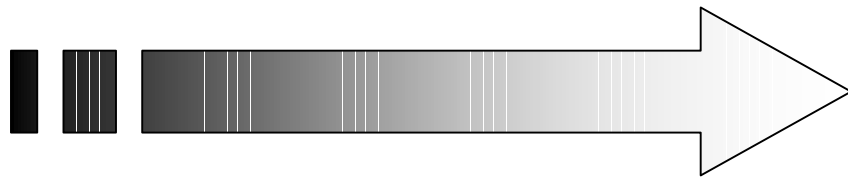




# CHAPTER FIVE:

# GAMES, ACTIVITIES, GUIDE SHEETS & TOPICS



# games and activities

---

Success in debating is about understanding theories and mastering techniques. Until now, we have focussed almost exclusively on theory – the theory underlying effective debating techniques, to be sure, but theory nonetheless. For many coaches and other supporters, this is where learning debating ends – their attitude is, “Well, you know how debating should be done, so go and do it!”.

This attitude is understandable, but still somewhat strange – it certainly doesn’t apply to other competitive activities. After all, as we noted at the outset, it really doesn’t matter how many books you’ve read or photos you’ve studied, you won’t learn to play cricket without picking up a bat, nor learn to swim without diving into a pool!

In many respects, the same applies to debating – experience matters. Of course, the best way to gain experience in debating is to debate! However, for the sake of variety, time and technique, you can also gain experience by using various games and activities. In many respects, these games and activities are to debating what a ‘net session’ is to a cricket team: they are not ‘the real thing’, but they allow us to focus on specific aspects of our technique and, hopefully, to improve our game!

Of course, there is no set or specific way to use these games and activities. As a coach or debater, you can use all of them or none of them; follow precisely from the book or transform them almost beyond recognition. The point is simply that, in my opinion, debaters don’t use activities like this enough – such activities can simplify techniques and engender confidence in public speaking, especially in younger grades.

This section is written primarily for debating teachers and coaches. However, many of the activities do not specifically require a coach or teacher present. Motivated debaters and debating teams will be able to do many of the activities on their own. Don’t forget – we have already covered a number of effective techniques and activities earlier in the book, such as ‘rebutting yourself’, or practising your speech in front of a mirror. These games and activities merely *supplement* those we have already covered.

## Introduction to debating

The following activities are designed to introduce people to debating for the first time. They are designed to emphasise that a debate is an *argument*, not merely a series of speeches on either side of a topic.

### *Group preparation*

*Aim:* To encourage inexperienced debaters to develop distinct arguments on both sides of an issue.

*What to do:*

- Sit down with a small group of debaters – anywhere between three and ten, for example. You are all on the same ‘team’.
- Announce a topic and adopt a side of that topic. Try to match the topic to the age and experience of the debaters. For example, announce, “The topic is “**THAT HOMEWORK SHOULD BE BANNED FOR PRIMARY STUDENTS**”. We will be on the Affirmative side – that means that we agree with the topic.”
- Give the debaters time *individually* to prepare reasons to support your side of the topic. There should be no talking during this time!
- Have the debaters share their ideas, one at a time.
- *After* all of the ideas have been shared, develop a single list of reasons in support of your side of the topic. For example, write a list on a whiteboard, or on a piece of butcher’s paper.
- To encourage more sophisticated discussion, encourage the debaters to consider:
  - Whether numerous speakers, although they have used different words, have really expressed the same argument or idea.
  - Whether their idea is a *reason* to support your side of the topic, or an *example or statistic* to support a *reason* (to support your side of the topic!).
- To encourage still more sophisticated discussion, try to develop distinct arguments from the reasons that you have collated. It may be too difficult to develop any single unifying idea (that is, theme), but you can use a truncated version of the basic structure explained earlier in this book: Label – Explanation – Substantiation. (That is, you can ignore ‘tie-back’ for now.)
- Now adopt the other side of the same topic. Repeat the exercise, so that you end up with a good list of reasons both for and against the issue.
- Ask the debaters to consider which side of the topic they personally agree with, and why. Discuss this in the group.

## **Forum debate**

### *Aims:*

- To show inexperienced debaters that debating is as much about a lively and dynamic argument as it is about presenting formal public speeches.
- To take prepared arguments and use them for a debate.

### *What to do:*

- Select two teams with approximately equal numbers. There should be between three and ten speakers on each team.
- Set a topic for debate, and allocate sides. As with the '**Group Preparation**' activity earlier, try to choose a topic appropriate to the debaters' age and experience.
- Have each team prepare arguments supporting their side of the topic. Essentially, this will follow the '**Group Preparation**' structure set out earlier, although you may choose not to follow that structure so rigidly (for example, you need not necessarily chair the preparation this time).
- If you have a large number of speakers, you may wish to divide each team into two groups of approximately equal numbers: one group will present prepared arguments, and the other group will present rebuttal. (Of course, this does not mean that the rebuttal speakers should start writing their rebuttal – the point is for them to respond to what the other team says *during* the debate.)
- Arrange the room in what might broadly be termed a 'parliamentary' configuration – have the two teams sitting facing each other.
- Introduce the teams, the topic and the general rules of debate (which follow).
- Start the debate by calling on a member of the affirmative team to present a prepared argument.
- Call on a member of the negative team to present a brief rebuttal of that argument.
- Call a different member of the negative team to present a prepared argument for the negative side.
- Call on a member of the affirmative team to present a brief rebuttal of that argument.
- Continue until all of the prepared arguments have been presented and, ideally, everyone has spoken.
- Continue a general argument about the issue, by alternating between the teams and asking for volunteers to speak.
- Declare the debate closed. Tell the speakers that there is no result – that is not the aim of this style of debate.
  
- Ask each speaker to consider which side of the topic he or she supports. Ask each speaker to briefly state *why* he or she supports that side of the topic (for example, "Of all the points presented, which one swayed your opinion?").

*Specifics of the speeches:*

- Each prepared argument should be quite short – a maximum of one minute in length (two minutes at most!).
- Each rebuttal point should be even shorter – about thirty seconds long.
- Speakers should stand in their place when they speak. They should be strongly encouraged not to use any notes – this is the point of keeping the speeches very short. The aim of this exercise is to encourage the speakers to view debating as an *argument*, so speakers should be encouraged to express themselves in a natural and informal way.

## **Understanding Theory**

This is a general activity that can be used to teach many aspects of debating theory.

*Aim:* To teach the theory of good debating in an enjoyable and interactive way.

*What to do:*

- Divide the participants into groups of between three and five students – each group will work separately and then compare results.
- Announce a topic to all participants and, if necessary, a side (for example, affirmative).
- Announce one aspect of preparation – for example, the issue, the definition, et cetera.
- Give the participants a short amount of time to prepare that aspect of a case for that topic (for example, one minute to work on an issue, three minutes to work on a definition).
- Each group must agree among itself. Groups can then share their responses with all participants.
- Repeat the activity as desired, changing the topic and aspect of preparation each time.
- To properly test the participants' understanding, choose difficult or obscure topics. Such topics don't necessarily make for the best debates, but they can prove most effective in learning techniques. (For example, we used the topic "THAT BIG IS BEAUTIFUL" to examine the technique of finding an issue in Chapter One).

## General knowledge and Current Affairs

### *A general knowledge and current affairs test*

We discussed general knowledge tests in Step Three of Chapter One. A general knowledge test is straightforward, but often overlooked by teams and coaches. Simply, it involves giving debaters a test, usually written, on the kind of general knowledge and current affairs that is useful in debating – for example, naming names (“Who is the Secretary-General of the United Nations?”), knowing key statistics (“Approximately what proportion of the world’s population lives in the developing world?”), or following current events.

The test serves as a way of judging debaters’ general knowledge (for example, to assist selecting a debating team) and gives debaters an incentive to stay in touch with news and current affairs.

### *The ‘name game’*

*Aim:* To test and improve debaters’ general knowledge in a fun and interactive way.

*What to do:*

- Divide the participants into groups so that each group has an even number of members (greater than two). The game generally works best when played in groups of four or six. The following instructions apply to a single group – in this case, a group of six.
- Have each member of the group write ten names on small pieces of paper, and fold each piece in two. The names cannot be fabricated – they must actually belong to people who are relatively well known! Limit who those people are depending on how seriously you are playing the game. For example, if you are playing for fun, allow television characters or movie stars – if you are playing it simply for the most debate-worthy purposes, limit the names to those people who are more likely to arise in debates.
- Put all of the names into a container. In our example, therefore, there would be sixty folded pieces of paper in the container.
- Divide the group into pairs. Each pair becomes a team. For reasons that will become apparent shortly, the game is usually more competitive if the players are divided into teams *after* they have written their names.
- Randomly choose an order for the teams. In our example, we will assume that Team One will go first, Team Two will go second and Team Three will go third.
- Team One chooses a player to ask first. Pass the container to that player.
- That player takes one folded piece of paper from the container, and tries to prompt his or her team-mate to say the name written there. However, he or she cannot say any part of the person’s name. Phonetic descriptions (“sounds like...”) are

acceptable, as long as the compared word is real! For example, the player asking could say,

- “A Senator for the State of New York”, or,
  - “Wife of the previous American President”, but could not say,
  - “Wife of Bill Clinton”, nor,
  - “Rhymes with ‘Clillary Hinton’!”.
- The player has one minute to prompt his or her team-mate to say the name. If the team-mate correctly identifies the name, the player discards the folded paper and picks another piece from the container. When one minute is up, the player returns the current unidentified name to the container, and passes the container to the chosen player from Team Two.
  - The process continues. Players on the same team must alternate turns asking and responding. For example, after Team Three has had its minute, the container passes to the member of Team One who answered the first time.
  - The game finishes when there are no more pieces of paper in the container. A team wins by having correctly identified more names than any other team.

### **Manner skills**

There are many ways of improving your manner – for example, by practising your speech in front of a mirror, or by paying special attention to the adjudicator’s comments.

In many sports, participants train by working separately on the various elements of their technique – for example, swimmers will often use a kickboard to concentrate only on their kick, and cricketers will use a ‘catching cradle’ to work on their slips fielding. It is difficult to separate the elements of manner without doing specific exercises. If you try to improve your manner merely by debating, you will find yourself trying to improve your stance, gesture, eye contact, vocal variation and pause – all while thinking about what you’re actually saying! This is a general activity that can easily be varied to work on different components of manner individually.

*Aim:* To separate the various elements of manner and to make the speaker conscious of them.

*What to do:*

- Work with a relatively small number of participants – for example, six or fewer.
- Give each speaker a topic. This may be a debating topic, or it may simply be something to talk about (for example, ‘what I did on my holiday’). If you wish, allow the participants to choose their own topics.
- Each speaker will be required to speak for one minute on that topic. Give the speakers a short amount of time (for example, between one and five minutes) to prepare.

- Move through the participants, with each participant delivering his or her speech. Have the group give constructive feedback after each speech.
- *However*, don't merely allow the participants to stand up and speak! Instead, isolate one or more components of their manner. For example,
  - Work on vocal and verbal presentation by having the participants deliver their speeches seated, and with their hands clasped or by their side. Remove the distraction of walking around and gesturing – force the speakers to think about their vocal and verbal presentation only.
  - Work on gesture by having the speakers consciously think of the gestures that they are using. You may wish to have each speaker deliver the same speech twice – first with deliberately exaggerated gestures, and second with 'normal' gestures. This should encourage the speakers to be aware of the gestures that they use.
  - Work on vocal presentation by having the speaker deliver the same speech twice – first in a small room with the audience sitting close, and second in a large room or hall with the audience sitting down the back. In the small room, speakers will need to work on their conversational manner; in the large room, speakers will need to project their voices and give a more 'powerful' impression. The point of this is not really to have the speakers 'practise' a distinct 'small room' and 'large room' manner – rather, it is to encourage the speakers to think about varying their manner style according to the context of the debate.
  - Work on emotive delivery by giving each speaker an emotive issue (for example, an issue concerning life and death, such as capital punishment). Of course, an emotive delivery need not mean crying or screeching – ultimately, the challenge is to present the issue sincerely, while nonetheless trying to use the 'moral high ground' for persuasive value.
  - Work on a speaker's habit of "wandering" by placing a mark on the ground and insisting that the speaker deliver his or her entire speech while standing on that spot. There is no need to do this in debates themselves, but this will make the speaker aware of just how much he or she wanders.
  - Work on a speaker's overall presentation by videotaping his or her speech and playing it back. Many speakers have never watched themselves speak, so this can be a very effective technique. Specifically, it often highlights manner problems (such as mumbling, annoying mannerisms or wandering) in a way that the speaker never saw them – from the audience's perspective!

## **Preparation and Delivery skills**

These activities are designed to improve a team's ability to prepare together. Usually, they are most useful in coaching a team to do short preparation debates effectively.

### ***Short preparation practice***

Sometimes, the simplest approach is the best! If a team wants to learn how to do short preparations well and under pressure, it simply has to do many short preparations. What's more, it often helps to have a coach or supporter watching the team as they do this, to give constructive feedback.

*Aim:* To practise short preparations.

*What to do:*

- Give the team a topic and a side (for example, "The topic is "THAT THE UNITED NATIONS HAS FAILED", and you are the affirmative.")
- Have the team prepare the topic. This should take 35 minutes – 10 minutes for brainstorming and 25 minutes for case development. (This timing was explained in Chapter One – there is no need to have the team members write their speeches when practising like this.)
- At the end of 35 minutes, ask the team members to explain their case to you, the observer. Ensure that every team member understands the case in the same way – if they do not, this is a technical flaw in the preparation process, which the team needs to improve.
- Have a discussion with the team members as to how well the preparation went. For example, is the case strong? Did the team members work well together? What needs to be improved?

