



Debate Format

Opening Statement:

Run-off of sediment, nutrients and contaminants from the land can lower freshwater, estuarine and coastal water quality and ecosystem health. There are many sources of run-off in the Gladstone area including urban agriculture and industry. We are here today to discuss and debate which source has the greatest impact.

1st Group: _____

Order of students presenting (3-5 minutes per student):

Question time for group 1 to answer (5 minutes)

2nd Group: _____

Order of students presenting (3-5 minutes per student):

Question time for group 2 to answer (5 minutes)

3rd Group: _____

Order of students presenting (3-5 minutes per student):

Question time for group 3 to answer (5 minutes)

Open Question and Answer time to debate and rebut arguments raised by all sides (10 minutes).

Decision from Teacher/Judges on winning team using Resource 4: Debate Marking Sheet.



Debate Instructions

Run-off has a great impact on the health of the Gladstone Harbour. There are many sources of run-off including urban, agricultural and industrial run-off. Conduct a class debate to discuss which source has the greatest impact on health of the Gladstone Harbour.

Preparation:

1. Obtain current information from reputable sources.
2. Plan your debate brief by completing the planning sheet.
3. Write a speech to be delivered in front of the class.
4. Present your speech effectively and convincingly.
5. Record notes/questions during opposing sides presentations to ask/discuss during question time.

Resources:

Gladstone Harbour Report Card

GHHP Technical Report



Debate Marking Sheet

Student Name: _____ Group/Position: _____

| Debate Element | Score (1-10) | Comment |
|--|--------------|---------|
| Appearance and seriousness of student/team | | |
| Student addresses the audience in a clear and audible manner | | |
| Team has good impact and engagement with audience. | | |
| Three main arguments are well organised, comprehensive, structured and clearly outlined throughout speech | | |
| Three supporting statements with supporting evidence are clear and logical to support the first argument | | |
| Three supporting statements with supporting evidence are clear and logical to support the second argument | | |
| Three supporting statements with supporting evidence are clear and logical to support the third argument | | |
| Team members participated equally in asking questions during individual team question time and open question time | | |
| Team members participated equally in answering questions during individual team question time and open question time | | |
| Respect was shown throughout the debate from the opposing teams (ie. no name calling, interrupting, arguing, etc.) | | |

Overall Comment:

_____ Overall Score: /100