

The Four Corners Game

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Objective:

This game is designed to give debate I students experience in advocacy, refutation and economization of thoughts and words verbalized.

Materials:

- 1. A list of resolutions for the game.*
- 2. The list can vary between policy and value based topics and is usually generated in small groups the day before the activity.*
- 3. A sign for each corner of the classroom. (Agree, Strongly Agree, Disagree, Strongly Disagree)*

Playing the Game:

- 1. Appoint an advanced debater (or yourself) to lead the game.*
- 2. The leader should read the first resolution to the group and then give the students thirty seconds to choose the corner with the sign they most identify with on the given topic.*
- 3. The leader should then go around the room and allow one person from each corner to explain to the class IN ONE SENTENCE why they have chosen that corner. You should visit each corner three to four times per topic (depending on how many students are playing the game).*
- 4. After the majority of students have had a chance to voice the reason why they are in their chosen corner, the leader should then read the next topic on the list and you begin the process all over again.*

FYI:

- 1. Students should vocalize why they have chosen their specific corner and not refute the person that spoke before them.*
- 2. If a student states a very compelling point, other students are allowed to move to a different corner that identifies their new perspective precisely.*

***** A twist on the game-*

The leader should read a new resolution and the students should go to their appropriate corners. Then announce each student should move to t corner OPPOSITE their original opinion. Then have each student justify their new position verbally. This shows them there are two sides to every issue.