

“Help Africans Help Africa”

African Renaissance Ambassador Debates

(The National School event of the year)

Handbook



PO Box 61, Princeton, NJ08542, USA, www.africanrenaissanceambassador.com

Tel: (+1) 609-925-9050, Fax: (+1) 609-925-9050, Email: ara@aracorporation.org

PO Box 61, Princeton, NJ08542, USA, www.africanrenaissanceambassador.com

Tel: (+1) 609-925-9050, Fax: (+1) 609-925-9050, Email: ara@aracorporation.org

Foreword



Dear Debate Participant,

Thank you for taking the time to read the African Renaissance Ambassador (ARA) Debate Handbook.

We are truly excited about the ARA Annual Debates début this year 2007 with the topic “*Bush-falling is not the Africa Dream*”.

Our desire is to challenge participants, be they competitors or observers, to think beyond the everyday ‘hear-say’ about travel abroad. Indeed, in the light of the massive and elevated *Bush-falling* phenomenon in Africa today, the pivotal question is “Is *Bush-falling* the African Dream? Is it good for Africa or Africans?” There are surely advantages and disadvantages – two sides to this coin. There is, thus, a need for Africans, especially young people, to be better informed about these pros and cons. *Bush-falling* has consequential impact on the future of Cameroon, Africa and beyond. Through information and debate, Africans will be better equipped to actively own and manage issues of African migration, palliate the negative effects or turn migration into a positive tool for development. Furthermore, we would like to encourage critical thinking, promote peer education, and enhance oral communication skills while educating and even entertaining all participants.

In subsequent years ARA debates will continue to focus on issues of global and societal relevance. Our team is committed to making the ARA Debate experience a memorable one each year. You are encouraged to make the most of this handbook as well as the ARA Resource Manual to meet your needs in the debate process.

We look forward to applauding your efforts every step of the way and hope that you will enjoy this experience. Please do not hesitate to provide us with feedback as well as updates on your Debate experience. You may do so by e-mailing us at ara@aracorporation.org subject: ‘Debates’ or by visiting us online and posting comments on our website www.africanrenaissanceambassador.com.

Welcome aboard!

A handwritten signature in cursive script that reads "Lydia Asana Ngwa". The signature is written in dark ink on a light-colored background.

Lydia Asana Ngwa
Co-Founder,
African Renaissance Ambassador Corporation

PO Box 61, Princeton, NJ08542, USA, www.africanrenaissanceambassador.com

Tel: (+1) 609-925-9050, Fax: (+1) 609-925-9050, Email: ara@aracorporation.org

Contents

<i>Introduction</i>	<u>5</u>
<i>Why do people debate?</i>	<u>6</u>
<i>Choosing a debate format</i>	<u>7</u>
<i>Preparation for debate</i>	<u>8</u>
<i>Presenting your arguments</i>	<u>12</u>
<i>Advertising Your Public Debate</i>	<u>13</u>
<i>During the debate</i>	<u>14</u>
<i>Evaluating the debate</i>	<u>14</u>

PO Box 61, Princeton, NJ08542, USA, www.africanrenaissanceambassador.com

Tel: (+1) 609-925-9050, Fax: (+1) 609-925-9050, Email: ara@aracorporation.org

Introduction

Debate is a formal method of presenting arguments in support and against a given issue (expressed in a form of a debate topic) in which debaters present reasons and evidence to persuade an audience or a group of judges. Debate is governed by some explicit rules and debaters must adhere to these rules throughout the debate.

Debate is all around us and is essential to a functioning democracy. *Deliberative bodies*, like parliaments and legislative assemblies, engage in debates. Candidate debates are common ways for the different candidates to explain their views and let people learn more about them. Outcomes of such debates are often decided by vote – either by elected officials or by citizens’ vote. **High schools** around the world have competitive debates or a contest between two teams during which one team supports a position on a topic, while the other team opposes the position. Debates have a few common terms, and they are good to know:

A **resolution** is a simple statement that is subjected to critical analysis. The resolution for the 2007 ARA Debates is, “*Bush-falling is not the African Dream*”.

