Formative assessment 4

In your group, have a debate about a controversial subject, such as our national soccer team’s performance, or practicing safe sex to prevent HIV/AIDS, abortions or any other subject that the members of the group have opposing views of.

Divide the members of the group into two groups, for and against. The groups must be equal in number, which could mean that some of the members of the group have to take a side that they do not necessarily agree with. This is fine, it is only role play.

You have 30 minutes in which to select the group leader and prepare for the debate.

The rules of the debate are as follows:

1. The leader of the group in favour of whatever the subject is speaks first. He/she gives a three minute talk about why s/he is in favour of the subject. Nobody may interrupt the speaker. The group on the opposing side must take notes of points they with to challenge or ask questions about.
2. Once the speaker has finished, one person from the opposing group asks one question or makes one statement about one point the speaker has made. Just that, nothing more. Nobody may interrupt while the person is talking – make notes about statements you would like to ask questions on.
3. The speaker has the opportunity to reply to the question or statement. Nobody may interrupt the speaker – make notes if you have a question.
4. Then the leader of the other group talks for three minutes about why s/he is against the subject. Nobody may interrupt the speaker.
5. Once the speaker has finished, one member of the other group asks one question or makes one statement about one point the speaker has made. Just that, nothing more. Nobody may interrupt while the person is talking – make notes about statements you would like to ask questions on.
6. The speaker has the opportunity to reply to the question or statement. Nobody may interrupt the speaker.
7. Now the members of each group each have one opportunity to ask questions of the other group. Each person is allowed one chance to ask a question or make an opposing statement. Nobody may interrupt another person speaking or make any comments while that person is speaking.
8. Start with a member of the opposing group asking one question or making one statement. One member of the other group may reply.
9. Then a member of the group in favour asks a question or makes a statement. A member of the opposing group replies.
10. This process carries on until every member of each group has had an opportunity to ask a question and reply to a question or statement of the other group.
11. Your facilitator will monitor the process.
12. Everyone has to take notes of points that are important, since you will be evaluated on your notes.

|  |  |
| --- | --- |
| **The facilitator/supervisor will also observe you while you are talking and evaluate you as follows**: | |
| 1. **Responses show a clearly developed understanding of complex issues under discussion in one-on-one or group situations. One’s understanding is clarified and further developed during discussions and opportunity is provided during interactions for the clarification of one another’s understanding**. | |
| Did you understand the issue under discussion? |  |
| Did you listen to everyone’s questions and answers to clarify your understanding of the matter? |  |
| 1. **Discussions and/or conflicts are managed sensitively and in a manner that supports the goal of group or one-on-one interaction: Disagreements within groups; personality clashes; conflict management, resolving deadlocks, positively summarising conclusions** | |
| When it was your turn to speak, did you handle the subject with sensitivity? |  |
| In a manner that supports the goals of your group? |  |
| 1. **Put your own position forward with confidence in a manner appropriate to the interaction when confronted by opposing views** | |
| Did you put your own position forward with confidence? |  |
| In a way that was appropriate to the situation? |  |
| 1. **Select tone, approach or style that is appropriate to the context, and adapt so as to maintain oral interaction when it breaks down or is difficult to initiate or maintain. Identify pedantic, illogical or aggressive language and modify to sustain interaction** | |
| Was your tone appropriate to the context? |  |
| Was your style of talking appropriate to the context? |  |
| Did you give the impression of aggression? |  |
|  |  |

**Evaluate yourself:**

* 1. Consider the facilitator’s evaluation and write down what you will do differently next time.

|  |
| --- |
|  |
|  |
|  |
|  |

* 1. The underlying assumptions, points of view and subtexts in spoken texts are identified and challenged when appropriate to clarify understanding, remove bias and/or sustain interaction

|  |
| --- |
| You must have thought that one of the speakers had feelings about the subject that were not stated clearly. Consult your notes and state who the speaker was, what s/he said and why you thought there were underlying meanings. |
|  |
|  |
|  |
|  |

* 1. Analyse your own responses to spoken texts in relation to audience, purpose and context. Identify inappropriate responses and adjust accordingly

|  |
| --- |
| Write down how you felt when someone from the other side said something that really offended you. |
|  |
|  |
|  |
| Now that you have had time to think about it, how would you reply to this statement? |
|  |
|  |

* 1. Identify characteristics of a speaker’s style and tone that attract or alienate an audience with reference to the particular effect of each feature in creating audience response.
  2. Analyse the impact of non-verbal cues/body language and signals on audiences and use appropriately

|  |
| --- |
| Think of any of the speakers that offended you or made you angry. What non-verbal clues did the speaker give that upset you? Write them down and then state why you will avoid this type of body language when you are the speaker. |
|  |
|  |
|  |
|  |
|  |

* 1. Analyse the influence of rhetorical devices and use for effect on an audience: Pause, rhetorical question, exclamation, analogy, emphasis, repetition, rhythm, use of inclusive/exclusive pronouns, stress, intonation, volume

|  |
| --- |
| Did any of the speakers use the above devices? |
|  |
| Which devices did they use? List at least two. |
|  |
|  |
| What effect did the use of the devices have on you? |
|  |
|  |
| What effect did the use of these devices have on your group? |
|  |
|  |

* 1. Identify point of view in spoken texts and describe the meaning in relation to context and purpose of the interaction

|  |
| --- |
| There were many speakers. Choose one, refer to your notes and write down what they said. |
|  |
|  |
| Then write down what you thought s/he meant. |
|  |
|  |

* 1. Identify values, attitudes and assumptions in discourse and describe their influence on the interaction.

|  |
| --- |
| What values do you think the speaker has? |
|  |
|  |
| What do you think of the speaker’s attitude towards the subject? |
|  |
|  |
| How did the values and attitudes of the speaker influence the interaction of your group? |
|  |
|  |

* 1. Identify techniques used by speakers to evade or dissipate responsibility for an issue and interpretations of the text reflect this insight

|  |
| --- |
| One of the speakers must have avoided directly answering a question or statement. Who was it? |
|  |
| Which question or statement did s/he avoid answering directly? |
|  |
| How did s/he answer? |
|  |
|  |

* 1. Describe the impact (e.g. clarity of purpose, speaker’s capability), explained and judged.

|  |
| --- |
| What do you think of the speaker’s capabilities of speaking in a clear and understandable manner? |
|  |
|  |

* 1. In your group, compare your answers with that of the rest of your group. Discuss similar points. Note the points where you differ.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |