"*MANUAL FOR TUTORS*"

2022-1-ES01-KA220-HED-000085513

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Disclaimer

1.- INTRODUCTION

Discussing or exchanging opinions are common situations in which we express and confront our beliefs and points of view. We do it naturally with the goal of convincing or modifying the opinions of others. In these common contexts: business, work, with friends or family, we debate when trying to find solutions to a complex problem or conflict, or to make decisions.

2.- COMPETENCES AND CAPABILITIES

The academic context is articulated as a vehicle for learning and personal development. Framed in a formal but at the same time playful context, students develop through debate personal competences and capabilities that are highly valued today both socially and in the business and organizational spheres. Among them stand out:

- Ability to organize and plan. Preparing speeches and debates within limited time makes us focus on the content we dedicate to each minute. With only 4 weeks allotted, individuals must efficiently search for information, synthesize context, and prepare speeches while being mindful of time constraints during presentations. This process helps in focusing on key points and learning to think, decide, and act effectively within time limitations.

- Generation of knowledge. Debating involves thorough preparation, requiring research and collaboration to develop various argumentative points. This process fosters both individual and collective learning. Through debate practice, one gains deeper understanding and language proficiency across multiple perspectives. Mastering verbal and non-verbal communication enhance persuasive abilities and convincing skills.

- Ability to generate new ideas, creativity. Debates often take unexpected turns, requiring improvisation and creativity. Despite preparation, discourse unfolds differently in response to rival arguments. Adaptability and creativity become essential in adjusting to unforeseen circumstances. To engage the audience and judges, one must tailor arguments and body language, necessitating creative skills for compelling interventions.

- Teamwork. Debaters must collaborate to ensure coherence in their team's arguments. Individual preparation is essential, but collective review is inevitable to maintain an unified argumentative line. During debates, referencing and building upon each other's contributions enriches interventions without repeating ideas, leading to enhanced group performance.

<u>Interpersonal skills</u>

- Self-criticism ability. Participating in team debates develops self-criticism skills. Recognizing mistakes as collective and accepting feedback from the jury promotes self-improvement. Evaluating both positive and negative aspects constructively enhances self-awareness.

- Self-confidence. Being part of a debate team helps to improve self-confidence because we expose ourselves and assume achievable challenges, overcome our limits, learn to win and to lose, or feel the support of our team.

- Empathy. In the dynamics of debate, teams must sometimes defend positions (the ones they are assigned) that do not coincide with their beliefs. This implies performing the exercise of positioning oneself in an uncomfortable stance and understanding what and how they think and feel to be able to defend that point of view with conviction.

- Research is vital for effective debating. It requires efficient information gathering to understand and articulate arguments on the debated topics. Becoming knowledgeable about the subject allows one to present reasons for or against a stance confidently.

- Capacity for analysis and synthesis. The skill of breaking down complex problems into essential elements and distinguishing the crucial from the trivial is essential. It involves establishing relationships between these elements, interpreting the problem clearly, and presenting it in an organized manner to aid decision-making. Synthesizing these elements into a cohesive message is crucial for addressing complex issues effectively.

3.- ORGANIZATION AND WORK DYNAMICS IN THE CLASSROOM

With the goal of improving students' ability to express themselves appropriately in public through debate, a series of recommendations are proposed so that they acquire more confidence and security and are equipped with tools and techniques.

Organization of Debate in the Classroom

Debate in the classroom is understood as an educational tool complementary and supportive for the teacher. Its main objective is to deepen the acquisition and assimilation of knowledge in addition to increasing student involvement and stimulating critical thinking on the subjects worked on in the classroom.

Debate Format

The academic debate format is the most appropriate in university contexts since, unlike other models - British Parliament or Lincon Douglas- it develops research and the search for evidence for the preparation and justification of arguments in a reasoned manner.

It is a discursive genre that allows developing argumentative devices in students and allows scientific dialogue between peers; the organization of thought

around a communicative and, therefore, persuasive intention and the recognition of the elements of validity, soundness and respect for the multiple visions of others, among others (Carrillo-García, S., & Castellanos, K. N., 2017).

