



## BEES VS. WORMS DEBATE

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The class is going to be split in half: one half will be Team Bees, the other will be Team Worms. Based on what team students are on, they will be arguing which of the two insects are more important for the Earth. They will need to research in partners to form a well-rounded debate on why their insect is more important to the survival of the planet.

Debates have different formats but most follow the same general rules. These are a few items that you may want to take a few classes to go over, whilst students also research their debates.

The preparation for the debate will last about three classes (60 minutes each, starting with one of the below activities before students are able to research on their own.

### Day 1: Strong vs. Weak Reasons

#### Basic Terms

- **Debate:** a game in which two opposing teams make speeches to support their arguments and disagree with those of the other team
- **Resolution:** the opinion about which two teams argue
- **Affirmative team:** agrees with the resolution
- **Negative team:** disagrees with the resolution
- **Rebuttal:** explains why one team disagrees with the other team
- **Judges:** decide the winner

#### Strong Reasons vs. Weak Reasons:

A strong reason has the following qualities:

- it logically supports the opinion
- it is specific and states the idea clearly
- it is convincing to most people
- For example:
  - Dogs are better than cats because:
    - They just are
    - Dogs are soft and like to cuddle
    - Dogs are extremely loyal and are known for helping humans achieve exercise and companionship



- The bottom example is the best reason as it gives strong support for the original argument and contains reasoning that the majority of people would agree with.

Think of three strong reasons for the debate: Students should be allowed to use cellphones in school. (Remember, you don't necessarily need to agree with the subject to find strong arguments.) Share your reasons with a partner, then the class.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

## Day 2: Giving Support for Your Reasons

Support consists of evidence. Four types of support are:

- **Example:** from your own experience or what you have heard or read
- **Common Sense:** things that most people know
- **Expert Opinion:** research of expert's opinions
- **Statistics:** research on numbers

Using your computer, find one of each type of support for the debate:

**Why should we recycle more?**

**Example:**

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**Common Sense:**

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**Expert Opinion:**

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**Statistics:**

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### Day 3 - Rebuttals

Rebuttals occur after the first set of arguments, where team members can disagree with the other team's statements. An example of constructing a rebuttal:

- **STEP 1: "They say ..."**
  - Take notes about what the other team specifically said and refer to that in your rebuttal
  - Example: "The other team said that dogs are more cuddly than cats"
- **STEP 2: "But I disagree..." Or "That may be true, but..."**
  - Follow up by contradicting their point and using evidence to support your claim
  - Example: "I disagree with that statement..."
- **STEP 3: "Because ..."**
  - Use evidence to support your new claim
  - Example: "As many people own very cuddly cats and it is unfair and incorrect to say that all dogs are more affectionate. It truly depends on the dog/cat as many people have dogs that are not cuddly, at all."



- **STEP 4: "Therefore..."**
  - Conclude your rebuttal by refocusing on your side of the debate and convincing your audience that your claim is correct.
  - Example: "Therefore, cats can be as affectionate and loving as dogs."

**Write a rebuttal for each of the following:**

"Students need homework in order to further apply what they have learned in school. This allows students to have a better understanding of what they are learning in class."

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"It should be mandatory that each household has a pet because it allows families to create a bond with and respect animals."

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"There should be a fast-food restaurant in every school because it helps families that are unable to prepare lunches for their children every day."

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"Everyone should get the day off on their birthday because they deserve to celebrate for the full day."

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 **TEAM BEES** 

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 **Introduce Topic**

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 **Argument One**

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 **Argument Two**

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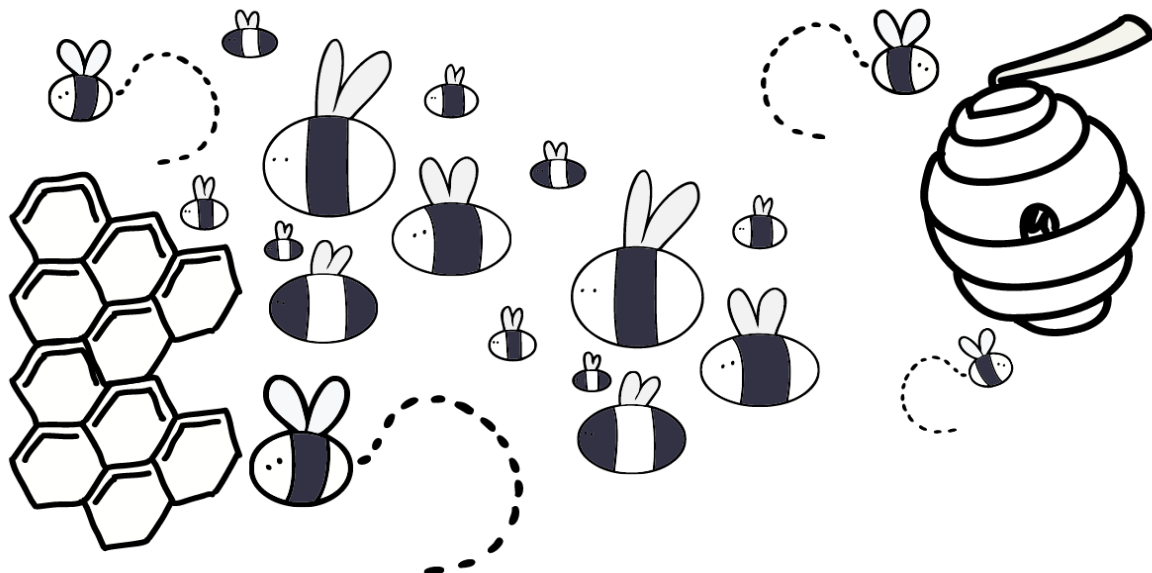
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## TEAM BEES - REBUTTAL