### ***Very short preparation debates***

*Aim:* To encourage debaters to identify the issues behind a topic quickly and efficiently.

*What to do:*

- Separate your participants into two teams. These should be teams of three, but they can also be teams of two (that is, you can ignore the role of the third speakers).
- Announce a topic and the sides for the debate.
- Give the teams only 15 minutes to prepare, then start the debate.

Most teams do quite poorly at this, at least initially. However, very short preparation debating can have significant benefits for a debater's techniques – for example,

debaters need to spot the main issues quickly, need to develop a simple case, and will not have the time to write their speech out fully on their palm cards. These are all important skills for any form of debating, particularly for short preparation debates.

### ***Mixing things up***

*Aim:* To improve debaters' ability to think on their feet and to focus on the 'big issues'.

*What to do:*

- As before, form two teams and announce sides and a topic.
- Have the teams do a short preparation. This could be a regular one-hour short preparation, or it could be much shorter – for example, 15 minutes.
- Immediately before the debate, surprise the participants by 'mixing things up'. For example, change the order of the speakers on each team, or swap each team's side of the topic (that is, the team who prepared the affirmative becomes the negative and vice versa).

This exercise, like 'very short preparation' debating, emphasises the basics – it forces the participants to think quickly and to work efficiently under pressure. It also encourages participants to think about the other side of the topic during preparation – a good team will not be troubled by arguing the other side of the topic, because it will have identified the main issues of the debate and will have thought about what *both* teams should say about those issues.

### ***'Scramble' debates***

*Aim:* To improve debaters' ability to do 'short preparation during the debate' (as we examined in Chapter One).

*What to do:*

- Separate the participants into teams and announce the sides.
- Take the affirmative team aside and announce the topic.
- Give the affirmative team 15 minutes to prepare its side of the topic.
- Announce the topic immediately before introducing the First Affirmative speaker to start the debate.
- The negative team is therefore required to prepare a case and rebuttal while the First Affirmative speaks. As we discussed in Chapter One, this is essentially what the negative team must do if it is required to abandon its case in an actual debate.

This style gives an obvious advantage to the affirmative team, but that is really beside the point – the negative team gains experience in ‘short preparation during the debate’, while affirmative team nonetheless practises ‘very short preparation’ debating.

### ***‘Surprise case’ debates***

#### *Aims:*

- To force debaters to think about the assumptions underlying their case.
- To encourage debaters to be flexible and to respond directly to an opposition’s challenge.

#### *What to do:*

- Separate the participants into teams and announce the sides and topic.
- Send the teams off to do a short preparation (that is, one hour).
- Interrupt the preparation of one team.
- Tell that team what to argue, and make it a particularly radical approach. For example, if the topic is “THAT FEMINISM HAS FAILED”, have the affirmative team argue that men and women should not be equal, and that feminism has failed because it has taken women from their ‘rightful’ place in the home. If the topic is “THAT THE WAR IN AFGHANISTAN IS JUSTIFIED”, have the negative team argue that the war in Afghanistan is not justified because the September 11 attacks (which were the stated justification for that war) were themselves justified.
- Proceed to debate the topic.

This exercise should force one team – the team whose preparation was not interrupted – to substantiate its assertions on a much ‘deeper’ level. For example, most teams would argue that feminism has succeeded because it has improved women’s opportunities – this activity forces a team to explain clearly why that is a good thing.

### ***Interrogation debate***

*Aim:* To encourage debaters to consider opposition arguments while preparing, and to respond to those arguments effectively during the debate.


#### *What to do:*

- Separate the participants into teams and announce a topic and the sides. You really only need two speakers on each side for this activity.
- Have the debaters prepare the topic, either as a short preparation debate (one hour) or a very short preparation debate (15 minutes). Explain the activity in its entirety before the debaters begin their preparation.
- The premise of the debate is that you, as the judge, will decide whether or not the topic is true. For example, if the debate is about a war with Iraq, suppose that you

as the judge have the sole power to decide whether or not to go to war; if the debate is about whether feminism has failed, suppose that you as the judge have the sole power to 'rule' on the success of feminism. (Of course, you do not actually need to make any ruling at the end!)

- The order of speeches is First Affirmative, Second Affirmative, First Negative, Second Negative.
- During each speech, interrupt the speaker as much as necessary to 'test' the argument. For example, if the speaker makes an unsubstantiated assertion, ask, "Why is that the case?". If the speaker is not dealing with an important issue, raise that issue and ask for the speaker's response. There is no need for rebuttal as such, but you may ask speakers how they respond to arguments raised by the other side.

This activity should encourage debaters to anticipate attacks on their argument during preparation – essentially, it encourages speakers to 'rebut themselves'. It also encourages speakers to defend their argument forcefully during the debate itself.



# guide sheets.

---

The following four pages contain three ‘guide sheets’. They are:

- ***A chairperson’s sheet.*** This is a suggested guide to the duties of a chairperson. It includes an example of each duty. A chairperson can simply fill in the gaps if he or she wishes.
- ***A timekeeper’s guide.*** This sets out the basic duties of a timekeeper. It includes a template to record each speaker’s time, if desired.
- ***A case preparation template.*** This is a two-page outline of the main elements that a team must prepare. Of course, this is not *everything* that a team must prepare – for example, there is no room for a model or criteria. We have repeatedly seen that effective debating is about deciding the most strategic approach *in any given circumstances*, so you should not get the impression that effective preparation is merely a matter of filling in the spaces on a template! However, the template may nonetheless be an effective guide *for debaters still learning the important elements of preparation.*

## CHAIRPERSON'S SHEET

This is a very general guide to the duties of a chairperson.

DUTY	EXAMPLE
Set up the room before the debate.	<i>[See the diagram in the 'Basic Introduction' section.]</i>
Welcome your audience and adjudicator and introduce the debate as a whole.	<p>Good evening, ladies and gentlemen, and welcome to this evening's debate.</p> <p>My name is _____ and I will be the chair this evening.</p> <p>The topic of tonight's debate is THAT _____ _____.</p>
Introduce the teams.	<p>The affirmative team is from _____.</p> <p>They are:            First speaker: _____            Second speaker: _____            Third speaker: _____</p> <p>The negative team is from _____.</p> <p>They are:            First speaker: _____            Second speaker: _____            Third speaker: _____</p>
Introduce the adjudicator.	The adjudicator for tonight's debate is _____ _____.
Announce the speaking time.	Speeches will be ____ minutes long. There will be a double bell at this time. There will be a warning bell after ____ minutes.
Introduce the first speaker. Introduce each speaker in this way. Wait for the adjudicator to signal that he or she is ready before you introduce the next speaker.	I now call the first speaker of the affirmative team.
After the final speaker has concluded, introduce the adjudicator (when he or she is ready, of course!).	I now call the adjudicator, _____, to announce the result and to give feedback.
Call a representative of each team to give a vote of thanks. As a general rule, you call a representative of the losing team first, but don't describe them that way!	<p>I now call on a member of the _____ team, to propose a vote of thanks.</p> <p>:</p> <p>I now call on a member of the _____ team, to second that vote of thanks.</p>
Conclude the debate.	<p>That concludes this evening's debate.</p> <p>I would like to thank you all for your attendance and support, and wish both teams the best for their future debates.</p>

## **TIMEKEEPER'S GUIDE**

As the timekeeper, you are responsible for ringing bells to indicate where each speaker is up to in his or her speech. Assuming that there are no points of information, each speaker will receive two 'bells':

⇒ A single warning bell. The length of speeches depends on the grade and competition of debate. However, the warning bell is usually rung two minutes before the speaker's time has expired. For example, if speeches are eight minutes long, a warning bell is usually run at the six-minute mark.

