



# **The Great Debate**

**Läroarhandledning**

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# About the series

*The Great Debate* is a television series that comprises four episodes for upper-secondary school, i.e. Swedish “gymnasiet”. The series features six Swedish upper-secondary students who, throughout the four episodes, learn basic rhetorical skills and who are coached in two teams: “team blue” and “team red”. Each team is aided by an American rhetoric expert. We get to follow each team’s preparations for various debates that are held in front of a live audience and a jury of experts. The jury provides feedback and appoints a winner.

Each episode considers various debating techniques and offers general recommendations for becoming better at arguing, speaking and performing. The subjects for debate are issues that concern ethical, social and ideological (“allmänmänskliga”) themes .

Each episode is 25 minutes long and the following headings are discussed:

- 1. Rhetoric 101** – *Should we abolish animal testing for medical research?*
- 2. Confidence, presence and poise** – *Should we legalise marijuana?*
- 3. Focus on the core** – *Should we abolish the monarchy in Sweden?*
- 4. Ace your case** – *Should the number of flights be limited by a quota?*

## Aim and purpose

*The Great Debate* highlights the importance of being able to speak in front of an audience and the ability to argue your point. The episodes have two focal points: one deals with practice, and here we get to follow the two teams’ preparations; the second is the final debate, after which students receive feedback from the jury and from their coaches. All episodes end with some concluding advice from the coaches.

The series is aimed primarily for upper-secondary level English, but its contents may work well for teaching Rhetoric and Swedish too. The topics for debate also lend themselves well for other school subjects such as Social Sciences and Biology. Each episode includes a short introductory informative section through which each topic is examined from various perspectives.

# Links to the syllabus

The series and the exercises in the teacher's guide link to the following contents in syllabi for *English* (courses En5, 6 and 7).

<b>En5</b>	<b>En6</b>	<b>En7</b>
<p>Subject areas related to students' education, and societal and working life; current issues; events and processes; thoughts, opinions, ideas, experiences and feelings; relationships and ethical issues.</p> <p>Spoken language, also with different social and dialect features, and texts that instruct, relate, summarise, explain, discuss, report and argue, also via film and other media.</p> <p>Coherent spoken language and conversations of different kinds, such as interviews.</p> <p>Strategies for listening and reading in different ways and for different purposes.</p> <p>How words and phrases in oral and written communications create structure and context by clarifying introduction, causal connection, time aspects, and conclusions.</p> <p>Oral and written production and interaction of various kinds, also in more formal settings, where students instruct, narrate, summarise, explain, comment, assess, give reasons for their opinions, discuss and argue.</p> <p>Strategies for contributing to and actively participating in discussions related to societal and working life.</p> <p>Processing of their own and others' oral and written communications in order to vary, clarify and specify, as well as to create structure and adapt these to their purpose and situation. This covers the use of words and phrases that clarify causal connections and time aspects.</p>	<p>Concrete and abstract subject areas related to students' education and societal and working life; current issues; thoughts, opinions, ideas, experiences and feelings; ethical and existential issues.</p> <p>Spoken language, also with different social and dialect features, and texts, including complex and formal texts, which relate, discuss, argue, report and provide descriptions, also via film and other media.</p> <p>Coherent spoken language and conversations of different kinds, such as debates, lectures and interviews</p> <p>Strategies for source-critical approaches when listening to and reading communications from different sources and in different media.</p> <p>Strategies to search for relevant information in larger amounts of text or longer sequences of spoken language and to understand perspectives and implied meaning.</p> <p>How structure and context are built up and how attitudes, perspectives and style are expressed in spoken and written language in various genres.</p> <p>How language, picture and sound are used to express influence in such areas as political debate and advertising.</p> <p>Oral and written production and interaction in different situations and for different purposes where students argue, report, apply, reason, summarise, comment on, assess and give reasons for their views.</p> <p>Strategies for contributing to and actively participating in argumentation, debates and discussions related to societal and working life.</p> <p>Different ways of commenting on and taking notes when listening to and reading communications from different sources.</p> <p>Processing of language and structure in their own and others' oral and written communications, and also in formal contexts. Adaptation to genre, situation and purpose.</p>	<p>Societal issues, cultural, historical, political and social conditions, and also ethical and existential issues in different contexts and parts of the world where English is used.</p> <p>Spoken language, also with different social and dialect features, and texts, including complex and formal texts which relate, discuss, argue, report, describe and investigate, also via film and other media.</p> <p>Coherent spoken language and conversations of different kinds, such as debates, in-depth reports and lectures.</p> <p>Strategies to take in and structure information in larger amounts of text or longer sequences of spoken language.</p> <p>Strategies for drawing conclusions about the spoken language and texts in terms of attitudes, perspectives, purposes and values, and to understand implied meaning.</p> <p>How oral and written communications in different genres are built up. How stylistics and rhetorical devices are used for different purposes and how language is used as an instrument to exercise power.</p> <p>Oral and written production and interaction in different situations and for different purposes where students argue from different perspectives, apply, reason, assess, investigate, negotiate and give reasons for their views.</p> <p>Oral and written communications in a chosen specialisation area.</p> <p>Strategies for using different types of sources, with source-critical awareness and established ways of citing sources within the chosen specialisation area and in other areas.</p> <p>Use of basic stylistic and rhetorical concepts.</p> <p>Processing of language and structure in their own and others' communications, in formal and complex contexts, and to create adaptation to genre, style and purpose.</p>

