Responder open and close this phase of the debate? • Does more than one person participate in the response? How is the transition between them managed? • Describe the body language and performance of the designated Responder and other participants in this phase of the debate? • How were the speakers using notes? When did they read? When did they use impromptu speech?	

	● How did the speakers introduce their respective responses? How did they contextualize their comments? (Highlight here the importance of restating questions prior to responding to them. ● What did you notice about the differences in English Language proficiency amongst the different participants? How did it impact their respective effectiveness as debaters? ● Did the teams address the concerns raised by the opposing team's questions? Did they marshal evidence to back up their responses? ● Are they using the opposing team's questions as a vehicle to further their case.	
Rebuttal Phase:	Same questions as above, only in reference to the rebuttal instead of the response.	Have students compare the performance of the two teams in terms of: ● Performance (body language, expressiveness, impromptu speaking vs reading notes..) ● Effectiveness in addressing the responses of the opposing team. ● Adding new information vs repeating arguments
Closing Statements	● How does the speaker's performance enhance or detract from the content of what s/he is saying? ● What kinds of introductory remarks to the Closers use in their presentation. ● Is the closing statement based exclusively on prepared remarks or does the speaker directly address specific items raised by	

	the opposing team during the debate? What impact does that have? ● Is there a hook? What is it? Is it effective ● How do the speakers use rhetorical questions to strengthen their case? ● Is new evidence introduced during the closing statement? ● Do the speakers make clear the significance of the evidence they provide to their position? ● Do the closing remarks echo the opening statement? ● What are some of the strengths of the closing statements? What suggestions do you have?	
Judges Closing Comments: Feedback and Encouragement	●	
Global Questions	● Performance ● What academic language, question frames do you hear students using to support them in debate discourse? ● Identify the rhetorical devices the students use. ● How do the students use their notes – how often do they read, how often do they speak? ● How do they work together as a team? ● Do they all contribute? ● Which team do you think won the debate or dominated in any particular phase of the debate? Why? Provide evidence to support your answers.	