⇒ A final double bell. This indicates that a speaker's time has expired. A speaker is expected to finish his or her speech shortly after this double bell. If a speaker continues for any significant period of time (for example, thirty seconds or more), the adjudicator will usually stop considering the speech, and will deduct marks. This is to avoid giving an unfair advantage to speakers who speak overtime.

Some adjudicators appreciate a summary of speakers' times. This table can be used for that purpose.

<b><u>AFFIRMATIVE TEAM</u></b>	<b><u>TIME</u></b>
<b>First Affirmative</b>	
<b>Second Affirmative</b>	
<b>Third Affirmative</b>	

<b><u>NEGATIVE TEAM</u></b>	<b><u>TIME</u></b>
<b>First Negative</b>	
<b>Second Negative</b>	
<b>Third Negative</b>	

## CASE PREPARATION TEMPLATE

**TOPIC:** \_\_\_\_\_

**SIDE:**      **AFFIRMATIVE**      /      **NEGATIVE**

---

**WHAT IS THE ISSUE THAT THE TOPIC REQUIRES US TO DEBATE?**

\_\_\_\_\_

\_\_\_\_\_

**DEFINITION:**

<u>TERMS</u>	<u>MEANINGS</u>

**THEME** (THIS SHOULD EXPLAIN BOTH **HOW** AND **WHY** YOUR TEAM AGREES/DISAGREES WITH THE TOPIC): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SPLIT:**

*SHORT LABEL FOR 1<sup>ST</sup> SPEAKER'S ARGUMENTS:* \_\_\_\_\_

\_\_\_\_\_

*SHORT LABEL FOR 2<sup>ND</sup> SPEAKER'S ARGUMENTS:* \_\_\_\_\_

\_\_\_\_\_

**OUTLINES:**

**1<sup>ST</sup> SPEAKER ARGUMENTS (2-4 ARGUMENTS):**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**2<sup>ND</sup> SPEAKER ARGUMENTS (2-4 ARGUMENTS):**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**SINGLE ARGUMENT STRUCTURE  
(TO BE PLANNED ELSEWHERE)**

**LABEL** YOUR ARGUMENT

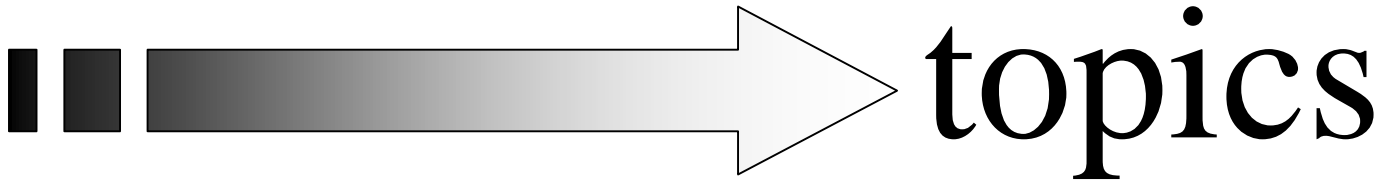
**EXPLAIN** WHAT THAT ARGUMENT IS SAYING

SHOW **HOW AND WHY** THIS IS TRUE, THEORETICALLY

GIVE SOME **PROOF** TO SHOW THAT IT *IS* TRUE, IN THE 'REAL WORLD'  
USE:

- **SIGNIFICANT AND *REAL* EXAMPLE(S), AND/OR**
- **STATISTICS (WITH SOURCES WHERE POSSIBLE!)**

EXPLAIN HOW THIS SUPPORTS YOUR SIDE OF THE TOPIC: **TIE IT BACK.**  
THE KEY QUESTION, WHICH YOU SHOULD KEEP ASKING YOURSELF WHEN  
PREPARING THIS PART, IS "***SO WHAT?***".



## ***Introduction***

Despite all the challenges of debating technique, the most frustrating part of organising a debate can sometimes be finding a good topic! A good debating topic, for our style of debate, is generally one in which the issue is clear and tangible, and for which both teams can make strong and simple arguments.

What follows is a list of five hundred suggested debating topics. They are arranged in categories, and sometimes in sub-categories. They relate to a wide variety of issues, at various levels of debate. Most of the topics are very general, although not all of these topics will be relevant to all debaters in every country.

This is hardly a 'perfect' or definitive list of debating topics. Hopefully, you will find these topics relevant and useful, whether you set them as an organiser, use them as a coach or peruse them as a debater.

### **Asylum Seekers**

- ⇒ THAT THERE SHOULD BE MAXIMUM DETENTION TERMS FOR ILLEGAL IMMIGRANTS
- ⇒ THAT AUSTRALIA'S TREATMENT OF ASYLUM SEEKERS IS A NATIONAL DISGRACE
- ⇒ THAT ILLEGAL IMMIGRANTS SHOULD BE TREATED LIKE CRIMINALS
- ⇒ THAT THE DETENTION OF MIGRANT CHILDREN IS JUSTIFIED
- ⇒ THAT WE SHOULD END THE MANDATORY DETENTION OF ASYLUM SEEKERS
- ⇒ THAT WE SHOULD REPATRIATE ALL ILLEGAL IMMIGRANTS

### **Australia's Nationhood**

- ⇒ THAT AUSTRALIA SHOULD BECOME A REPUBLIC
- ⇒ THAT NEW ZEALAND SHOULD BE AUSTRALIA'S SEVENTH STATE
- ⇒ THAT WE NEED A NEW AUSTRALIAN FLAG
- ⇒ THAT WE NEED A NEW NATIONAL ANTHEM
- ⇒ THAT WE SHOULD SUPPORT A POPULARLY ELECTED PRESIDENCY
- ⇒ THAT THE AUSTRALIAN SENATE SHOULD BE ABOLISHED
- ⇒ THAT AUSTRALIA SHOULD ABOLISH ITS STATE GOVERNMENTS
- ⇒ THAT PARLIAMENTS SHOULD HAVE ONLY ONE CHAMBER

## Censorship

### *General*

- ⇒ THAT WE NEED MORE FREEDOM OF EXPRESSION
- ⇒ THAT THERE IS NO PLACE FOR CENSORSHIP IN A DEMOCRACY
- ⇒ THAT WE SHOULD TAKE LEAVE OF OUR CENSORS
- ⇒ THAT WE NEED MORE CENSORSHIP