The **affirmative team** is the team supporting the resolution (or the “pro” side) and they speak first. The **negative team** opposes the arguments offered by the affirming team and offers arguments against adopting the resolution. Apart from presenting their arguments in favor of or against the resolution, each team is expected to respond directly to the arguments offered by their opponents.

The **judge** (or judges) is a neutral third party that listens carefully to the arguments presented by both sides and decides which side is most persuasive. In this debate, your audience at your school will serve as judges. (At a later stage when it is broadcasted on TV, the public can also call-in to vote.) The important thing about a formal debate is that you do your best to argue your side of the debate, rather than relying on your personal opinions.

Sometimes that means you will be arguing something that is against your personal views. Many people find that they argue more effectively when taking a side they don’t agree with because it forces them to look more closely for supporting evidence.

This handbook is designed to help students and teachers in preparing for and participating in *The African Renaissance Ambassador Debates 2007*. The debate format you will use is called *public debate* format. Public debates are open events that involve not only debaters and judges, but also members of the public. For the School internal debate, the public will be your fellow students. At the National level Inter-school debates it will be judges and the community. While public debates can be competitive, the main goal of a public debate is to engage members of a public (like students in your school or people in your community) in discussion on an important



African Renaissance Ambassador

PO Box 61, Princeton, NJ08542, USA, www.africanrenaissanceambassador.com

Tel: (+1) 609-925-9050, Fax: (+1) 609-925-9050, Email: ara@aracorporation.org

issue. The purpose of debating in such a context is not so much competition between debaters but raising awareness and encouraging education and *advocacy*.

This handbook will present you with basic information on preparation for and organization of public debates. You will find some references on the ARA website to a more in-depth presentation of some aspects of debating, should you need additional information. We wish you a lot of success in organization of public debates—for your enjoyment as well as the enjoyment of your local community!

Why do people debate?

Debating is both educational and fun! Also, the skills learnt through debating are many. Here are just a few: *the confidence to speak in front of a room full of people; the ability to present an argument persuasively; the vision to understand that there are two sides to most arguments; the respect for others, to let them have their say; the sense of timing, to prioritize your material and speak in a given time period, the structure to order your thoughts, to introduce, develop and summarise your points; the general and specific knowledge of many current affairs topics, learnt through research and debate; the flexibility to react quickly to new ideas, and to remain unflustered in crises.*

All of these skills are crucial in professional careers. Participants in school and university debating competitions have intelligence, which allied with the skills learnt from debate gives them a great basis for success in later life. Many successful debaters include: **Benazir Bhutto** - (former Prime Minister of Pakistan, former President of Oxford Union), **Bill Clinton** - (former US President, former Lincoln-Douglas debater, **Robin Day**, **William Rees-Mogg** and **Brian Walden** - (broadcasters, all went on American Debate Tour), **Michael Foot** - (former Leader of the Labour Party, American Debate Tour 1934), **William Hague** - (leader of Conservative Party, former President of Oxford Union), **Edward Heath** - (former British Prime Minister, American Debate Tour 1939), **Lyndon Johnson** - (former US President, former debate coach), **Richard Nixon**, **Jonathan Aitken**, **Stephen Milligan**, **Jeffrey Archer** - (all former university debaters, now disgraced), **Brad Pitt** - (Hollywood actor, high school debater), **Dennis Potter** - (playwright, former President of Oxford Union), **John Smith** - (former Leader of the Labour Party, winner of *Observer* Mace in 1962), **Michael Stipe** - (lead singer of REM, former NYU debater), **Adair Turner** - (Director-General of the CBI, American Debate Tour 1978), **Ted Turner** - (media mogul, former debater), **John Wayne** - (actor, former debater), **Woodrow Wilson** - (former US President, former debate coach), **Oprah Winfrey** - (talk show host, former debater).