Academic debate has been used as a technique to improve student performance and develop both subject-specific competencies and transversal competencies (critical thinking, effective communication, teamwork, practical thinking, knowledge of contemporary problems, ethical, environmental and professional responsibility) with very good results (Pellicer Armiñana, TM.; López Mateu, V.; Orozco Messana, J.; Giménez Carbó, E., 2022).
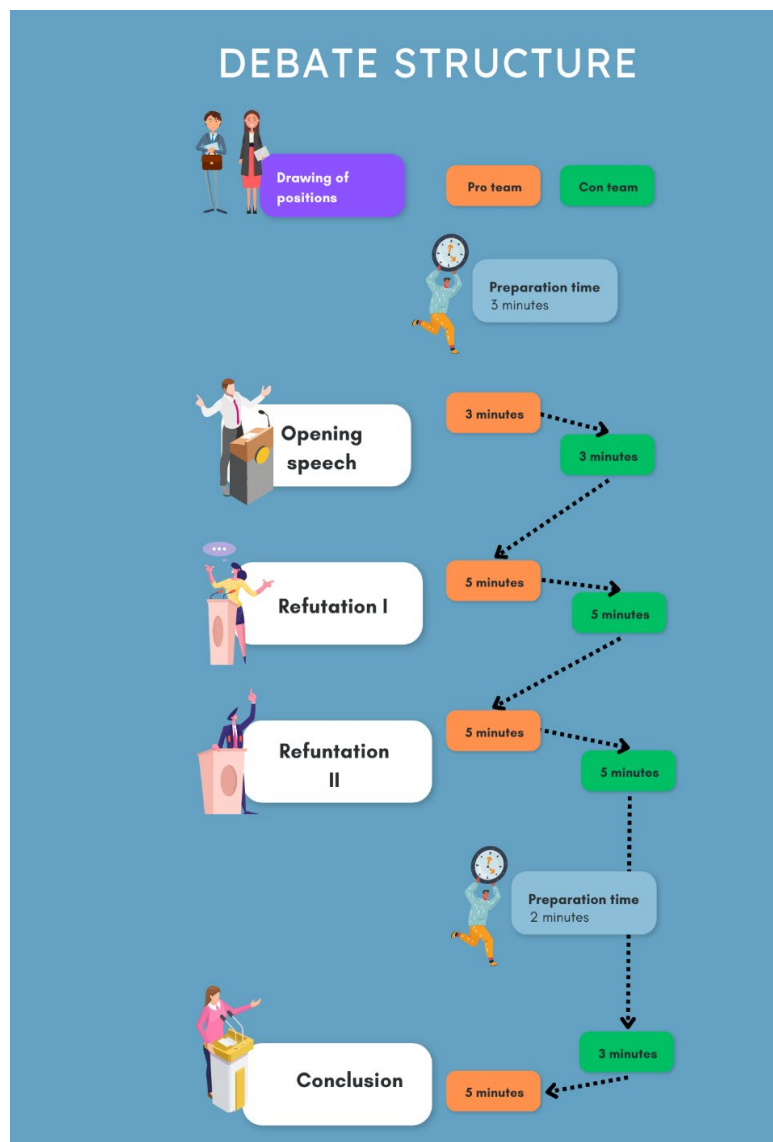
Source: own research.
Image 1. Debate Structure.

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Debate Structure

The participating teams in a debate will defend opposite positions; one team will defend the "in favor" stance (pro team), and the other one the "against" stance of a premise (con team). The position to defend will be decided by drawing lots before the debate.

Opening speech

The opening speech kicks off the debate, laying on the team's position and key arguments. It sets the tone, introduces the team's position and gives the audience a roadmap to follow. Attention-grabbing techniques like an eye-opening fact, a powerful quote, or personal anecdotes are crucial to engage the audience.

OPENING SPEECH

- **Introduction:**
  - Grab the audience´s attention with a hook (quote, statistic, story)
  - Clearly state your thesis (main claim)
- **Main arguments:**
  - Present main arguments supporting your position.
  - Use sign points (first, second, third) for structure.
  - Preview main points of each argument.
- **Argument explanation:**
  - Use the ARE model.
  - State claim, reasons, provide evidence and explain how it supports your reasons.
  - Use reliable sources and acknowledge counterarguments.
- **Conclusion:**
  - Summarize main points and restate thesis.
  - Emphasize implications and significance of your position.
  - End with a strong closing statement (call to action, quote, question).

Source: own research.

Image 2. Opening Speech.

First rebuttal

In the first rebuttal, the opposing team responds to the opening speech by challenging arguments, presenting counterarguments, and refuting points. It's a chance to weaken the opposition's position and demonstrate the speaker's own arguments. Using the P-E-E-format (Point, Evidence, Explanation) helps structure arguments for clarity and persuasion.

Source: own research.

Image 3. First Rebuttal.