### *Freedom of Speech*

- ⇒ THAT DEFAMATION LAW IS A REMEDY FOR THE RICH
- ⇒ THAT HATE SPEECH SHOULD BE OUTLAWED
- ⇒ THAT RACIAL VILIFICATION SHOULD BE A CRIME
- ⇒ THAT WE SHOULD ALWAYS HAVE THE RIGHT TO BE WRONG
- ⇒ THAT WE SHOULD CENSOR HATE
- ⇒ THAT SPEECH SHOULD BE ABSOLUTELY FREE

### *Freedom of Expression*

- ⇒ THAT ART SHOULD BE FREE FROM CENSORSHIP
- ⇒ THAT DEPICTIONS OF VIOLENCE SHOULD BE BANNED
- ⇒ THAT FREEDOM OF EXPRESSION SHOULD EXTEND TO FLAG BURNING
- ⇒ THAT PORNOGRAPHY SHOULD BE BANNED

## The Courts

### *General and Assorted*

- ⇒ THAT JUDGES SHOULD BE ELECTED
- ⇒ THAT THE JUDICIARY SHOULD BE A TOOL FOR SOCIAL CHANGE
- ⇒ THAT THE SINGAPOREAN JUSTICE SYSTEM SHOULD BE A MODEL FOR US ALL
- ⇒ THAT THERE IS A DIFFERENT LAW FOR THE RICH
- ⇒ THAT THE SEXUAL HISTORY OF RAPE VICTIMS SHOULD BE ADMISSIBLE IN COURT
- ⇒ THAT WE SHOULD NOT EXTRADITE ACCUSED CRIMINALS TO FACE THE DEATH PENALTY

### *The Jury*

- ⇒ THAT THE JURY GETS IN THE WAY OF JUSTICE
- ⇒ THAT WE SHOULD ABOLISH TRIAL BY JURY

## Crime and Punishment

### *General and Assorted*

- ⇒ THAT WE ARE TOO SOFT ON CRIME
- ⇒ THAT WE SHOULD REHABILITATE NOT PUNISH
- ⇒ THAT WE SHOULD UNDERSTAND LESS AND CONDEMN MORE

### *Topics*

- ⇒ THAT WE CARE TOO MUCH ABOUT CRIMINALS AND NOT ENOUGH ABOUT VICTIMS
- ⇒ THAT CRIMINAL TRIALS SHOULD BE TELEVISED
- ⇒ THAT DRINK DRIVERS SHOULD LOSE THEIR LICENSE FOR LIFE
- ⇒ THAT MENTALLY UNSOUND CRIMINALS SHOULD GO TO JAIL
- ⇒ THAT PRISONERS SHOULD HAVE NO RIGHT TO VOTE
- ⇒ THAT PROSTITUTION SHOULD BE LEGALISED
- ⇒ THAT WE SHOULD BAN PRISONERS FROM PUBLISHING ACCOUNTS OF THEIR CRIMES
- ⇒ THAT WE SHOULD BRING BACK THE BOOT CAMP
- ⇒ THAT WE SHOULD SUPPORT MANDATORY SENTENCING FOR REPEAT OFFENDERS
- ⇒ THAT BANNING HANDGUNS GIVES CRIMINALS THE UPPER HAND

### *Capital Punishment*

- ⇒ THAT CAPITAL PUNISHMENT IS NEVER JUSTIFIED
- ⇒ THAT CAPITAL PUNISHMENT SHOULD BE REINTRODUCED
- ⇒ THAT EXECUTIONS SHOULD BE TELEVISED

### *Crimes of Universal Jurisdiction*

- ⇒ THAT FOLLOWING ORDERS SHOULD BE NO EXCUSE
- ⇒ THAT INTERNATIONAL CRIMES DESERVE AN INTERNATIONAL COURT
- ⇒ THAT OLD DICTATORS SHOULD NOT HAVE TO FACE THE MUSIC
- ⇒ THAT THE INTERNATIONAL CRIMINAL COURT WON'T WORK
- ⇒ THAT WE SHOULD CONTINUE TO PROSECUTE WORLD WAR II WAR CRIMINALS

### *Juvenile Crime*

- ⇒ THAT JUVENILE CRIMINALS SHOULD BE STRICTLY PUNISHED
- ⇒ THAT JUVENILE OFFENDERS SHOULD BE TRIED AS ADULTS
- ⇒ THAT STRICT PUNISHMENT IS THE BEST WAY TO DECREASE JUVENILE CRIME
- ⇒ THAT WE ARE TOO SOFT ON JUVENILE CRIME

## **Culture**

### *General and Assorted*

- ⇒ THAT A LANGUAGE THAT NEEDS PROTECTING ISN'T WORTH PROTECTING
- ⇒ THAT WE SHOULD GIVE NATIONAL TREASURES BACK TO THEIR PEOPLE

### *The Arts*

- ⇒ THAT THE ARTS SHOULD FUND THEMSELVES
- ⇒ THAT GOVERNMENTS SHOULD SUBSIDISE THE ARTS

### *Local Content Requirements*

- ⇒ THAT THERE SHOULD BE MORE AUSTRALIAN PROGRAMS ON TELEVISION

### *Topics*

- ⇒ THAT WE SHOULD SUPPORT DOMESTIC CONTENT QUOTAS IN BROADCASTING
- ⇒ THAT WE SHOULD STOP THE POLLUTION OF LOCAL MEDIA

### *The Film Industry*

- ⇒ THAT WE SHOULD REGRET THE INFLUENCE OF HOLLYWOOD
- ⇒ THAT HOLLYWOOD SHOULD STOP TRYING TO TEACH HISTORY
- ⇒ THAT THE BLOCKBUSTER HAS RUINED THE ART OF CINEMA

## **Democracy**

### *General and Assorted*

- ⇒ THAT DEMOCRACY IS A SHAM
- ⇒ THAT DEMOCRACY IS AN ILLUSION
- ⇒ THAT DEMOCRACY IS OVERVALUED
- ⇒ THAT DEMOCRACY IS SO GOOD THAT EVERYONE SHOULD BE MADE TO HAVE IT
- ⇒ THAT TECHNOLOGY ENHANCES DEMOCRACY
- ⇒ THAT TRUE DEMOCRACY IS DIRECT DEMOCRACY
- ⇒ THAT WE SHOULD SUPPORT CITIZEN-INITIATED REFERENDA

### *Democracy and Development*

- ⇒ THAT DEMOCRACY SHOULD NEVER BE COMPROMISED FOR PROGRESS
- ⇒ THAT DEMOCRACY HAS FAILED THE DEVELOPING WORLD

### *Democracy and Dictatorship*

- ⇒ THAT DEVELOPING NATIONS NEED STRONG DICTATORSHIP
- ⇒ THAT DICTATORSHIP IS JUSTIFIABLE
- ⇒ THAT STRONG DICTATORSHIP IS BETTER THAN WEAK DEMOCRACY