These are just some of the famous names – and you could become one of them. But thousands of debaters have been equally successful in less public careers, as lawyers, journalists, academics, marketing managers, accountants, IT professionals and so on. Perhaps more importantly, many debaters in emerging democracies around the world have gone on to play a vital role in their countries' policy development and politics.

PO Box 61, Princeton, NJ08542, USA, www.africanrenaissanceambassador.com

Tel: (+1) 609-925-9050, Fax: (+1) 609-925-9050, Email: ara@aracorporation.org

Choosing a debate format

One of the first things you will need to decide on when preparing for a public debate is what *format* it is going to have. The format of debate usually includes the following decisions: number of speakers; length and sequence of speeches; opportunities to question and opportunities to receive and respond to audience feedback. There are many debate formats used in competitive debate and when preparing for a public debate, you may use any of them.

One of the debate formats which is often used for public debates is **Public Forum Debate Format**. Public Forum Debate is conducted by two teams of two speakers each. After the first two *opening* speeches, the first speakers of the affirmative and the negative team engage each other in a *crossfire*. Crossfire is a question and answer session (with the first question being asked by the speaker from the team opening the debate). Just like in *crossexamination*, debaters ask revealing questions in an attempt to expose a weakness in the opponents' arguments and often use the *crossfire* period to develop and attack each other's arguments. Following the first crossfire, the second speakers of each team take the floor in *rebuttal* speeches, when they respond to arguments presented by the opposite team and further develop their own team's arguments.

4 minutes	Team A Constructive
4 minutes	Team B Constructive
3 minutes	Crossfire between the first two speakers
4 minutes	Team A Second Speaker rebuttal
4 minutes	Team B Second Speaker rebuttal
3 minutes	Cross-fire between the second speakers
2 minutes	Team A First Speaker Summary
2 minutes	Team B First Speaker Summary
3 minutes	Grand crossfire (all speakers)
1 minutes	Team A final focus (<i>last shot</i>)
1 minutes	Team B final focus (<i>last shot</i>)

Rebuttal speeches are followed by the second round of crossfire, this time happening between the second speakers. After the second crossfire, the first speakers present concluding *summary* speeches. These are followed by the **Grand Cross Fire**, which is similar to the first crossfire except that all four debaters can ask and answer questions of each other. The speaker that gave the first summary speech begins Grand Crossfire by asking the first question.

After Grand Crossfire, each team's second speaker has a chance to give a one-minute speech called the **Final Focus**. The first team gives this speech first (this speech is also referred to commonly as **The Last Shot**), in which the speakers are given one last chance to explain

PO Box 61, Princeton, NJ08542, USA, www.africanrenaissanceambassador.com

Tel: (+1) 609-925-9050, Fax: (+1) 609-925-9050, Email: ara@aracorporation.org

exactly why their respective teams have won the round. No new arguments are allowed in the Final Focus. This speech is often the determining factor for a judge's and audience's decision in a closely contested round, as it allows the judge to hear which arguments/evidence each team views as the most important to their debate case; the *Final Focus* summarizes the entire debate. In addition, both teams are given total of two minutes each of preparation time which they can use before any of their speeches.

When organizing a public debate, it is important to involve the audience in the debate and designate a special time when the members of the public can express their views on the debated topic and/or ask debaters questions. This session should be conducted by a *moderator*. It is usually best if the audience is given opportunity to speak towards the end of the debate, once most of the arguments by both sides have been presented. In Public Forum Debate, a good time to allow audience participation is after the last summary speech or after the grand crossfire, so that both teams have an opportunity to respond to the issues rose by the audience in the final focus. You may also want to adjust the time of the speeches, preparation time (e.g. you could eliminate preparation time altogether – since it is often the least interesting part of debate from the point of view of the audience) or design your own debate format to suit your needs – e.g. the number of speakers that want to participate, lengths of time, etc. When designing your debate format, you should make sure that:

- *It involves orderly development of arguments – constructive speeches followed by responses and further development of arguments and summary speeches at the end of the debate;*
- *Both teams have equal and alternating speaking time;*
- *The format involves variety – mixture of speeches, questions and audience participation.*

Preparation for debate

Preparation for debate is an important process, since it will determine the quality of the event and consequently the level of the enjoyment of the debate by the debaters and the audience. Usually the process of preparing for debate involves the following steps:

1. *Coming up with ideas on the topic*
2. *Researching the topic and evidence*
3. *Formulating arguments*
4. *Developing debate cases*
5. *Dividing tasks and responsibilities*
6. *Developing style, organization and delivery*

Generating ideas

This is the stage in preparation during which you and your friends will approach the topic and try to generate and organize ideas, *arguments* and examples related to the topic. Very often you will want to come up with arguments both *for* and *against* a given debate resolution-even if you know which side of the debate you will be on. Identifying possible arguments of your opposition will allow you and your team to prepare responses to the arguments of the other team and come up with a good defense strategy. The main objective at this stage is also to find out what you already know about the topic and what areas need to be researched further. Usually, at this stage, you should be more concerned with the *quantity* of ideas rather than their *quality* and the best approach is to list different points and arguments as they come to mind (brainstorming) and at a later stage try to group the arguments into *pros* and *cons* as well as different categories (e.g.

PO Box 61, Princeton, NJ08542, USA, www.africanrenaissanceambassador.com

Tel: (+1) 609-925-9050, Fax: (+1) 609-925-9050, Email: ara@aracorporation.org

economic, political, ethical, etc.). The debate team should nominate one person to be the *facilitator* and note down ideas that team members come up with.

Research and collecting evidence

One of the outcomes of the first stage of the preparation for debate is identifying the areas that you will need to find out more information about by consulting outside sources.

Few people (including debaters) are experts on everything on which they speak. It is for that reason that in preparation for debates you will need to find external support for your own ideas by researching the ideas and knowledge of others.

The effective use of external support is *the golden mean* of supplementing one's own reasoning with the careful use of authoritative material. Citing outside sources that are neutral and authoritative will allow you to build credibility in the eyes' of your audience and make your arguments more persuasive. The process of researching and collecting evidence will involve the following steps:

1. *Identifying the areas where more information needs to be found - often these areas involve specific information like statistics, specific facts, data, views and opinions of experts.*
2. *Identifying sources of information: brainstorming ideas on where the missing and important information can be found. It is here that you will need to decide if it may be better to look for the information on internet or visit a local library.*
3. *Reading and identifying the information that supports your position in a debate or potentially refutes the arguments of the other side –one of the skills required for this stage is skimming of the text locating the most useful paragraphs, sections and quotes.*
4. *Evaluating the information – you will need to analyse the information in the text, applying critical thinking skills and deciding whether the information is relevant for your case, if it is up-to date and credible, etc.*
5. *Recording of the evidence - the last stage in the process involves correct recording of the evidence to be later presented during the debate. It is best done on a small paper (e.g. index card), identifying the sources and the author as well as making sure that the quote presents accurate information. It may be a good idea to label each piece of evidence so that it can be easily filed and found prior to or during the debate.*

Developing arguments

The next step in preparation for debate will involve making persuasive points in support of your position. You will need to connect the evidence with *reason* to support various aspects of the resolution. You will need to develop *arguments*. Argument can be defined as a *claim* that is *warranted by data*.

A claim is what a debater wants his/her audience to ultimately accept. This might mean a piece of information, proposal or a solution that you would like your audience to accept or believe in. For example, *The United Nations Economic Commission categorizes the chronic brain drain (caused by bush-falling) in Africa as one of the greatest obstacles to the continent's sustainable development (SD)*, might be a claim advanced by a side that is supporting that **Bush-falling is not the African dream**. *The money (remittances) sent by Africans abroad to their countries of origin benefit the development of African countries*, is a possible counter by the negative (opposing) team.