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 Other Teams Argument One: \_\_\_\_\_

 Other Teams Argument Two: \_\_\_\_\_

Notes:

 Rebuttal One

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 Rebuttal Two

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# TEAM WORMS



## Introduce Topic

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## Argument One

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## Argument Two

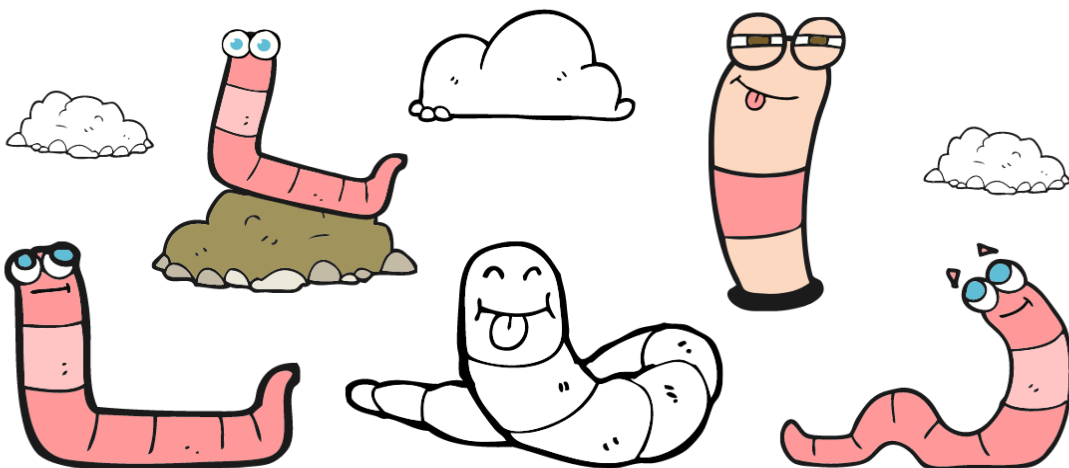
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## TEAM WORMS - REBUTTAL



Other Teams Argument One: \_\_\_\_\_

Other Teams Argument Two: \_\_\_\_\_

Notes:



Rebuttal One

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Rebuttal Two

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## FORMAT FOR WORMS VS. BEES DEBATE

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### Teacher Instructions

Seating Arrangement: students facing each other. Two or three students per team.

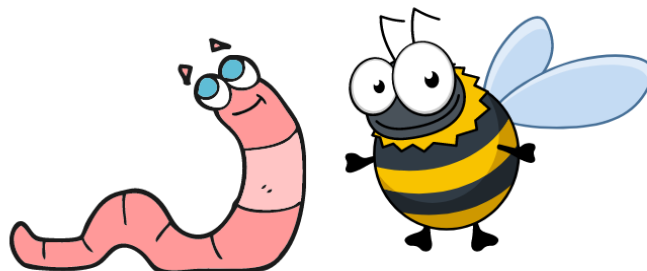
#### Debate: Bees are better than worms

Affirmative team: Bees

Negative team: Worms

#### Sections:

1. **Speech 1:** The first affirmative speaker introduces the topic and states the affirmative team's first arguments.
2. **Speech 2:** The first negative speaker states their first arguments.
3. **Speech 3:** The second affirmative speaker states their second arguments.
4. **Speech 4:** The second negative speaker states their second arguments.
5. Give a **5-10 minute break** for each team to prepare their rebuttal speech.
6. **Speech 5:** The negative team states two rebuttals for the affirmative team's two arguments and summarizes their own initial arguments.
7. **Speech 6:** The affirmative team states two rebuttals for the negative team's two arguments and summarizes their own initial reasons.





GOAL 15: LIFE ON LAND