## **Drugs**

### *General and Assorted*

- ⇒ THAT ALCOHOL IS A GREATER PROBLEM THAN CIGARETTES
- ⇒ THAT MARIJUANA SHOULD BE TREATED THE SAME AS ALCOHOL AND CIGARETTES
- ⇒ THAT THE WAR ON DRUGS IS NOT WORTH THE FIGHT
- ⇒ THAT WE SHOULD LEGALISE ALL DRUGS
- ⇒ THAT WE SHOULD LEGALISE SOFT DRUGS
- ⇒ THAT WE SHOULD SUPPORT A HEROIN TRIAL

### *Alcohol*

- ⇒ THAT WE SHOULD BAN ALCOHOL
- ⇒ THAT WE SHOULD BAN THE ADVERTISING OF ALCOHOL

*Tobacco*

- ⇒ THAT THE GOVERNMENT SHOULD BAN SMOKING
- ⇒ THAT TOBACCO COMPANIES SHOULD COMPENSATE INDIVIDUAL SMOKERS
- ⇒ THAT WE SHOULD BAN ALL TOBACCO ADVERTISING
- ⇒ THAT TOBACCO COMPANIES SHOULD NOT BE ALLOWED TO SPONSOR SPORT

**The Economy**

*General and Assorted*

- ⇒ THAT COMPANIES SHOULD BE MADE MORE ACCOUNTABLE
- ⇒ THAT THE COSTS OF CAPITALISM OUTWEIGH THE BENEFITS
- ⇒ THAT THE EURO WILL FAIL
- ⇒ THAT TRADING HOURS SHOULD BE UNRESTRICTED
- ⇒ THAT WE LEAVE TOO MUCH TO THE MARKET

*Trade*

- ⇒ THAT WE HAVE GONE TOO FAR DOWN THE PATH OF FREE TRADE
- ⇒ THAT WE STILL NEED TRADE BARRIERS
- ⇒ THAT FREE TRADE HAS BENEFITED AUSTRALIA
- ⇒ THAT FREE TRADE IS THE WAY FORWARD
- ⇒ THAT WE SHOULD SUBSIDISE TRADITIONAL INDUSTRIES
- ⇒ THAT WE SHOULD SUPPORT FREE TRADE
- ⇒ THAT WE SHOULD REGRET THE EXISTENCE OF TRADE BLOCS
- ⇒ THAT THE WORLD TRADE ORGANISATION IS THE FRIEND OF THE DEVELOPING WORLD

*Public Ownership*

- ⇒ THAT THE GOVERNMENT SHOULD BUY BACK MAJOR PUBLIC UTILITIES
- ⇒ THAT WE SHOULD PRIVATISE THE LOT
- ⇒ THAT WE SHOULD SUPPORT PRIVATISATION

**Education**

*General and Assorted*

- ⇒ THAT ALL COMPUTER GAMES SHOULD BE EDUCATIONAL
- ⇒ THAT ALL EDUCATION SHOULD BE FREE
- ⇒ THAT EXAMS SHOULD BE REPLACED BY OTHER FORMS OF ASSESSMENT
- ⇒ THAT FORMAL EDUCATION HAS FAILED US
- ⇒ THAT MONEY SPENT ON SENDING STUDENTS ABROAD IS MONEY WELL SPENT
- ⇒ THAT WE SHOULD ABOLISH STUDENT GRANTS
- ⇒ THAT WE SHOULD SPEND MORE ON EDUCATION

*School Education*

- ⇒ THAT ALL SCHOOLS SHOULD BE CO-EDUCATIONAL

### *Topics*

- ⇒ THAT ALL YEAR EIGHTS SHOULD BE MADE TO DO 'HOME ECONOMICS'
- ⇒ THAT HOMEWORK SHOULD BE BANNED FOR PRIMARY STUDENTS
- ⇒ THAT INTER-SCHOOL COMPETITIVE SPORT DOES MORE HARM THAN GOOD
- ⇒ THAT PRIVATE SCHOOLS ARE NOT IN THE PUBLIC INTEREST
- ⇒ THAT SCHOOL ATTENDANCE SHOULD BE VOLUNTARY
- ⇒ THAT SCHOOL DAYS ARE THE BEST DAYS OF OUR LIVES
- ⇒ THAT SCHOOL DAYS SHOULD BE LONGER AND FEWER
- ⇒ THAT SCHOOL UNIFORMS SHOULD BE COMPULSORY
- ⇒ THAT SCHOOL UNIFORMS SHOULD BE SCRAPPED
- ⇒ THAT SCHOOLS SHOULD FOCUS ON PREPARING STUDENTS FOR JOBS
- ⇒ THAT SCHOOLS SHOULD NOT GIVE ASSIGNMENTS OVER THE SCHOOL HOLIDAYS
- ⇒ THAT STUDENTS SHOULD BE ALLOWED TO LEAVE SCHOOL AT 14
- ⇒ THAT THERE IS A CRISIS IN BOYS' EDUCATION
- ⇒ THAT THERE SHOULD BE NO COMPUTERS IN SCHOOLS
- ⇒ THAT WE ARE TAUGHT TOO MUCH ABOUT EUROPE AND NOT ENOUGH ABOUT OUR NEIGHBOURS
- ⇒ THAT WE NEED MORE DISCIPLINE IN OUR SCHOOLS
- ⇒ THAT WE SHOULD ABOLISH PUBLIC FUNDING FOR PRIVATE SCHOOLS
- ⇒ THAT WE SHOULD ABOLISH SCHOOL TUCKSHOPS
- ⇒ THAT WE SHOULD BRING BACK CORPORAL PUNISHMENT IN SCHOOLS
- ⇒ THAT WE SHOULD HAVE TO LEARN A FOREIGN LANGUAGE AT SCHOOL

### *Tertiary Education*

- ⇒ THAT CORPORATISATION OF UNIVERSITIES WILL HURT THE CAUSE OF KNOWLEDGE
- ⇒ THAT TERTIARY EDUCATION SHOULD BE FREE

## **Employment and Labour**

### *The Right to Strike*

- ⇒ THAT WE SHOULD SUPPORT THE RIGHT TO STRIKE
- ⇒ THAT STRIKERS SHOULD BE SACKED
- ⇒ THAT THE STRIKE IS A FAIR WEAPON
- ⇒ THAT PROVIDERS OF ESSENTIAL SERVICES SHOULD HAVE THE RIGHT TO STRIKE

### *Trade Unionism*

- ⇒ THAT TRADE UNIONISM THREATENS DEMOCRACY
- ⇒ THAT TRADE UNIONS HAVE BECOME IRRELEVANT
- ⇒ THAT TRADE UNIONS HAVE SERVED THEIR PURPOSE
- ⇒ THAT TRADE UNIONS HAVE TOO MUCH POWER
- ⇒ THAT WE SHOULD SUPPORT COMPULSORY UNIONISM

