



# In-Class Debate



## In-Class Debate

### Objectives:

- To guide the students to think critically about urban renewal policies from different perspectives
- To enhance the students' ability in collecting, integrating and analysing information.

### Activity Format:

Debate Competition (1 lesson)

### Recommendations:

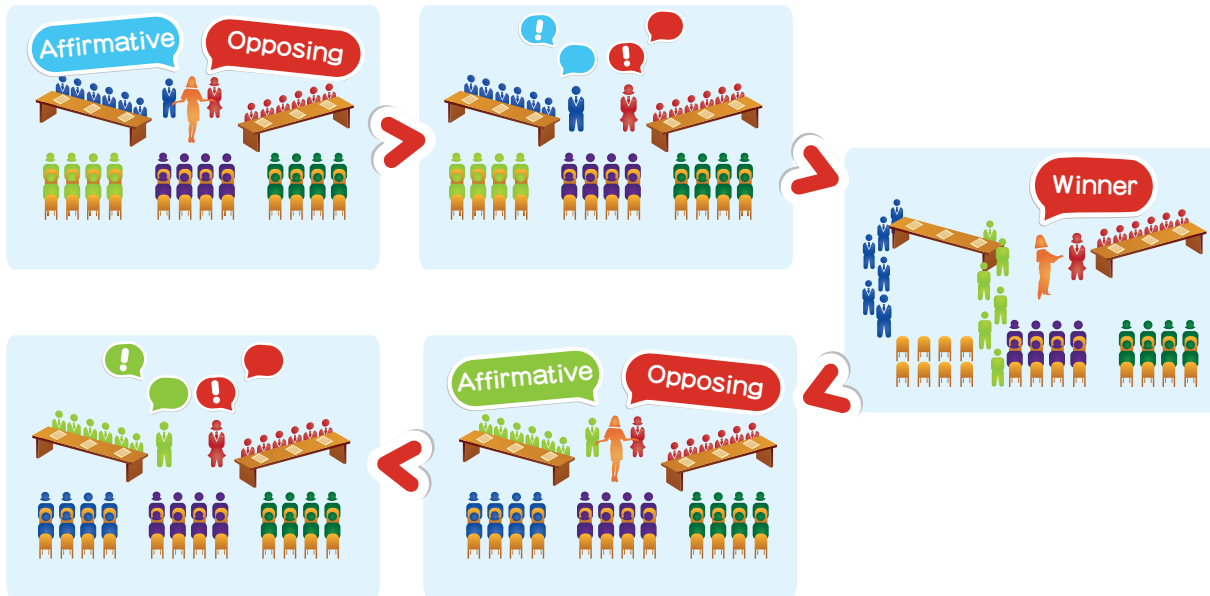
- Encourage the students to think from different perspectives, and discuss issues related to urban renewal.
- Explain in advance to the students the debate procedure and the skills.

### Reference Topics:

1. Under the new Urban Renewal Strategy, the Urban Renewal Authority (URA) will, apart from self-initiated projects, adopt a demand-led approach and a facilitator role in implementing redevelopment. This three-pronged approach will achieve urban renewal more effectively.
2. The URA's current compensation policy is reasonably meeting the needs of the people affected by its projects.
3. Urban renewal can drive sustainable development of the community.

### Procedure:

1. Before class, the teacher shall decide on 2-3 propositions to be debated; and ask the students to get prepared;
2. Divide students into 5 or 6 groups, each group with 6-8 students;
3. The teacher draws lots to decide the two teams to debate in the first round; and which group should take the affirmative and opposing position;
4. The two groups take turns to speak (3 minutes for each group);
5. The teacher then selects the winning group to stay for the next round;
6. The teacher draws lots again to decide the next team to compete with the winning team and also a new debate topic, and to decide which group should take the affirmative and opposing position; the winning group has the priority to speak;
7. Repeat procedures 4-6; the group who survives till the end will be the overall winner.



### Debating Skills:

- Encourage the students to use a mind-map for brainstorming and analysis of different arguments.
- Be polite and aim for objectivity.
- Identify the key focus of the issue and look for practicable solutions.
- Ask questions to help you grasp the arguments of your opponents, or develop your own arguments.
- Use statistics and objective facts to support your arguments.
- Develop opposing arguments by questioning the arguments of your opponents and pointing out any weaknesses in their evidence.
- Question the basic assumptions of your opponents, criticise them for straying from the main topic, or question the feasibility of their solutions and suggest alternatives.

### Assessment Criteria:

- Are the students familiar with the information? Is the information they are using reliable?
- Are their arguments clear and persuasive?
- Is the evidence they are presenting relevant? (i.e. are the students using relevant examples, stories, theories and statistics?)
- Have the students demonstrated good debating skills? Have they held the attention of the audience?

### Extended Activity:

- After the debate, the teacher may discuss in detail with the students their performance and arguments; additional materials can be used if necessary.
- Once the activity is finished, some students may be invited to share with the class their enhanced understanding of urban renewal.