



Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Debates: Long Live Mozzies & Roaches?

*An extension of What's Up stories about mosquitos and cockroaches.*

In the July issue of *What's Up*, there are stories about a couple of despicable insects — mosquitoes and cockroaches. Each insect has its pros and cons. Are there enough reasons though to let them survive or should they be eradicated forever? Let's debate!

Motion A: That mosquitoes should be allowed to live on in the 21<sup>st</sup> century.

Motion B: That cockroaches should be allowed to live on in the 21<sup>st</sup> century.

### ON YOUR OWN

1. Read these stories:

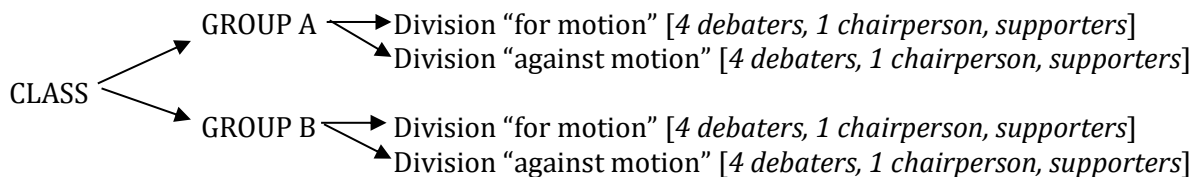
- "A battle is buzzing against the deadliest non-human animal" (page 01)
- "Don't panic. Who's afraid of cockroaches? Not him" (page 16)
- "How did cockroaches outlive the dinosaurs?" (page 17)

### AS A CLASS

2. Split your class into two large groups: Group A and Group B. Group A will debate Motion A and Group B will debate Motion B. Then, split each group into two divisions — one for and one against the motion. Divided in this way, you will have four divisions altogether (see ↓).

### IN YOUR DIVISION

3. Select four debaters and a chairperson for your division. The rest of the division provides support for their debaters.



4. Gather information about your group's topic. Reflect on the differing views out there. Develop your team's debating points using all division members' input. Prepare supporting data. Don't write full speeches — your debaters need flexibility to be responsive to their opponents.

### AS A CLASS

5. Conduct the debates, with the two chairpersons in charge. Use one class period for each debate. As a class, set time limits. For Group A's debate, Group B and C members will be the audience (the floor) and judges as well. For Group B's debate, reverse these roles. The team for the motion starts and ends the debate. First speakers present their teams' respective stands. Last speakers wrap up. You may also wish to have a few minutes after the third speakers for the audience (or floor) to speak. Whichever side wins, the whole class benefits from having participated in these mini debates.

This format takes more planning than having only one motion and two teams. The advantage here is that your whole class can participate more actively.