### *Labour Market Regulation*

- ⇒ THAT WE SHOULD ABOLISH THE MINIMUM WAGE

## *Topics*

- ⇒ THAT WE SHOULD SUPPORT A MAXIMUM WAGE
- ⇒ THAT AUSTRALIA SHOULD HAVE A LONGER WORKING WEEK
- ⇒ THAT THE MINIMUM WORKING AGE SHOULD BE INCREASED
- ⇒ THAT THERE SHOULD BE A MANDATORY RETIREMENT AGE
- ⇒ THAT WE SHOULD WORK FOR THE DOLE

## **The Environment**

### *General and Assorted*

- ⇒ THAT WE SHOULD RECYCLE ENVIRONMENTALISTS
- ⇒ THAT DAMS SHOULD BE DAMNED
- ⇒ THAT ENVIRONMENTAL TREATIES DO MORE HARM THAN GOOD
- ⇒ THAT RECREATIONAL FISHING AND HUNTING SHOULD BE BANNED

### *The Environment and Development*

- ⇒ THAT CAPITALISTS CANNOT BE ENVIRONMENTALISTS
- ⇒ THAT THERE IS NOT ENOUGH GOLD TO GO GREEN
- ⇒ THAT WE SHOULD SACRIFICE ECONOMIC GROWTH FOR THE GOOD OF THE ENVIRONMENT
- ⇒ THAT MODERN AGRICULTURE IS BAD FOR LOCAL COMMUNITIES

### *Global Warming*

- ⇒ THAT WE SHOULD STILL SUPPORT THE KYOTO AGREEMENT
- ⇒ THAT THE KYOTO SUMMIT DIDN'T GO FAR ENOUGH
- ⇒ THAT THE USA WAS JUSTIFIED IN ABANDONING KYOTO
- ⇒ THAT WE SHOULD SUPPORT INTERNATIONAL TRADING OF POLLUTION PERMITS
- ⇒ THAT GLOBAL WARMING SHOULD BE OUR NUMBER ONE PRIORITY
- ⇒ THAT WE SHOULD ABANDON FOSSIL FUELS

### *The Environment and Tourism*

- ⇒ THAT ECO-TOURISM HAS FAILED
- ⇒ THAT WE SHOULD ALLOW COMMERCIAL TOURISM IN NATIONAL PARKS

## **Feminism and Gender Relations**

### *General and Assorted*

- ⇒ THAT FEMINISM HAS FAILED
- ⇒ THAT FEMINISM IS CORRUPTING THE FAMILY
- ⇒ THAT FEMINISM IS DEAD
- ⇒ THAT THE FEMALE OF THE SPECIES IS MORE DEADLY THAN THE MALE
- ⇒ THAT THE WEST SHOULD TREAT STATE SPONSORED SEXISM AS APARTHEID
- ⇒ THAT WE NEED A MEN'S MOVEMENT TOO
- ⇒ THAT WE SHOULD REGRET FEMINISM
- ⇒ THAT WE SHOULD RESERVE SEATS IN PARLIAMENT FOR WOMEN

## *Topics*

⇒ THAT WOMEN SHOULD FIGHT IN THE FRONT LINE

### *Marriage*

- ⇒ THAT HOUSEWIVES SHOULD BE PAID FOR THEIR WORK
- ⇒ THAT MARRIAGE IS AN OUTDATED INSTITUTION
- ⇒ THAT THE BRIDE SHOULD WEAR BLACK
- ⇒ THAT WE SHOULD MAKE DIVORCE EASIER

### *Parenthood*

- ⇒ THAT WE SHOULD HAVE PAID PARENTAL LEAVE
- ⇒ THAT WE SHOULD PAY WOMEN TO HAVE BABIES

## **Gay Rights**

- ⇒ THAT WE SHOULD “OUT” GAY CELEBRITIES
- ⇒ THAT WE SHOULD LEGALISE SAME SEX MARRIAGE
- ⇒ THAT SAME SEX COUPLES SHOULD BE ALLOWED TO ADOPT CHILDREN

## **Globalisation**

### *General and Assorted*

- ⇒ THAT ALL BORDERS SHOULD BE OPEN
- ⇒ THAT GLOBALISATION IS KILLING LOCAL CULTURES
- ⇒ THAT GLOBALISATION IS BENEFITING AUSTRALIA
- ⇒ THAT GLOBALISATION MARGINALISES THE POOR
- ⇒ THAT IT WOULD BE BETTER TO LIVE ON A DESERT ISLAND THAN IN THE GLOBAL VILLAGE
- ⇒ THAT HIGH FENCES MAKE GOOD NEIGHBOURS

### *Multinational Corporations*

- ⇒ THAT MULTINATIONAL CORPORATIONS ARE THE NEW IMPERIALISTS
- ⇒ THAT MULTINATIONAL CORPORATIONS DO MORE HARM THAN GOOD

### *National Sovereignty*

- ⇒ THAT NATIONAL SOVEREIGNTY HAS BECOME MEANINGLESS
- ⇒ THAT SOVEREIGNTY IS AN OUTDATED CONCEPT
- ⇒ THAT THE NATION-STATE IS OUT OF DATE

## **Human Rights**

### *General*

- ⇒ THAT THE UNITED NATIONS SHOULD TAKE A STRONGER STAND AGAINST HUMAN RIGHTS ABUSES
- ⇒ THAT THERE ARE NO SUCH THINGS AS UNIVERSAL HUMAN RIGHTS

### *Topics*

- ⇒ THAT WE NEED A BILL OF RIGHTS
- ⇒ THAT WE SHOULD PAY COMPENSATION FOR THE INJUSTICES OF PAST GENERATIONS

### *Human Rights in the Developing World*

- ⇒ THAT AID TO DEVELOPING NATIONS SHOULD BE TIED TO HUMAN RIGHTS
- ⇒ THAT CHILD LABOUR IS JUSTIFIABLE IN THE DEVELOPING WORLD
- ⇒ THAT HUMAN RIGHTS ARE A LUXURY THE DEVELOPING WORLD CANNOT AFFORD
- ⇒ THAT RICE IS MORE IMPORTANT THAN RIGHTS
- ⇒ THAT THE ONLY HUMAN RIGHT IS THE RIGHT TO GOOD GOVERNANCE
- ⇒ THAT WE SHOULD SUPPORT CHINA'S "ONE CHILD" POLICY
- ⇒ THAT WE SHOULD BOYCOTT COMPANIES THAT USE CHILD LABOUR

## **The Individual and Society**

### *Organisation of Society*

- ⇒ THAT CAPITALISM PROVIDES FOR A BETTER SOCIETY THAN SOCIALISM DOES
- ⇒ THAT WE SHOULD REGRET THE DEMISE OF COMMUNISM
- ⇒ THAT THE NATION'S PROBLEMS ARE BETTER SOLVED BY THE PRIVATE SECTOR THAN BY GOVERNMENT
- ⇒ THAT WE SHOULD GIVE MARXISM ANOTHER TRY