# About the teacher's guide

The teacher's guide includes exercises which link closely with episodes. Each episode connects to a specific part of the teacher's guide. These are designed as worksheets for students (copyable resources).

**The exercises are related to the contents of each episode and include the following:**

- a description of the contents of the episode
- essential concepts
- questions for discussion – before and after viewing
- vocabulary list with general words
- exercise connected to debating techniques

The questions for each episode may be used to activate students' prior knowledge if used before viewing. In turn, the questions for discussion after viewing may provide opportunities for follow-up discussions of the contents of each episode. Moreover, each specific part includes vocabulary lists through which students can expand their vocabulary.

Further copyable material can be found last in the teacher's guide:

1. A list of suggestions for "Do as they do" exercises
2. A list of suggestions for "More topics for debate"
3. A list of "connectors" and accompanying exercises
4. A key for vocabulary lists and for the "connector" exercise

## The significance of concepts

The specific vocabulary of the series, which is related to rhetoric, is important for students' understanding of the episodes and for their development of oral proficiency and argumentative skills. Therefore, students' understanding of words and concepts should be activated prior to viewing and should also be followed up subsequent to viewing. Encourage students to place words into a specific context. When words and concepts are seen and can be understood in context, their meaning becomes clearer.

The list that summarises each episode's so-called connectors (linking words and connectives) can be found last in the teacher's guide as copyable material. Linking words and connectives are important, not least in scholarly language. Additionally, they add precision to argumentation.

## Before viewing:

- Activate students' prior knowledge concerning the topic for debate.
- Pay attention to words and concepts in order to prepare for the episode. Go through the vocabulary lists. Which words and concepts are unfamiliar?
- Practise listening comprehension by asking students to listen actively for sentences and contexts in which words are being used in the episode. Listen for pronunciation.
- Find synonyms and explanations for words in order to further extend vocabulary.

- Encourage students to look at the questions for discussion in advance. Ask them to keep these questions in mind while viewing, for example, by taking notes.

## After viewing:

- Repeat the words. In which sentences and contexts were they used?
- Discuss the questions.
- Practise debating techniques and oral proficiency by way of the worksheets and copyable material.
- Discuss the various arguments in the episodes and try to improve them.
- Assess the arguments. Which arguments were stronger and why?
- Study how the students in the episodes use concepts such as ethos, logos and pathos.
- Discuss which team that, according to you, won the debate in each episode respectively.