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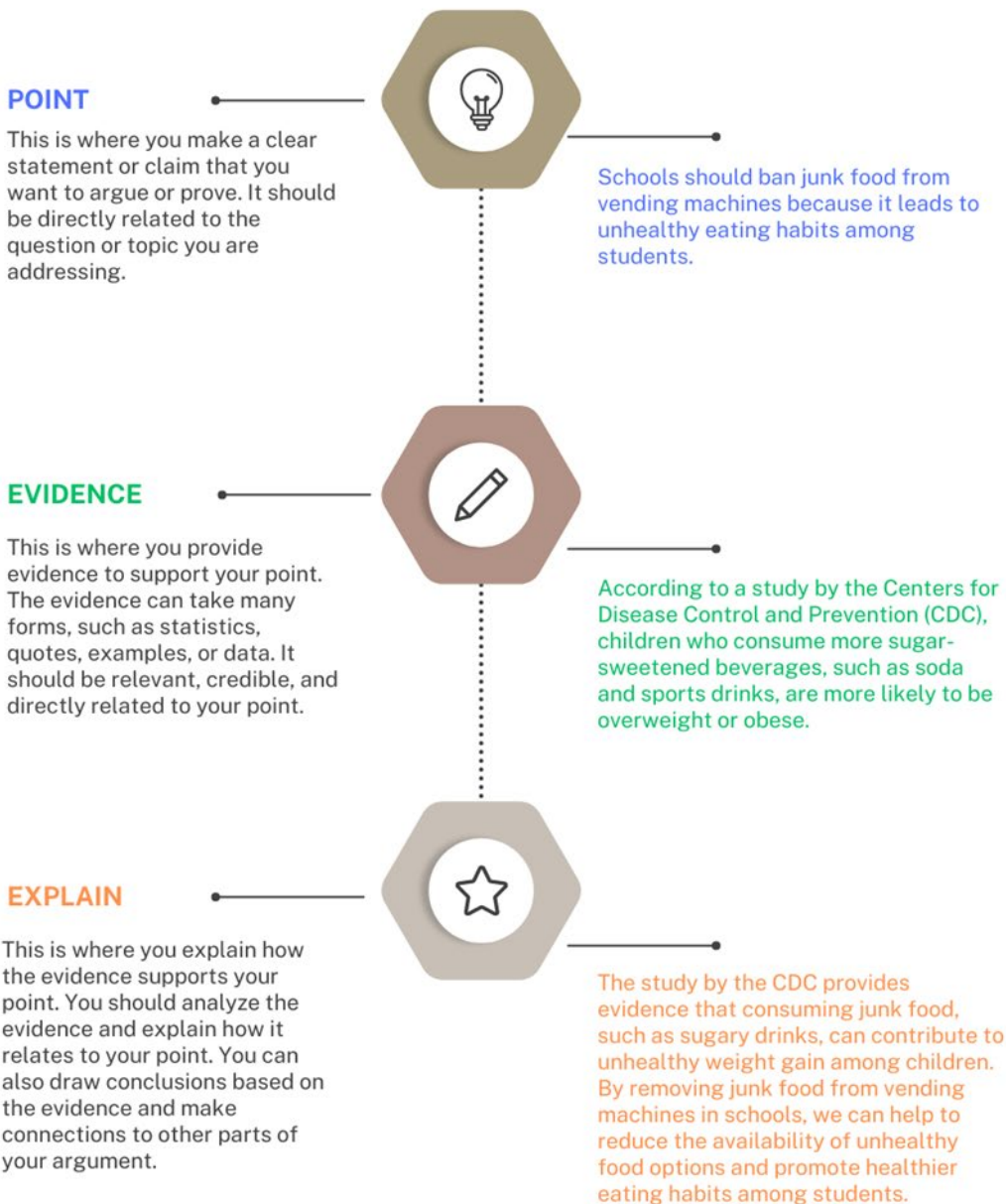
The P-E-E format

The P-E-E format, also known as Point, Evidence, Explain involves making a clear point, providing evidence to support the point, and explaining how the evidence supports the point.

DEBATE TOPIC: SHOULD UNIVERSITIES BAN JUNK FOOD FROM VENDING MACHINES?

POINT

This is where you make a clear statement or claim that you want to argue or prove. It should be directly related to the question or topic you are addressing.

Schools should ban junk food from vending machines because it leads to unhealthy eating habits among students.

EVIDENCE

This is where you provide evidence to support your point. The evidence can take many forms, such as statistics, quotes, examples, or data. It should be relevant, credible, and directly related to your point.

According to a study by the Centers for Disease Control and Prevention (CDC), children who consume more sugar-sweetened beverages, such as soda and sports drinks, are more likely to be overweight or obese.

EXPLAIN

This is where you explain how the evidence supports your point. You should analyze the evidence and explain how it relates to your point. You can also draw conclusions based on the evidence and make connections to other parts of your argument.

The study by the CDC provides evidence that consuming junk food, such as sugary drinks, can contribute to unhealthy weight gain among children. By removing junk food from vending machines in schools, we can help to reduce the availability of unhealthy food options and promote healthier eating habits among students.

Source: own research.

Image 4. The P-E-E format.

Second rebuttal

In the second rebuttal, the speaker's team responds to the first rebuttal by reinforcing their arguments, addressing counterarguments, and refuting points. It's a chance to strengthen their position and highlight weaknesses in the opposing team's arguments. Utilizing the P-E-E format helps structure arguments for clarity and persuasion.
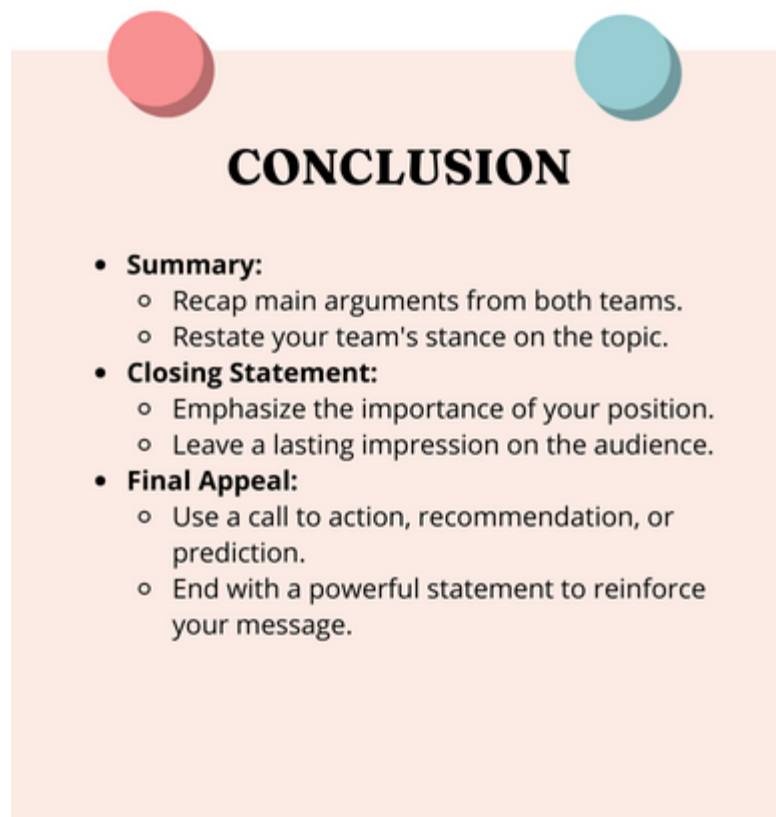

Source: own research.

Image 5. Second Rebuttal.

Conclusion

The conclusion marks the end of the debate. The speaker summarizes main arguments from both sides, reaffirms their team's stance, and delivers a closing statement. It's a chance to leave a lasting impression, summarize key points, and make a final appeal. Using impactful techniques like summarizing main points and restating the team's stance helps conclude the speech effectively.

Source: own search.

Image 6. Conclusion.

4.- DEBATE EVALUATION

DEBATE EVALUATION: The following is an evaluation of the performance of students who have participated in a debate in the Rector format. In this format the aspects to be evaluated that are privileged are: **strategy (1), content (2), style (3).**
SCORING: All items are evaluated from 1 to 5. Where 1 would be very unfavorable and 5 would be excellent.
The marks for Strategy represent 40% of the mark, for Content another 40% and for Style 20%.

1) Strategy.
The ability to bring only the most important arguments further into the debate.

ITEMS	For	Against
Role: Ensures speakers fulfill assigned tasks in each debate step, including defining the motion, presenting arguments, and rebutting opponents.		
Definition: Provides a clear and fair interpretation of the motion, crucial for facilitating a balanced debate.		
Consistency: Requires maintaining a cohesive argument throughout the debate, reflected in a consistent case-line.		
Teamwork: Encourages collaborative argumentation, effective division of arguments among team members, and active participation by all.		
Points of Information (PoI): Short interjections used judiciously to offer additional arguments or challenge opposing points, subject to specific rules.		
Organization of Argument: Emphasizes structuring speeches effectively with clear introductions, arguments, and conclusions, along with managing time efficiently.		

2) Content
Involves presenting well-supported arguments with factual evidence and logical coherence, evaluating evidence to persuade the audience, effectively challenging opponents' arguments (rebuttal), and managing speaking time efficiently.

ITEMS	For	Against
Quality of information: supported by facts and examples, with an emphasis on logical coherence and source citation.		
Quality of Analysis: Evaluation of the logical connections and evidence provided to support arguments, aiming to persuade the audience.		
Rebuttal: Crucial part of debate speeches, involving challenging opponents' arguments and defending one's own case effectively.		
Timing: Effective management of speaking time to avoid speaking too briefly or excessively, ensuring each part of the speech is adequately addressed without rushing or repetition.		

3) Style.
Style in classroom debate refers to how speakers present their arguments and interact with the audience, incorporating confidence, pace, pitch/volume, and politeness.

ITEMS	For	Against
Confidence: Speakers rely on brief notes while maintaining eye contact and engaging the audience, avoiding reading directly from notes.		
Pace: Speakers maintain a steady and easily understandable speaking speed, neither too fast nor too slow.		
Pitch/Volume: Speakers vary pitch to keep audience engaged and maintains an appropriate volume, avoiding monotone or excessive loudness.		
Politeness: Speakers maintain civility, refraining from using bad language or personal attacks on other speakers, with severe penalties for breaches of politeness.		

Source: own search.

Image7. Debate evaluation: strategy.

5.- DEBATE TOPICS

Debate topics can be directly related to the theoretical concepts worked on in the classroom but should be controversial to avoid a one-sided discussion. Student interest is key, as it can motivate further research.

Source: own research.

Image 8: Tips for choosing debate topics.

Establishing **participation rules** before any debate fosters a participatory methodology, prioritizing student involvement. Key rules include:

- All opinions are valid. There are no good or bad opinions, only different ones. These must be supported by some evidence as much as possible.
- Respecting speech turns without interruptions.
- Manage the intervention times since interventions have a time limit.

EXERCISE

FEEDBACK AND REFLECTION

After each debate, have a feedback session where students can reflect on the adherence to the participation rules. This could be done through self-assessment, peer feedback, or group discussions. Encourage students to set personal goals for improvement in future debatesales.

Checklist for verifying sources

For each item on the checklist, mark "Yes" if the criterion is met, "No" if it is not, or "Not Sure" if you cannot determine. The aim is to have as many "Yes" responses as possible for the source to be considered reliable and credible.

Author expertise

○ Yes: The author has credentials or is recognized in the field.

○ No/Not Sure: Move to the next criterion.

Publication date

○ Yes: The source is recent or relevant for historical context.