PO Box 61, Princeton, NJ08542, USA, www.africanrenaissanceambassador.com

Tel: (+1) 609-925-9050, Fax: (+1) 609-925-9050, Email: ara@aracorporation.org

Data is additional information given to the audience in order to support the claim. Data is usually introduced by the word “because . . .” and it explains to the audience why your claim is correct. For example, the evidence that: ‘Cameroon could be empty of doctors in three years with the current rate of *bush-falling* means a health crises which would have a dramatic effect on sustainable development.’ might be used as data to support the previous claim.

The **warrant** is the logical relationship that connects the data to the claim and makes your argument stronger and more persuasive. In the previous example, a possible way to relate the claim that *brain drain (caused by bush-falling) is one of the greatest obstacles to Africa’s sustainable development* (Claim) with the example (data) of the declining number of medical doctors, is to show that “Health is Wealth”. The warrant serves as a logical bridge between the data and the claim.

In a debate, the claim is usually presented as the first part of the argument followed by the word “because” or “since” introducing data. In many arguments, the warrant is not explicitly expressed but it is understood by the debaters and the audience and can be emphasized in response to a question or counter-argument. There are a number of different types of arguments, depending on how a speaker wants to support his or her conclusions during the debates. Often, speakers will base their reasoning on examples (e.g. something is true because we have an example to support it), somebody’s authority (e.g. something is true because an expert or a panel of experts believes it to be true,) an analogy (something is true because it is similar to something else which is believed to be true), etc.

Developing debate cases

Once you have researched the topic and developed persuasive arguments, you will need to develop *debate cases*. Debate cases are argumentative strategies that debaters will use when arguing for or against a given resolution. They constitute a framework for debaters’ arguments and evidence - the specific content of debate. Since you will not be able to present all the arguments in the limited time-frame of the debate, you and your team will need to make strategic decisions on which arguments are best presented and how to effectively link them with each other.

When debating on the topic that ***Bush-falling is not the African Dream***, you may need to compare two perspective: the one based on the negative effects of Brain Drain on development and the difficulties faced by African emigrants abroad, and the other based on remittances and sending money to home countries to family and for development. In doing so you will need to explain the starting point to the audience which is the high rate of *Bush-falling* as if Africans believe when they arrive Europe or the US all their problems will be solved. You would probably then like to summarize the two main perspectives to the audience and point out the advantages of the one you are supporting. You will need to address a number of issues in the debate case and they will include: presenting facts, argue about values and specifics of a particular policy.

It goes without saying that developing an effective debate case is an important part of debate preparation and it usually involves:

- *Introducing the topic and defining its most important terms*
- *Presenting the main issues (policies) and assessing them*
- *Presenting arguments in support or against of a given policy (market mechanisms vs. regulatory approaches): by showing positive aspects of a given policy, presenting facts and examples.*
- *Explaining to the audience how the debate should be assessed and what criteria should be used in determining the winner.*

PO Box 61, Princeton, NJ08542, USA, www.africanrenaissanceambassador.com

Tel: (+1) 609-925-9050, Fax: (+1) 609-925-9050, Email: ara@aracorporation.org

Division of tasks

After developing debate cases you and your team-mate (s) will need to decide on the order in which you will speak during the debate. You will need to take into consideration the roles and responsibilities of each speaker and the function of their speeches in a debate. Below is a presentation of the main speeches and the roles of speakers in most formats:

Constructive speeches

These speeches are presented by the first *affirmative* and the first *negative* speakers. The main responsibility of these speakers involves: introducing the topic in an attractive and interesting manner, defining the main terms of the resolution, outlining the main arguments of the affirmative and the negative team (*debate case*) and presenting the teams' strategies. The negative speaker should also respond to the arguments presented by the affirmative speaker.