## Working in depth:

- Let students find out more about each topic for debate. What information and what arguments were not brought up?
- Organise your own debates, using the same topics or other ones. Let one group of students act jury or appoint some students at a time to provide feedback.
- Introduce “this week’s topic” by paying attention to topical debates in public media.
- Work with argumentative texts. Write letters to the editor and articles. Send them to the local newspapers or publish them on the school website. Invite the general public to evening debates at school or alternatively film yourselves.
- Listen to famous speeches and analyse them. Imitate them.
- Try out different clothes and experiment with body language. Study how these factors may aid or damage someone’s ethos.
- Practise saying things with passion and conviction by way of body language, facial expressions, voice stress and intonation.

*Upphovsrätten till innehållet i den här lärarhandledningen tillkommer UR, om inte något annat särskilt anges. Lärarhandledningen får fritt kopieras, distribueras digitalt och visas i undervisningssammanhang. När lärarhandledningen eller delar av innehållet används på olika sätt ska den ideella upphovsrätten iakttas.*

*Det här betyder att du som lärare i din undervisning bland annat får kopiera upp så många kopior du behöver av hela eller delar av lärarhandledningen och dela ut till elever, tillhandahålla den digitalt till eleverna i en elevportal eller liknande, eller visa i en Powerpointpresentation. Viktigt att tänka på när du använder lärarhandledningen, på olika sätt, är att det alltid ska gå att se vem eller vilka som har upphovsrätten. Om lärarhandledningen kopieras upp i sin helhet så framgår det redan, men om det är så att du väljer att bara använda någon del behöver du skriva i anslutning till det du använder vem eller vilka det är (UR och/eller annat namn, som framgår i lärarhandledningen).*

# **EPISODE 1:**

## **Rhetoric 101 - *Should We Abolish Animal Testing?***

### **About the programme**

We get a presentation of the series and meet the six students who will participate in two teams respectively: “team red” and “team blue”. We also meet their coaches. The programme explains ethos, logos and pathos, the SEAL method and we learn why body language and eye contact is so important when giving a speech.

### **Rhetorical terminology used in the programme**

*ethos, logos, pathos*

SEAL: *Statement – Example – Argument – Link*

### **Discuss before watching**

In your opinion, what are the characteristics of a good speaker? How can you become better at convincing someone of your argument? Is animal testing justified?

### **Discussion after the programme**

1. How do the speakers cope with their nervousness? Does it make a difference to you as an audience that one of the speakers stops and does a retake a few times? Does it affect his credibility as a speaker? What tips are given to handle nervousness when speaking to an audience? What strategies do you have for coping with nervousness?
2. Why is it so important to keep eye contact and to have good posture?
3. How can you look like a winner yourself by turning the opponent’s arguments against them?
4. Try building an introduction to a thesis statement with the help of the SEAL method. Why is this such a successful method? What different ways of introducing their speeches do the participants use? Which is the best introduction?
5. In your opinion, who won the debate? Explain your answer.
6. What did you learn?

# Develop your vocabulary

conviction	resemble	necessity	bereaved
confidence	compelling	invasive	ludicrous
poise	opposing	apply to	convey
animal cruelty	tap into	beneficial	disregarding
abolish	digital advance	pounding heart	to the extent that
species	bolster	trembling hands	
toxicity	validate	trustworthy	

## Suggestions on how to work with the vocabulary

- Put the words into context. Try listening to the exact sentences where the vocabulary is used and write it down.
- Can you think of synonyms or explanations for the words?
- Listen to what the different speakers sound like. Can you detect an accent?
- How can you become better at speaking? What do native speakers actually do in order to sound English-speaking?

## Do as they do – “the always disagree challenge”

Make silly statements that are impossible to agree with. In the episode, we hear statements such as: “Pancakes should be eaten with ketchup and mustard”.

Disagree! And state it with passion.

### What have you learned?

What are you good at already and what are your areas for development in order to become a better speaker and debater? How should you practise?

Take inspiration from the rhetoric coaches or ask a friend for feedback.

# EPISODE 2:

## Confidence, presence and poise - *Should We Legalise Marijuana?*

### About the programme

In this episode, we learn more about rebuttals, in other words, how to respond and counter argue. We also get tips on how to practise poise and composure and in what way your appearance affects your ethos.

### Rhetorical terminology used in the programme

*ethos*  
*rebuttal*

### Discuss before watching

In what way might your appearance affect your credibility? What pros and cons are there with legalising marijuana? Compare different countries' laws and general attitudes regarding this issue. What do you know about attitudes towards marijuana among young people in Sweden?

### Discussion after the programme

1. In what way are rebuttals important? How do the speakers handle them? How does Erik handle them, for example?
2. How can your appearance help build credibility? What other factors are mentioned? Add to the discussion you had before viewing the episode.
3. What did Michelle Obama mean by her statement: “when they go low, we go high”? Watch the full speech and find out more.
4. Compare how the two teams handle their scripts. Who has the best eye contact and how and why is that important?
5. Discuss where you might find “reliable sources”. Do you always have to state your exact source or could there be situations when something more general would be sufficient?
6. Elinor gets special credit for saying: “profits, protects and pushes”. What is this rhetorical device called and why is it effective?
7. In your opinion, who won the debate?
8. What did you learn?



# Develop your vocabulary

benefits	exclude
addiction	refer to
provide	convey an air of seriousness
in moderation	courteous
significantly	posture
despite	decrease
justify	revenue

## Suggestions on how to work with the vocabulary

- Put the words into context. Try listening to the exact sentences where the vocabulary is used and write it down.
- Can you think of synonyms or explanations for the words?
- In what way do many of these formal words “convey an air of seriousness”?
- How grammatically correct are the speakers? See if you can hear them self-correct.

## Do as they do – “the banana method”

Practise tackling arguments and reversing the opponent’s arguments to your advantage. Twist and turn arguments that you come up with yourselves or that you heard in episode 2, where they are considered based on the following:

“You say that you like bananas. I have read that...”

### What have you learned?

What are you good at already and what are your areas for development in order to become a better speaker and debater? How should you practise?

Take inspiration from the rhetoric coaches or ask a friend for feedback.

# EPISODE 3:

## Focus on the core - *Should We Abolish the Monarchy in Sweden?*

### About the programme

In this episode, points of information are introduced as a way of making the opposing team clarify and explain their arguments. We learn how to respond to these in an effective way and we compare two very different speakers, Donald Trump and Barack Obama. The two teams continue to work on improving their arguments and performances.

### Rhetorical terminology used in the programme

*Points of information (POI)*

*Interjections*

### Discuss before watching

How can you interrupt a speaker in a polite way in order to ask questions and how can you as a speaker prepare yourself for these interruptions? Is “keep it simple” something to strive for in speeches, or is it better to work on your rhetoric by, for example, using elaborate metaphors, formal language and complex examples? What is your opinion on the Swedish monarchy?

### Discussion after the programme

1. How well do the speakers respond to the points of information, do you think? Can you think of better ways? Take an extra look at Jacob.
2. What do you think of “theatrical” performances? For example, does Jacob come across as less trustworthy or is his approach, in fact, rather effective?
3. In what ways can you see Donald Trump as the better speaker than Barack Obama? Do you agree with what the coach says?
4. Do you think that the exercise with the balance board helped the speakers think on their feet? Try it yourself. Can you think of other ways to prepare for sudden questions?
5. Why was Elinor’s phrase “wild assumptions” a strong and effective one? How would you have responded to that?
6. In your opinion, who won the debate?
7. What did you learn?

# Develop your vocabulary

think on your feet  
elected leader  
perceive  
fundamental  
hierarchy  
granted  
impact

lavish  
vital  
relate to  
doing harm  
assumptions  
superiority  
deprived of

prosper  
swiftly  
in favour of  
anticipate

## Suggestions on how to work with the vocabulary

- Put the words into context. Try listening to the exact sentences where the vocabulary is used and write it down.
- Can you think of synonyms or explanations for the words?
- Some of the words used in this programme are especially well suited in discussions regarding the monarchy. Which ones?

## Do as they do – “think on your feet”

Practise thinking on your feet and not losing focus. Stand on one leg and reply with authority and credibility to a peer’s made-up questions. Questions like “Give me three American girl names” were posed in the episode.

### What have you learned?

What are you good at already and what are your areas for development in order to become a better speaker and debater? How should you practise?

Take inspiration from the rhetoric coaches or ask a friend for feedback.