○ No/Not Sure: Consider the importance of the information's timeliness to your topic.

Evidence and documentation

○ Yes: The claims are supported by cited sources and/or clear methodology.

○ No/Not Sure: The reliability of the information may be questionable.

Bias and objectivity

○ Yes: The source presents information objectively, without obvious bias.

○ No/Not Sure: Be cautious of potential biases influencing the information.

Publication type

○ Yes: The source is from a reputable academic journal, official statistic, or recognized expert.

○ No/Not Sure: Evaluate the source's purpose and funding.

Source quality

○ Yes: The information is clear, coherent, and covers the topic sufficiently.

○ No/Not Sure: The source may not provide a strong foundation for your research.

Digital footprint (for online sources)

○ Yes: The site is authoritative (.edu, .gov, .org) and information can be cross-verified.

○ No/Not Sure: Further verification is needed.

Guidance for **information search** is crucial once the debate topic is announced. Students should seek evidence to support arguments. Sources should be verified and realiable, including official statistics, expert opinions, studies, and research, to ensure well-prepared content.

To enhance public **speaking skills**, addressing both content and external elements is vital. This includes:

Guidelines to overcome stage fright and to manage nervousness and stress.

Understanding non-verbal communication basics.

Suggestions for the elaboration of speeches: how to make them interesting.

Problem-solving strategies: blanks and forgetfulness, slip of the tongue, stylistic resources.

EXERCISE

THE SUCESS VISUALIZATION JOURNEY

Before stepping onto the stage, take a moment to close your eyes and vividly imagine a successful presentation. See yourself speaking confidently, the audience reacting positively, and visualize the successful conclusion of your speech. Feel the satisfaction and applause. This mental rehearsal can boost your confidence and reduce anxiety.

The teacher, as a guide, can prepare a list of open questions ranging from general to specific to steer or revitalize the debate. They can also provide mentoring through tutorials with debate groups to aid in preparation.

Source: own research.

Image 9. Creating effective questions.

It is advisable to use a classroom where tables and chairs can be moved aside to generate a space that allows visual contact among classmates and the freedom of movement of the speakers.

6.- THE ROLE OF THE TUTOR

As a moderator and energizer, the teacher evaluates student's contributions to the debate and the achievement of objectives, providing feedback on individual and group interventions. Their roles include:

Observing and evaluating student interventions, compiling arguments.

Introduction of discussion topics.

Assessment of the ideas contributed by the students.

Summarizing group contributions for conclusion presentations.

Controlling the times of intervention, promoting active listening.

The teacher may use an assessment sheet to quantitatively and qualitatively evaluate interventions, emphasizing strenghts and weaknesses, proposing areas for improvement, and aligning with learning objectives. The assessment sheet can be designed based on the learning objectives set by the teacher.

FEEDBACK MODEL

PART 1: INITIATING REFLECTION WITH OPEN-ENDED QUESTIONS

Start the feedback session by asking open-ended questions to prompt student reflection. This encourages students to critically assess their own performance and identify areas for improvement. Examples include:

What aspect of your debate performance are you most proud of and why?

Which arguments did you find challenging to counter, and how did you attempt to address them?

If you could redo the debate, what would you do differently?

PART 2: PROVIDING SPECIFIC FEEDBACK WITH EXAMPLES

Following the self-reflection, provide your feedback, anchored by specific examples from the debate. This should be structured to cover both strengths and areas for improvement:

Highlight Strengths: "During your argument on [specific point], you effectively used [specific evidence or example], which strengthened your position because [reason]."

Identify Areas for Improvement: "When you discussed [specific point], you might have strengthened your argument by including [suggestion for additional evidence or a different approach], similar to how you successfully argued [another point]."

PART 3: CONSTRUCTING A FOLLOW-UP PLAN

Conclude the feedback session with a follow-up plan that outlines specific steps the student can take to improve. This plan should be collaborative, involving both the teacher's suggestions and the student's input

"Based on our discussion and your reflections, what are two specific areas you'd like to improve in for your next debate or presentation?"

Area for Improvement #1: [Student identifies area] + Specific action to improve (e.g., enhance argument structuring by outlining key points before the debate).

Area for Improvement #2: [Student identifies area] + Specific action to improve (e.g., practice non-verbal cues in front of a mirror).

Source: own research.

Image 10. Feedback Model.

7.- WORK DYNAMICS

Next, various classroom work sessions are proposed to develop communication skills and competences in students.

SESSION 1. Creating a Trust Environment

Objectives

- Create an environment of trust and participation.
- Promote active listening.
- Manage situations of nervousness.
- Become aware of emotions.

Description

Creating a non-evaluative space for students to freely express themselves fosters their unique communication style. One activity involves paired students: while one expresses emotions (anger, disgust, sorrow or joy), the other maintains a neutral expression, focusing on controlled breathing. This helps students become aware of emotions, practice managing thoughts, and develop effective coping strategies.

Source: own research

Image 11. Create a trusting environment for students development.

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SESSION 2. Self-knowledge

Objectives

- Promote creativity and improvisation.
- Work on non-verbal language.
- Work on the structure of a speech.
- Develop attractive speeches.

