TEAM DEBATE

WHAT IT IS

A debate where learners are divided into two groups and aim to find a common ground

IDEAL FOR

Learners reflect on what they have learned by thinking about different perspectives and being diplomatic when solving complex problems

5-10   15-20 min

HOW IT WORKS

Ideally, after an input session, the moderator sets up a poll with two options and asks learners if they agree with the first or second statement.

The moderator then continues by introducing the debate and that two teams will be created with opposing views on a topic related to the online session and poll. After teams are assigned, they are then displayed on the screen using an editable whiteboard. The question for debate is also written down on the whiteboard for everyone to see.

Depending on the knowledge level of the learners, consider giving them time to prepare for the debate. This can be done before the session or before the debate itself takes place.

Both teams take turns speaking for one minute to discuss their point in front of the opposing team. This should take approximately 10-15 minutes. The moderator has a timer that goes off once each minute has ended. The moderator should also keep an eye that each team member has a turn to speak.

When concluding the debating rounds, the moderator should try to have both teams arrive at the same conclusion. They can do so by spending 10 minutes asking the questions (see back) which should then be discussed as a group. After this reflection, the moderator brings up the same poll again to see if opinions have changed in the group.

If the debate is very active and doesn't reach a common standing at the end of the segment, the moderator should consider setting up an e-debate. For more information, read #24 Asynchronous E-debate.

REQUIREMENTS

Roles:

- 1x moderator

Software:

- Collaboration whiteboard (Miro, Jamboard)

CONSIDERATION CHECKLIST

- ☐ Decide on the goal of the debate: Is it to compromise or to convince?

- ☐ Setting the debate question: What are you hoping for learners to take from the debate?

- ☐ Learning happens when there is a constructive level of disagreement. When choosing a controversial topic, think about how controversial it is and whether this would be an issue for your group.

preparation   opening   **main**   closure   follow-up

social   input   assessment   reflection

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INSPIRATION

[1] Video (14:56): How to Disagree Productively and Find Common Ground

[2] Article: Using Debate to Find Common Ground in Our Disagreements

Assigning the teams

The teams can be assigned at random (e.g. alphabetical order) or according to each learner's opinion. For the latter, ask learners to add their preferred team to their name displayed by renaming themselves (e.g. "[Name] - Team B")

Questions to ask when concluding the debating rounds

- What is it in the other team's position
  that gives you something to think about?
- What is it in the other team's position
  that interests or attracts you?
- On a scale from 1-10 (1 having no value at all, 10 being
  100% right and unassailable), how would you rate the
  other team's position? And your own?
- If you didn't rate the other team's position
  a 1 and yours a 10, why not?
- Can you imagine a position that might
  at least partly satisfy both of you?

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