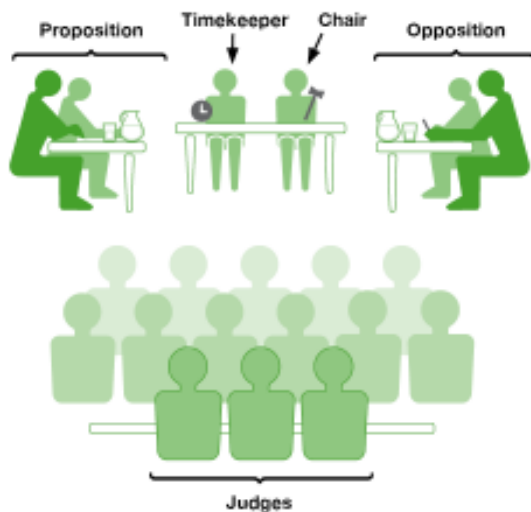
Rebuttal speeches

During these speeches, the speakers (the second speakers on the team) *extend* (further develop) arguments presented by the first speakers (by providing additional reasoning and evidence). They also respond to the arguments presented by their opponents - both attacking new arguments as well as *re-building* their teams' cases.

Summary speeches

These are usually the last speeches in a debate and their function is to summarize the main points and conclude the debate for each side. The last speakers have the last opportunity to demonstrate to the judges or the audience why their team should win the debate and finish their respective speeches with a powerful conclusion.

In some debate formats (e.g. *Public Forum Debate*) the speakers may have the last final chance to bring the main reasons for supporting their side in a *Last Shot* speech which is very similar to a summary speech.



Refutation

With the exception of the speaker opening the debate (First speaker) all speakers participating in a debate should be ready to not only support the arguments prepared by their teams (through the

PO Box 61, Princeton, NJ08542, USA, www.africanrenaissanceambassador.com

Tel: (+1) 609-925-9050, Fax: (+1) 609-925-9050, Email: ara@aracorporation.org

process of *research, argument and debate case development*) but also critically respond to the arguments presented by their opponents. In debate jargon the response is called *refutation*. Refutation is one of the most important elements of debate- it is the disagreement between speakers of opposite sides that makes for the clash of ideas and makes a debate possible. Without refutation, your event will become a presentation of two opposing views on a topic but it will not be a real debate.

By refuting arguments of the opposite team debaters reduce their impact on the audience. However it is not enough, to simply say that an argument of your opponents is untrue; rather, a debater has to *prove* that an argument is wrong, irrelevant or not significant in the context of a given debate – using reason and evidence.

Cross-fire, cross-examination or points of information

In some debate formats (including Public Debate Forum), there are special periods during the debate, when debaters can ask each other questions in relation to the previous speeches as well as their general position with regard to debated topic. The main purpose of the questions is to show some flaws in the opponents' case and expose weak arguments or evidence.

When asking questions, speakers should keep them short and to the point and try to “steer” the respondent into admitting something that may seriously weaken the opposite team's case.

In this respect, cross-examination in debate is very similar to the cross-examination in a courtroom, when advocates for respective sides (prosecution and defence) try to get *admissions* and *concessions* from witnesses and experts that would strengthen their case or undermine the case of their opponents. Crossfire and cross-examination are often the liveliest elements of debate since this is when debaters interact directly with each other – can interrupt each other and respond immediately to what their opponents are saying. Cross- examination provides a wonderful opportunity for a speaker to demonstrate their wit, knowledge of the subject area as well as public speaking skills. It is important, however, that you should remain courteous to your opponents and treat them with the same respect and friendly attitude as you express in other speeches in the debate.

When assigning speakers to their positions in a debate, you may want to take into consideration their preferences as well as particular skills that each of the speaking positions requires. Having said that, it is an educational experience for speakers to try their skills in different speaking positions.

Presenting your arguments

The last element of preparation involves deciding on how you will present your arguments to the audience so that your presentation is as effective as the content (reasoning and evidence). The main aspects of the presentation include:

- *Style (the words and language you use)*
- *Organization of the speech (how you structure Your main points in the speech)*
- *Delivery (the way you speak as well as your Body language)*

When deciding on the style, you will need to relate it to the content of your speech- use humor

PO Box 61, Princeton, NJ08542, USA, www.africanrenaissanceambassador.com

Tel: (+1) 609-925-9050, Fax: (+1) 609-925-9050, Email: ara@aracorporation.org

when appropriate. Remember to use memorable, vivid language that will have an emotional appeal to your audience and will emphasize the message of your speech.

