

### WORLD CUP ORACY PACK

Events like the football World Cup can be a fantastic opportunity to engage students in oracy activities, whether in the classroom or in a club setting.

In this pack are some ideas for themed motions that you could use for debates in a class or club. Some of them cater to a football-mad demographic while others are more accessible to those with all attitudes towards sports. All of them should be good fun. These motions will work for more formal debates, and also activities like the <u>Alley Debate</u> or <u>Where Do You Stand?</u>

Alternatively, you could try some World Cup debating games or a Balloon Debate as described on pages 4 and 5 of this pack.

You can find more motions on the ESU Resources page - these are updated on a regular basis, and can be found at <u>www.esu.org/esuresources</u> along with many other free oracy activities.





### This House Would make PE optional in schools

**ESU** 

MOTION PACK

It is ever more important to keep young people active and healthy and PE can play an important role in this. However, some find it difficult or upsetting, and being forced regardless can put people off for life.

So, should schools make everyone do PE or should it be left to individual choice?

## This House Would force the media to give equal coverage of men's and women's sports

Major men's sporting events tend to get vastly more media coverage than equivalent's women's sports. This is justified by arguing that there is more demand for men's sports. This is arguably self-fulfilling, however, as coverage drives fans' interest and the funding for the sports.

If we forced the media to give equal time would it lead us towards a more equal sporting future or just clog up the TV with events nobody wants to watch?

# This House Would allow the use of performance enhancing drugs in football (or all sports)

Fans want to see the biggest stars play the very best they can. And yet we restrict one type of performance booster. Would allowing PEDs give us more exciting, skilful and even fairer contests? Or would it endanger the players and spoil the purity of sport?





### This House Would punish teams for the actions of their fans

Most football fans are well behaved but there have been some examples of drunkenness, violence, and homophobic and racist chants. While some individuals can be caught and prosecuted there seem to be very limited incentives for the teams to push back against this behaviour.

Would giving major punishments to teams when their fans misbehave be a good idea? Or unfair to the players and law-abiding fans?

### This House Would have boycotted the World Cup

**ESU** 

MOTION PACK

Qatar has a poor record for issues like human rights and its treatment of the LGBT community. Hosting a World Cup brings a lot of prestige and seeming global endorsement of the country. In the run-up to the World Cup some called on the competing teams to boycott in protest.

Were the players right to play anyway or should they have taken a stand and chosen not to go?

## This House Believes that the Video Assistant Referee system (VAR) has been a success

VAR is football's attempt to introduce video replays to aid referees. When fans all over the world can spot mistakes almost instantly via replay it seemed odd that the match officials could not. VAR has overturned some clear mistakes but also generated a lot of controversy. Is it worth it?





### World Cup oracy games

**ESU** 

MOTION PACK

Rather than using a motion you could also consider having a World Cup themed 'Balloon Debate'.

Select five or six people to take part in the debate.

They should think of a character or you can assign them, if you prefer. Now explain the scenario: these people are in a hot air balloon. It is sinking because it is too heavy. The only way for us to survive is for one person to be thrown out of the balloon.

There follows several rounds of speeches, questions and voting. Full instructions and some tips can found in <u>this plan</u> from our resource section.

There are lots of ways to meet the theme. Students could take on World Cup personalities like players, managers or TV commentators. You could instead choose characters from footballing history or fictional ones. You don't necessarily need to restrict yourself to people. You could have students choose entire teams, or perhaps different sports to see if football is the number one choice in class or not.

Try 'Bring the Drama' with World Cup prompts. This game takes neutral statements and encourages students to think about using vocabulary and delivery to make them more exciting.

### Full plan here.

Prompts you might try -A goal was scored Player makes a slide tackle The fans seem happy The striker is in space England have made the quarter finals

Have students work on summarising using the **'Condensing Machine'** with accounts of recent games gradually shortened. Particularly good fun if some of the groups don't really know football! <u>Full plan here.</u>







### World Cup top trumps

#### **Overview**

In debating between two sides it's not enough to argue that something is 'good' or 'bad'. Speakers must always remember to be comparative, and so to ask 'Is this better than the other side? Is this more important?' This exercise will help students to practise this and explore its importance.

In a small class or club this game can be played with each student getting their own suggestion. For larger classes students should work in small groups.

#### Task

There are a group of neutral fans looking for a team to support in the World Cup. Students are representing fan groups for competing teams trying to win over these neutrals to support their teams. Give each student/group World Cup team or let them choose their own.

**Round 1** - In this round each fan group will write and deliver a short speech about why their team is best within a certain category of their choice. So, for example, 'Brazil fans' might want to argue that their team have 'most exciting attack'; 'Sengal fans' might claim that their team have the 'best underdog story' and so on.

Give students some time to write these speeches of up to about 1 minute. They don't necessarily need to compare with every other team, but should be comparative with at least some.

For some groups, you may wish to begin by making a mind-map of possible 'trump' categories on the board.

**Round 2** - Each team may be best at something, but this doesn't yet allow us to choose which is best overall.

In this round the fan groups will argue that their team should be supported by the neutrals. In order to do this they will have to argue not only that they are better than the others at something, but also explain why that means that overall they are best choice to support. So now it is not enough to explain why you are best at 'x' but also why this is more important than the features of other teams. For example, someone representing 'Germany fans' might have to explain why 'most efficient defence' is more important than 'most passionate fans' Again, give students some time to write these speeches.

You can immediately decide a winner by a vote after Round 2. If you prefer, you can select the top 2 teams and have a final round where they must argue directly against each other in a final pair of speeches.

As a variation - You could have students argue the merits of individual players, rather than entire teams, although this will require a little more specific knowledge.