Description

When speaking publicly, clarity on both objective and delivery is crucial. Students are tasked with improvied presentations lasting 3-4 minutes on emotionally charged topics like embarrassing moments or life's highlights. They will prepare for 5 minutes, then deliver without interruptions or filler words (uh…, um…, well…). These exercises delve into personal experiences, enriching the classroom with life lessons, making oratory a tool for self-knowledge and personal growth.

Variants: Forbidden word. The classmates acting as the audience will raise their arm every time the speaker mentions the forbidden word, and he or she will have to start the speech over again.

Source: own research.

Image 12. Guide for preparing the speech.

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SESSION 3. Do We Know What to Say?

Objectives

- Work on different types of speeches.
- Improve both internal and external elements of the speech.

Description

During oratory training, mechanical skills will be acquired (speech assembly/verbal communication), training, and exercises in non-verbal communication (work with voice, gestures, looks, expressions, breathing, space, body, movement)

Students will deliver three presentations covering various speech types, aiming to identify strengths and weaknesses to personalized development and improvement.

Narrative or descriptive speech: Free topic: plot of a book or movie, personal experience...

Told in the third person.

Synthesis ability will be assessed.

Three-minute presentation.

Expository or informative speech: Topic: Biography of a significant character.

Informative tone and objective intentionality that must be translated into verbal, vocal, and gestural aspects.

Five-minute presentation.

Persuasive or argumentative speech: Free topic.

Ten-minute presentation.

Types of Speeches:

- **Narrative or Descriptive Speech**. This type aims to vividly portray people, things, or situations through storytelling and arguments. Utilizing sensory observations is crucial to express what is seen, heard, or read, creating a clear mental image for the audience. Precise linguistic and non-verbal expressions are chosen to convey observations accurately

- **Expository or Informative Speech**. This type aims to inform or clarify a topic without expressing opinions. The text should be clear, precise, and objective, maintaining focus without digression. A well-organized structure includes an introduction to

set the topic, a development or explanation section, and a summary or conclusion to reinforce key ideas.

- **Argumentative or Persuasive Speech.** This type aims to persuade the audience by appealing to their logical understanding. It precedes conviction, relying on logic and conviction to convey reasons effectively. The structure includes an introduction to present ideas, a development section with reasoned opinions, and a conclusion to reinforce the initial idea.

NARRATIVE SPEECH

Search for a journey or transformation

Narrative speeches often take you on a personal journey, marked by a clear sequence of events leading to a change or realization. They're rich in personal anecdotes, vivid imagery, and emotions. If the speech feels like a story with a beginning, middle, and end–where the speaker shares experiences and lessons learned–it's likely a narrative speech.

EXPOSITORY SPEECH

Look for the aim to clarify or explain

Expository speeches are structured around conveying information clearly and systematically. They prioritize facts, definitions, and explanations, often focusing on a specific topic or question. If the speech methodically breaks down a topic, providing insights without personal bias and leading to a clearer understanding, it's an expository speech.

PERSUASIVE SPEECH

Detect attempts to influence or persuade

Persuasive speeches are characterized by the speaker's efforts to convince the audience of a particular viewpoint or action. This type of speech is built on arguments supported by evidence, appeals to the audience's emotions or logical reasoning, and often includes a clear call to action. If the speech is aimed at swaying your opinions or motivating you to act, emphasizing why you should care or act in a certain way, it's a persuasive speech.

Source: own research.

Image 13: Types of speeches

EXERCISE: Identify the speech type

Read each speech carefully, taking notes on key characteristics that might indicate the type of speech (persuasive, narrative, expository). Consider the speech's objective, the structure, the language used, and any persuasive techniques or descriptive elements. Use the template to identify them.

SPEECH 1

Last summer, I faced my biggest fear head-on. It was not just any regular day; it was the day I decided to conquer my fear of heights by going skydiving. The sky was a vast expanse of blue, with the sun shining brightly, almost as if it were cheering me on. As the plane ascended, my heart pounded louder than I thought possible. I remember the instructor's calm voice, 'Ready? 3... 2... 1...' and then, the leap. The free fall was a mix of terror and exhilaration, a moment where time stood still. The world from above was breathtakingly beautiful, a view so majestic that for a moment, my fears melted away. Landing on the ground, I felt a surge of triumph. I had done it; I had flown. This experience taught me more about bravery and the beauty of pushing beyond our limits than anything else ever has.

SPEECH 2

Today, I'd like to shine a spotlight on one of the most remarkable figures in science, Marie Curie, the first woman to win a Nobel Prize and the only person to win in two different scientific fields. Born in Warsaw in 1867, Curie moved to Paris to continue her education, where she met her husband, Pierre Curie. Together, they conducted groundbreaking research on radioactivity—a term she coined. Marie Curie's most notable achievements include the discovery of two elements, polonium and radium. Her work laid the foundation for the development of X-ray machines, and despite facing numerous obstacles as a woman in science, she never let that hinder her quest for knowledge. Her legacy is a testament to the power of resilience and dedication to scientific discovery.