Organization of your speech is equally important – a good speech has an introduction, main body and a conclusion. You can use a story, anecdote or a memorable quote for the opening of your speech and refer to it again in your conclusion. Make sure to divide the main body of your speech into the main ideas and link them in an appropriate manner (using phrases like: *it follows that, as a result, in my last point, etc.*) A large part of communication relates not just to arguments and words but to speaker's voice, body, and movement.

The elements of good delivery parallel the elements of good conversation. The audience should feel that a speaker is speaking with them, not presenting to them, so in most settings, it helps to use the voice and body language in a natural manner. Avoid reading, *chatter-box* style, use pauses to your advantage, establish eye contact with your audience and use gestures that naturally emphasize the content of your message.

Advertising Your Public Debate

Preparation for your Debate requires one more important consideration: How are you going to draw people to attend and participate in your debate? The first consideration is to make the event something that will interest the students in your school. Do you have clubs that might already be interested in the topic? Contact them to see if they will co-host the event or let you make your debate presentation during a regularly scheduled meeting. Do you have teacher who focus on or have experience in topics of relevance? Contact him or her and see if you can brainstorm some ideas about reaching a wide audience.

You should also choose a time and venue that is convenient for students to attend. You might be able to ask teachers to allow you some time at the beginning of a class to present your debate and coordinate voting. Another option would be to hold the debate after school. You might also be able to put the debate on the agenda of an already scheduled assembly or other school event that already reaches a wide audience of students. Be creative and opportunistic about finding ways to maximize your audience.

Choosing a place for debate is important - the location will affect not only the size of the audience, but the character and mood of the event as well. The natural choice for you to host the debate may be at your school (e.g. in a gym or assembly hall). Besides, many of the members of the audience – the parents- will already know how to get to the venue. You may want to choose a different venue however depending on how big or prominent you want the debate to be. Good venues outside of schools include town halls, sports venues, churches, etc. Remember that it is important to reserve the venue long in advance however and also sometimes consider its cost implications (rent). In choosing the place for the debate you should consider its location (the more central- the better) and easy of access (including access by disabled members of the audience).

Once you have determined the time and place for your debate you will need to start promoting it. The easiest thing would be to print post flyers around your school.

You could also ask teachers to make an announcement about the debate before classes or at morning announcements. Let your school paper know about this event. They might let you place an ad in the paper or might even be interested in covering the debate and writing up a story for the paper! Whatever way you choose to publicize your event, make sure you clearly state the date, time and location of the debate.

PO Box 61, Princeton, NJ08542, USA, www.africanrenaissanceambassador.com

Tel: (+1) 609-925-9050, Fax: (+1) 609-925-9050, Email: ara@aracorporation.org

You can also consider getting local press to cover your school debate. African Renaissance Ambassador may help in this and other things you may need support for. In many small cities or towns, it can actually be quite easy to get your local papers interested in your Debate. ARA will widely publicize the National (inter-school) debates.

During the debate

After a period of preparation, the big day will come and you and your team (including the opposing debate team) will meet your audience at a chosen venue. Public debate, like any other organized public event, involving hosting people (if even for a short duration of the debate) will require some degree of formality, courtesy and hospitality. As organizers you will need to assure that there are volunteers manning the front entrance, handing out leaflets, offering refreshments, making sure that there are enough seats of everybody and taking care of less able guests. Organizing a public debate will require a lot of effort from your both prior to the event (*preparation*) as well as during the event. It is best if the debaters are not directly involved with any activities other than the debate on the day of the public debate- their main focus should remain the debate!

One of the most important persons during a public debate, apart from debaters, is a *Chair or Moderator* or an MC (*Master of Ceremonies*). The Chair is the guardian of the debate format. He/she must see to it that rules are followed and fairness is practiced. The more specific responsibilities of the Chair include: welcoming the audience, introducing the debate topic and the speakers, explaining the rules of debate, ensuring the smooth conduct of a debate, facilitating the process of audience participation as well as providing a closure to the event. This is why, when choosing a moderator for your debate, you must ensure that it is somebody who knows and understands the purpose and format of the debate and also exerts a level of authority and respect among the debaters as well as the audience and is, at the same time, a well – liked and appreciated figure. You may want to ask somebody in who is well known in your local community to perform this function. It also goes without saying that even the most experienced moderator should spend some time preparing himself/herself for the task.

