**Africa Country Debate**

Now that you mapped out the continent of Africa you will be tasked with the following… you must choose a country in Africa and successfully argue/debate that the country of your choice is the “*better”* country. The classroom debates are exercises designed to allow you to strengthen your skills in the areas of leadership, interpersonal influence, teambuilding, problem solving, and oral presentation. Your task is to convince the “crowd” that your country is better than the country of your adversary. Your grade will be determined by using the rubric on the back side of this sheet. The winner will be determined by a classroom poll.

Nobody can have the same country!!! We will have a random draw if there are too many who want the same country.

You can/may/will need to incorporate the following ideas: history, geography, government, economics, culture, etc. into your argument. You will choose who you will be debating against. If they are absent on the day of the debate you must have a clear argument and rebuttal even if they are not there to debate (this means you should plan ahead for what they may try to argue against you).

<https://www.cia.gov/library/publications/the-world-factbook/>

**Debate Format (modified)**

Individual **A** Present Position (5 mins.)
Individual **B** Present Position (5 mins.)

Individual **A** Rebuttal (3 mins.)
Individual **B** Rebuttal (3 mins.)

Individual **A** Conclusion (2 mins.)
Individual **B** Conclusion (2 mins.)

Audience Questions (~)

**Having trouble with organizing, preparing, and formulating your debate??? Here are some links to formal and informal help.**

<http://www.accuconference.com/blog/How-to-Debate-Effectively-and-Rationally.aspx>

<http://www.debatingmatters.com/getinvolved/toptips/>

<http://secularethics.wordpress.com/2012/05/23/how-to-debate-effectively/>

<http://patriotaction.net/forum/topics/how-to-debate-effectively>

Debate Rubric

|  |  |  |
| --- | --- | --- |
|    |  | **Levels of Performance** |
| **Criteria** | 1 | 2 | 3 | 4 | 5 |
| **1. Organization and Clarity**: viewpoints and responses are outlined both clearly and orderly. | No clear organization | Unclear in most parts | Clear in some parts but not over all | Most clear and orderly in all parts | Completely clear and orderly presentation |
| **2. Use of Arguments:** reasons are given to support viewpoint. | No clear argument, reason, or support | Few or no relevant reasons given | Some relevant reasons given | Most reasons given: most relevant | Most relevant reasons given in support |
| **3. Use of Examples and Facts:** examples and facts are given to support reasons. | No examples or facts used to support | Few or no relevant supporting examples/facts | Some relevant examples/facts given | Many examples/facts given: most relevant | Many relevant supporting examples and facts given |
| **4. Use of Rebuttal:** arguments made by the other individual are responded to and dealt with effectively. | No counter-argument made | No effective counter-arguments made | Few effective counter-argumentsmade | Some effective counter-arguments made | Many effective counter-arguments made |
| **5. Presentation Style:** tone of voice, use of gestures, and level of enthusiasm are convincing to audience. | No style features used | Few style features were used; not convincingly | Few style features were used convincingly | All style features were used, most convincingly | All style features were used convincingly |

Total Points \_\_\_\_\_/25

Focus/Responsibility \_\_\_\_\_/5