



Learning Intention

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Know your country	Identify allies and enemies	Debate Techniques #1.	Debate Techniques #2.	Debate Techniques #3.	Practising Debate

<ul style="list-style-type: none">To understand the priorities for the represented country in relation to the themes of debate.To be able to identify natural resources and significant trade partners	<ul style="list-style-type: none">To be able to identify trade and political allies and enemiesTo develop a strategy using allies and enemies in order to win support for proposals.	<ul style="list-style-type: none">To understand and use the strategies of 'burden of proof', 'Hyperbole' and 'Exposing Evasion' during debate	<ul style="list-style-type: none">To understand and use the strategies of 'Carrying the idea further', 'Disassociation' and 'Laundry List' during debate	<ul style="list-style-type: none">To understand and use the strategies of 'repetition' and 'Rebuttal' during debate	<ul style="list-style-type: none">To be able to carry out a debate amongst represented countries using acquired debate techniques in order to sway opinion.
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Activity

Students make presentations on their country's position with regard to key issues that arise from the debate themes. Presentations should include basic information about the natural resources, climate and population of their country as well as conditions and levels of poverty, human rights, displaced peoples, health and literacy etc	Students make presentations explaining trade and political relationships with other countries. Students should be prepared to take into account historical events that are significant in influencing the relationships with other countries.	Using the pre-prepared presentations, students practice the debate techniques using the crib sheets provided. Lesson structure: Introduction – understand the specific debate strategy – students practice in any context. Development: Students prepare examples of the techniques using information from presentations. Plenary: demonstrations and discussing the limitations and advantages	Using the pre-prepared presentations, students practice the debate techniques using the crib sheets provided. Lesson structure: Introduction – understand the specific debate strategy – students practice in any context. Development: Students prepare examples of the techniques using information from presentations. Plenary: demonstrations and discussing the limitations and advantages	Using the pre-prepared presentations, students practice the debate techniques using the crib sheets provided. Lesson structure: Introduction – understand the specific debate strategy – students practice in any context. Development: Students prepare examples of the techniques using information from presentations. Plenary: demonstrations and discussing the limitations and advantages	Students practise delivering positions papers and engage in debate around the themes of discussion. One minute position presentations followed by open debate. Students should utilise as many of the debating techniques as possible, whilst at the same time deliver facts to support argument.
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Student Preparation & Independent Study

Students will need to prepare for the MUNGA independently. Last years evaluations detailed the average time for independent study as between 2 and 14 hours! Students need to research their country thoroughly. In identifying allies they will need to research the trade and industry of their country as well as the cultural, religious and political 'alignedness' of neighbouring countries and trade partners. Once allies and enemies have been identified points and facts which support arguments should be constructed and included in the debate strategy.

Student Outcomes

Students are able to demonstrate secure knowledge about their country, including trade, religious, historical and political allies and threats. Students demonstrate a wide range of debate techniques. Students use presentations and argument to good effect in gathering consensus or securing opinion.