SPEECH 3

Imagine a world where the air is clean, the earth is thriving, and energy is abundant and sustainable. This vision can become a reality through the adoption of renewable energy sources. Reliance on fossil fuels has led to drastic climate changes, pollution, and a depletion of our planet's natural resources. Transitioning to renewable energy, such as solar and wind power, offers a solution to these pressing issues. Not only do renewable resources provide a cleaner, more sustainable way to generate energy, but they also have the potential to create jobs and stabilize energy prices. I urge you to consider the impact of your energy choices and advocate for policies that support renewable energy development. Together, we can protect our planet for future generations and lead the way to a sustainable, cleaner world.

ANALYSIS TEMPLATE FOR SPEECH IDENTIFICATION

SPEECH TITLE: _____

Characteristics	Observations	Examples from Speech
Purpose	(Narrative/Expository/Persuasive)	
Structure	(Introduction, Body, Conclusion)	
Language	(Descriptive/Clear and Precise/Emotive and Compelling)	
Delivery	(Expressive/Calm and Measured/Dynamic and Persuasive)	
Engagement	(How does it engage the audience?)	
Type Identification	(Narrative/Expository/Persuasive)	

SOLUTION

ANALYSIS TEMPLATE FOR SPEECH IDENTIFICATION

SPEECH TITLE: Speech 1

Characteristics	Observations	Examples from Speech
Purpose	To share a personal, transformative experience.	"Last summer, I faced my biggest fear head-on. It was the day I decided to conquer my fear of heights by going skydiving."
Structure	Introduction, Body, Conclusion with a clear emotional journey.	Introduction sets the scene of facing a fear, the body describes the skydiving experience, and the conclusion reflects on the triumph and lessons learned.
Language	Descriptive, rich in imagery, and evokes emotions.	"The sky was a vast expanse of blue...as if it were cheering me on."
Delivery	Likely expressive and varies in tone to match the narrative's emotional arc.	Implied through the emotional depth and vivid descriptions.
Engagement	Draws the audience in with a personal story and emotional depth.	The recounting of a personal challenge and overcoming it invites audience empathy and engagement.
Type Identification	Narrative Speech	Reasoning: The speech focuses on a personal story, emphasizes emotional experiences, and follows a narrative arc.

ANALYSIS TEMPLATE FOR SPEECH IDENTIFICATION

SPEECH TITLE: Speech 2

Characteristics	Observations	Examples from Speech
Purpose	To inform about Marie Curie's life and achievements.	"An informative presentation on Marie Curie's life and achievements."
Structure	Clear introduction, detailed body, and summarizing conclusion.	Introduction introduces Marie Curie, the body details her discoveries, and the conclusion summarizes her impact.
Language	Precise and clear, uses technical terms related to science.	"Curie conducted groundbreaking research on radioactivity, a term she coined."
Delivery	Measured and straightforward to enhance comprehension.	The objective tone suggests a delivery focused on clarity.
Engagement	Through relevance and clarity of the scientific and historical information presented.	The explanation of Curie's contributions engages those interested in science and history.
Type Identification	Expository Speech	Reasoning: The speech aims to educate on Curie's contributions without persuading or entertaining, focusing on clear, factual content.

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ANALYSIS TEMPLATE FOR SPEECH IDENTIFICATION

SPEECH TITLE: Speech 3

Characteristics	Observations	Examples from Speech
Purpose	To persuade the audience to support renewable energy.	"A persuasive talk on the importance of renewable energy, arguing for a shift away from fossil fuels."
Structure	Introduction presents the stance, the body supports it with arguments, the conclusion calls to action.	Starts with highlighting the issues with fossil fuels, presents the benefits of renewable energy, and concludes with a call to action for policy support.
Language	Emotive and compelling, includes rhetorical questions and devices.	"Imagine a world where the air is clean, the earth is thriving..."
Delivery	Assertive and engaging, with strong eye contact and confident body language.	The need to persuade suggests a dynamic delivery aimed at influencing the audience.
Engagement	Through logical reasoning, emotional appeal, and addressing counterarguments.	Appeals to the audience's concern for the environment and future generations.
Type Identification	Persuasive Speech	Reasoning: The speech's goal is to convince the audience of the benefits of renewable energy and motivate them to act, utilizing logical and emotional appeals.

SESSION 4. Argumentation

This activity introduces basic argumentation skills (giving orders, directly refuting arguments, etc.) and encourages participation in the debate.

Objectives

- Elaborate and present different arguments related to the proposed debate resolution.
- Adequately manage the times of intervention.

Description

Students begin by researching a topic with two opposing positions. They sit in a closed circle, initiating a chain debate. Starting with a volunteer or the teacher, each student adds an argument either in agreement ("And") or disagreement ("But") with the preceding point. Original ideas are crucial, avoiding repetition. The debate concludes once each student contributes, and a new topic can be introduced afterward.

Source: own research.

Image 14. The ARE model.

SESSION 5. Evidence

In this session, the aim is to work on the elaboration of arguments using evidence as a starting point. This dynamic delves into the elaboration of arguments and evidence, where to look for it and how to use it to support an argument.

Objectives

- Elaborate and present different arguments related to the proposed debate resolution.
- Identify the main argument of evidence.
- Develop public speaking and leadership skills.

Necessary Material

- 3 to 8 pieces of evidence (articles, expert opinions, studies, statistics...) related to the proposed debate topic.
- Cards with different positions about the debate topic (e.g., in favor, against, intermediate stance).