# EPISODE 4:

## Ace your case - *Should the Number of Flights be Limited by a Quota?*

### About the programme

In this episode, we learn why figures of speech help deliver messages more clearly and also make speeches memorable. Students practise articulation and pausing for better emphasis of what they want to convey.

### Rhetorical terminology used in the programme

*Figures of speech/rhetorical devices:*

- *Anaphora*
- *Metaphors*
- *Allegory*

### Discuss before watching

Recall a memorable speech that you have listened to. What was it that made it stay in your memory? Why is the pace in which you speak so important to listeners and how can you stress very important words in your speech so that they stand out? Do you believe that travelling by aeroplane should be limited by a quota or should quotas apply to other means of transport as well, for instance cars?

### Discussion after the programme

1. Why are the rule of threes and anaphora particularly memorable in a speech, do you think? What other figures of speech were brought up in the episode? List some examples.
2. Why is the emphasis of words so important?
3. Why is Amanda more nervous than usual in this speech? How can you master your feelings when delivering a personal speech? Did she manage well, do you think?
4. Are the speakers right in declining points of information?
5. How do you think the speakers develop throughout the four episodes? Did any of them grow as speakers? Explain your answer.
6. In your opinion, who won the debate?
7. What did you learn?

# Develop your vocabulary

measures	a vast amount of	apply to
emissions	significantly	emphasis
aviation	subsidize	diminish
incentive	acknowledge	urgent
promote	liberty	monumental
domestic	decrease	
limitation	unsustainable	

## Suggestions on how to work with the vocabulary

- Put the words into context. Try listening to the exact sentences where the vocabulary is used and write it down.
- Can you think of synonyms or explanations for the words?
- Some of the words used in this programme are especially well suited for discussions that regard the environment. Which ones?
- Most of the vocabulary is formal, but can you detect more informal words or expressions, too? What happens when you mix formal and informal language?

## Do as they do – “the potato challenge”

Practise articulation, with or without a potato in your mouth. Let one of your peers provide you with words that you consciously stress with regard to words and syllables. Articulating linking words was practised in the episode.

## What have you learned?

What are you good at already and what are your areas for development in order to become a better speaker and debater? How should you practise?

Take inspiration from the rhetoric coaches or ask a friend for feedback.

# Do as they do...

1. Consider appearance. The rhetoric experts highlight the importance of looking and sounding credible in a debate. What look is required in order to give a credible impression?
2. Practise wording and presenting arguments that are contradictory to your own beliefs.
3. Practise staying poised in the face of a challenge. Move your shoulders up and down as you exhale. Practise relaxing your body when you become nervous. Are there other useful strategies for becoming less nervous than the ones suggested in the series?
4. Practise various rhetorical techniques, such as anaphora, epiphors and metaphors, analogies, rule of three, allegories, rhetorical questions and so on.
5. Give a short speech with a “power pose” like Superman. How does it feel? Give a short speech where you keep your hands in your pockets. How does it feel?
6. Read a text unenthusiastically. Speak quietly, monotonously and without placing stress on words. Read the same text again but at an appropriate speed, pausing at the right places and keeping good eye contact with your audience. You might want to film each other and retell what you see.
7. Google a few famous speeches and pick out some figures of speech. Practise delivering them in front of each other. Give each other feedback. Make sure that you pause and articulate properly.
8. Alternate between keeping a poker face while saying silly things and smiling while saying more serious things. Let a friend film you or give feedback on how the message came across. How did you feel?
9. Try the “set them up and knock them down” technique. Evaluate both what it feels like to set up and to be knocked down.
10. Experience what it feels like when you dress appropriately or inappropriately and try to keep a serious debate. Why is grey, black or navy blue considered trustworthy colours, do you think?

# More topics for debate

Develop your speech skills by researching the following topics and arranging a class debate. You could work alone, in pairs or in bigger teams like in the series. Why not invite a live audience or film yourselves and let other classes or perhaps your parents watch. Note that all of the suggested theses could be rephrased any way you prefer.