Evaluating the debate

For the ARA National Debates, the audience may be voting for the winner on the ballots handed out at the beginning of the debate. It would be made clear to the audience that their votes will help determine the winner of the debate. Each eligible audience member will be asked to fill out a ballot form completely and hand it in before leaving the debate venue. A drop box for collecting these ballots will be placed at each exit. It will be made clear that only ballots that are entirely completed will be considered. Once all the forms are collected they would be forwarded to the ARA representative or sent/taken an ARA office. ARA would return any justifiable expenses incurred in returning the forms.

For the school internal debates, it is expected that the audience (students) will also vote. However a panel of 2-3 teachers or members from the public can also be assigned as judges. The judges vote could count 50 % and that of other students 50%. The percentages can be adjusted.

PO Box 61, Princeton, NJ08542, USA, www.africanrenaissanceambassador.com

Tel: (+1) 609-925-9050, Fax: (+1) 609-925-9050, Email: ara@aracorporation.org

Use your Debate to Raise Awareness on *Bush-falling* pros and cons in your Community.

The 2007 National Debate topic is chosen to raise awareness on the pros and cons of *Bush-falling* and the African Renaissance. Education is a key factor in determining one's success whatever the endeavor. Join us in educating your community not only on the pros and cons of *Bush-falling* for *Bush-fallers* and their families, but also on the price many families, communities, nations, and the African continent as a whole pay for it. Together we can help individuals make informed, intelligent decisions with long term benefits for all people, Cameroon, the African continent and Beyond.

We encourage you to visit us regularly at www.africanrenaissanceambassador.com for updates. If you have any questions you may post them on the website contact form, or email us using ara@aracorporation.org (The title of your email should include your school name or debates registration number)

PO Box 61, Princeton, NJ08542, USA, www.africanrenaissanceambassador.com

Tel: (+1) 609-925-9050, Fax: (+1) 609-925-9050, Email: ara@aracorporation.org

About ARA

Mission

The African Renaissance Ambassador (ARA pronounced 'era') Corp is a non-profit non-governmental organization, which exists to promote the African Renaissance among Africans on the continent, Africans in the Diaspora, and friends of Africa. ARA Helps Africans Help Africa: mobilizing and empowering Africans at home and abroad through information and transformative activities to be more actively involved in solving Africa's problems, highlighting Africa's virtues and values, and the benefits of the African Renaissance. Through her three branches (Science, Arts, Social Science) ARA works with partners in Africa, the African Diaspora and good-will non-Africans in championing the cause for Africa's globally beneficial renewal.

African Renaissance Creed by Marianne Williamson

"...It is our light, not our darkness that most frightens us. We ask ourselves, Who am I to be brilliant, gorgeous, talented, fabulous? Actually, who are you *not* to be? You are a child of God. Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you. We are all meant to shine, as children do. We were born to make manifest the glory of God that is within us.

It's not just in some of us; it's in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others."

[More at www.AfricanRenaissanceAmbassador.com](http://www.AfricanRenaissanceAmbassador.com)

About SPF

The Sts. Stephen and Paul's Foundation (SPF) is a life-Transforming Non-Profit & non-denominational organization that aims to reach the un-reached in Cameroonian Societies. Areas of service include: Community Health, Basic Education, and Community Outreach. SPF will work with ARA to implement the 2007 ARA debate.

More information at www.stsspf.org

Copyright © 2007 African Renaissance Ambassador (ARA) Corporation

PO Box 61, Princeton, NJ08542, USA, www.africanrenaissanceambassador.com

Tel: (+1) 609-925-9050, Fax: (+1) 609-925-9050, Email: ara@aracorporation.org