Description

A topic for debate is chosen, and students form groups (up to 4 members). Each group receives evidence related to the topic along with a position card (in favor, against, or neutral). They have 20 minutes to develop arguments corresponding to each piece of evidence and their assigned position. Groups then present their arguments. Following presentations, a rebuttal session allows groups to question each other.

Source: own research.

Image 15. Evidence in arguments.

SESSION 6. Refutation

This activity works on the basic technique of refutation based on a 4-step intervention. In this way, students will work in a group on a model of direct refutation.

Objectives

- Develop skills in direct refutation.
- Develop skills in constructing arguments as a group.

Description

The class is divided into groups of 4 members. Each group is provided with an argument to refute (e.g., Customer opinions on the Internet should be limited). Students must work in a group to refute the argument using the 4-step refutation. Then, they will present the refutation in which each group member will perform a step:

- Member 1: Summarizes the argument in one sentence.
- Member 2: Summarizes the counter-argument in one sentence.
- Member 3: Provides evidence and/or analysis supporting the counter-argument.
- Member 4: Explains why the counter-argument is superior to the argument and what are the implications of the counter-argument for the debate.

Once the group's intervention is finished, the rest of the class can examine the points presented.

Complementary Variant

After explaining and practicing the 4-step refutation process, students receive evidence and imagine it being presented by their opponent in a debate round. They write an ideal refutation using the 4-step model within five minutes. Volunteers then present their refutations in one minute.

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4 STEPS TO REFUTATION

1 SUMARIZE THE ARGUMENT

Listen carefully and ensure you fully understand the original argument before you attempt to refute it. Summarizing it accurately is crucial, as misrepresenting or misunderstanding the argument weakens your refutation. Aim to condense the argument into one clear, concise sentence that captures its essence.

2 STATE YOUR COUNTER-ARGUMENT

Clearly and concisely present your counter-argument. This should directly oppose or challenge the original argument's main point. Ensure your counter-argument is relevant and addresses the core of the initial claim. Like the summary, aim for a concise sentence that firmly states your position.

3 SUPPORT WITH EVIDENCE

This is where your argument gains strength. Provide solid, credible evidence to support your counter-argument. This could include statistics, expert opinions, historical examples, or logical reasoning. Make sure your evidence is directly relevant to your counter-argument and effectively undermines the original argument.

4 EXPLAIN SUPERIORITY OF COUNTER-ARGUMENT

After presenting your evidence, explain why your counter-argument is more valid, appealing, or superior to the original argument. Discuss the implications of your counter-argument, highlighting how it offers a better understanding, solution, or perspective on the issue. This is your chance to tie everything together and make a compelling case for why your viewpoint should prevail.

Source: own research.

Image 16. 4 Steps to Refutation.

EXERCISE: Refutation task

Refute the following argument that telecommuting decreases the cohesiveness and productivity of a team using the 4-step rebuttal process:

"Remote work hinders team cohesion and overall productivity within organizations. Team cohesion is built on frequent, spontaneous interactions that are more naturally occurring in a physical office environment. These interactions foster a sense of community and mutual reliance, which are critical for team productivity. A survey conducted by the Harvard Business Review in 2021 found that 65% of companies reported a noticeable decrease in team cohesion after shifting to remote work, which corresponded with a 30% drop in overall productivity."

RESPONSE

"REMOTE WORK HINDERS TEAM COHESION AND OVERALL PRODUCTIVITY WITHIN ORGANIZATIONS. TEAM COHESION IS BUILT ON FREQUENT, SPONTANEOUS INTERACTIONS THAT ARE MORE NATURALLY OCCURRING IN A PHYSICAL OFFICE ENVIRONMENT. THESE INTERACTIONS FOSTER A SENSE OF COMMUNITY AND MUTUAL RELIANCE, WHICH ARE CRITICAL FOR TEAM PRODUCTIVITY. A SURVEY CONDUCTED BY THE HARVARD BUSINESS REVIEW IN 2021 FOUND THAT 65% OF COMPANIES REPORTED A NOTICEABLE DECREASE IN TEAM COHESION AFTER SHIFTING TO REMOTE WORK, WHICH CORRESPONDED WITH A 30% DROP IN OVERALL PRODUCTIVITY."

1 SUMARIZE THE ARGUMENT

The claim is that remote work leads to lower team cohesion and productivity, as based on a survey showing a decrease in both metrics.

2 STATE YOUR COUNTER-ARGUMENT

Remote work, when supported by appropriate digital tools and management practices, can maintain or even improve team cohesion and productivity.

3 SUPPORT WITH EVIDENCE

A study by Stanford University in 2022 revealed that remote workers leveraging modern collaboration tools reported a 40% increase in productivity alongside higher job satisfaction rates. Additionally, virtual team-building activities have evolved to create engaging experiences that replicate the spontaneous interactions of physical offices.

4 EXPLAIN SUPERIORITY OF COUNTER-ARGUMENT

Thus, rather than diminishing team cohesion and productivity, telecommuting offers the opportunity to reinforce these aspects through technology and innovation. It presents a shift towards more flexible and efficient work models that adapt to the evolving digital environment and work preferences.

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