- Meat free Mondays in schools
- The climate crisis is a hoax
- You should read fiction 30 minutes in school every day
- Living in the country/city is the best
- Let old people have pets in old people's homes
- An apple a day keeps the doctor away
- Implement 30 minutes exercise in schools every day
- Give school counsellors more resources
- Starting school later in the day will result in better grades
- There should be a tax on sugar
- Limit private driving by a quota
- Violent games do not make people more violent
- Ban homework
- Swedish children are spoiled and ill-mannered
- Public transport should be free for everyone
- Sweden has too many school holidays
- Cinema tickets should be subsidised by the government
- School uniforms should be mandatory
- Allow 16-year-olds to vote in Sweden
- Women are better drivers than men
- Ban animal testing

# Connectors used in The Great Debate

Connectors are linking words that help clarify, point out, exemplify and structure your ideas. They are especially important in formal language and debate. What are their Swedish equivalents? Can you think of others? Note how they are used in the series.

## Practise the connectors

firstly, secondly, thirdly  
furthermore  
finally  
however

to conclude  
on the one hand...on the other  
moreover  
meanwhile

in contrast  
in brief  
in addition to

### Fill in the gaps below by using the connectors in the box.

Note that there are more connectors than sentences and some connectors fit in more than one gap.

- \_\_\_\_\_, we believe that marijuana is harmful, \_\_\_\_\_, it takes away parents from their children and \_\_\_\_\_, it opens the gate to heavier drugs.
- It is not healthy, it is not right \_\_\_\_\_, it should be against the law.
- The house is too small for a family of four, and \_\_\_\_\_, it is situated in a bad location.
- They'll be here soon. \_\_\_\_\_, let's have coffee.
- I won't accept their offer, \_\_\_\_\_ favourable the conditions.
- \_\_\_\_\_, this job isn't well paid but \_\_\_\_\_, I don't have to work long hours.
- \_\_\_\_\_ giving a general introduction to computers, the course also provides practical experience.
- \_\_\_\_\_, I would like to repeat my statement: we must allow animal testing for the sake of developing cures for human diseases. Thank you.
- \_\_\_\_\_ your belief that we will fail, I am confident that we will succeed.
- The rent is reasonable and, \_\_\_\_\_, the location is perfect.
- He is, \_\_\_\_\_, the embodiment of evil.



## COPYABLE MATERIAL 4

### KEY Episode 1, Develop your vocabulary

övertygelse	likna	nödvändighet	berövad
självförtroende	övertygande	inkräktande	löjeväckande
hållning, lugn	motsatt	tillämpa på	förmedla
grymhet mot djur	utnyttja	användbart	bortsett från
avskaffa	digital utveckling	bankande hjärta	till den grad att
art	förstärka	darrande händer	
giftighet	bekräfta	pålitlig	

### KEY Episode 2, Develop your vocabulary

fördelar	ta bort
missbruk, beroende	hänvisa till
tillhandahålla	förmedla en ton av allvar
med måtta	artig
betydligt	hållning
trots	minska
berättiga	inkomster

### KEY Episode 3, Develop your vocabulary

vara kvicktänkt	slösaktig	frodas
folkvald	nödvändig	snabbt
uppfatta	relatera till	vara för något
grundläggande	göra skada	förvänta sig
hierarki	gissningar	
beviljad	överlägsenhet	
påverkan	berövas	

## KEY Episode 4, Develop your vocabulary

åtgärder	en stor del	gälla
utsläpp	betydande	betoning
flygande	subventionera	försvaga
sporre, incitament	erkänna	brådskande
gynna	frihet	enorm
inrikes	minska	
begränsning	ohållbar	

## KEY Practise the connectors, translation

för det första, andra, tredje vidare	vad mer är
slutligen	samtidigt, emellertid
men, dock	tvärtemot, i motsats till
sammanfattningsvis	kort och gott
å ena/andra sidan	dessutom

## KEY Fill in the gaps

1. Firstly...secondly...thirdly
2. To conclude
3. Furthermore/moreover
4. Meanwhile
5. However
6. On the one hand...on the other
7. In addition to
8. To conclude/finally
9. In contrast to
10. Moreover/furthermore
11. In brief