### *Social Goals*

- ⇒ THAT A FAIRER SOCIETY NEEDS HIGHER TAXATION
- ⇒ THAT A GOVERNMENT THAT GOVERNS LEAST GOVERNS BEST
- ⇒ THAT EQUALITY IS THE BENCHMARK OF SOCIETY
- ⇒ THAT EQUITY IS MORE IMPORTANT THAN EFFICIENCY
- ⇒ THAT LOW TAXES ARE PREFERABLE TO EXTENSIVE GOVERNMENT SERVICES
- ⇒ THAT SMALL GOVERNMENT IS THE BEST GOVERNMENT
- ⇒ THAT "EQUAL OPPORTUNITY" IS UNFAIR
- ⇒ THAT SOCIAL SECURITY SHOULD NOT BE MEANS-TESTED
- ⇒ THAT TAXATION IS THEFT
- ⇒ THAT THE WELFARE STATE IS A RIGHT, NOT A SAFETY NET
- ⇒ THAT THERE MUST ALWAYS BE THE POOR
- ⇒ THAT WE SHOULD ABOLISH DIRECT TAXATION

### *Civil Liberties*

- ⇒ THAT CIVIL DISOBEDIENCE IS JUSTIFIABLE IN A DEMOCRACY
- ⇒ THAT PRIVATE ORGANISATIONS SHOULD NOT BE ALLOWED TO EXCLUDE MEMBERS ON THE BASIS OF RACE, GENDER OR SEXUALITY
- ⇒ THAT NATIONAL SECURITY CONCERNS JUSTIFY THE RESTRICTION OF CIVIL LIBERTIES
- ⇒ THAT WE SHOULD COMPROMISE CIVIL LIBERTIES IN THE INTERESTS OF SECURITY
- ⇒ THAT VICTIMLESS CRIMES SHOULD NOT BE CRIMES AT ALL

### *Topics*

- ⇒ THAT THE GOVERNMENT SHOULD STOP PROTECTING CITIZENS FROM THEMSELVES
- ⇒ THAT WE SHOULD OUTLAW FASCISM
- ⇒ THAT WE SHOULD REINTRODUCE NATIONAL SERVICE
- ⇒ THAT WE SHOULD SUPPORT AFFIRMATIVE ACTION

### *Assorted*

- ⇒ THAT INDIVIDUALISM IS DEAD
- ⇒ THAT NATIONAL SERVICE SHOULD BE COMPULSORY
- ⇒ THAT WE SHOULD BREAK A BAD LAW
- ⇒ THAT WE SHOULD BREAK THE LAW IN THE INTERESTS OF JUSTICE

## **International Relations and Conflict**

### *General and Assorted*

- ⇒ THAT A GOVERNMENT OWES NO DUTY TO PROTECT THE CITIZENS OF OTHER NATIONS
- ⇒ THAT MIGHT IS RIGHT
- ⇒ THAT WE SHOULD BAN LAND MINES IMMEDIATELY
- ⇒ THAT WE SHOULD PLAN FOR PEACE BY PREPARING FOR WAR
- ⇒ THAT WE SHOULD SUPPORT CONSTRUCTIVE ENGAGEMENT
- ⇒ THAT WE SHOULD SUPPORT MISSILE DEFENCE
- ⇒ THAT WE SHOULD TRADE LAND FOR PEACE

### *Economic Sanctions*

- ⇒ THAT ECONOMIC SANCTIONS ARE PREFERABLE TO WAR
- ⇒ THAT ECONOMIC SANCTIONS DO MORE HARM THAN GOOD

### *The North Atlantic Treaty Organisation (NATO)*

- ⇒ THAT NATO IS NO LONGER NECESSARY
- ⇒ THAT RUSSIA SHOULD JOIN NATO
- ⇒ THAT THE EXPANSION OF NATO IS A WRONG MOVE
- ⇒ THAT THE NATO BOMBING OF YUGOSLAVIA WAS JUSTIFIED

### *Unipolarity versus Bipolarity*

- ⇒ THAT ONE SUPERPOWER IS BETTER THAN TWO
- ⇒ THAT THE UNIPOLAR WORLD IS MORE PEACEFUL
- ⇒ THAT THE WORLD WAS BETTER WITH THE BERLIN WALL
- ⇒ THAT TWO SUPERPOWERS ARE BETTER THAN ONE
- ⇒ THAT WE SHOULD RESENT HAVING ONE SUPERPOWER

### *The United Nations*

- ⇒ THAT THE UN SHOULD TAKE A GREATER ROLE AS A GLOBAL ENFORCER
- ⇒ THAT THE UNITED NATIONS HAS FAILED

### *Topics*

- ⇒ THAT THE UNITED NATIONS IS A SPENT FORCE
- ⇒ THAT THE UNITED NATIONS SHOULD HAVE A STANDING ARMY

### *Political Assassination*

- ⇒ THAT POLITICAL ASSASSINATIONS ARE A LEGITIMATE TOOL OF FOREIGN POLICY
- ⇒ THAT THE ASSASSINATION OF DICTATORS IS JUSTIFIABLE

### *Conflict with Iraq*

- ⇒ THAT THE SECOND WAR WITH IRAQ WAS JUSTIFIED
- ⇒ THAT IRAN AND NORTH KOREA SHOULD QUAKE AT THE UNITED STATES' MILITARY SUCCESS IN IRAQ

### *The United States in International Affairs*

- ⇒ THAT THE USA IS THE EVIL EMPIRE
- ⇒ THAT THE WORLD NEEDS AMERICA TO BE ITS POLICEMAN
- ⇒ THAT WE NEED THE USA IN SOUTHEAST ASIA
- ⇒ THAT WE SHOULD SUPPORT US MILITARY BASES IN ASIA
- ⇒ THAT WE REGRET THE INFLUENCE OF THE UNITED STATES
- ⇒ THAT THE US IS MORE SINNED AGAINST THAN SINNING

### *Military Intervention*

- ⇒ THAT WE SHOULD INTERVENE MILITARILY IN OTHER PEOPLE'S WARS
- ⇒ THAT WE SHOULD INVADE IN THE INTERESTS OF DEMOCRACY
- ⇒ THAT WE SHOULD KEEP PEACEKEEPERS OUT OF CIVIL WARS

## **The Internet and Communication Technology**

### *General and Assorted*

- ⇒ THAT MARX WOULD APPROVE OF THE INTERNET
- ⇒ THAT KIDS SPEND TOO MUCH TIME ON THE INTERNET
- ⇒ THAT THE INFORMATION HIGHWAY IS LITTERED WITH ROAD KILL
- ⇒ THAT THE INTERNET WILL BE THE DEATH OF INTELLECTUAL PROPERTY
- ⇒ THAT WE SHOULD FEAR THE INFORMATION AGE
- ⇒ THAT WE SHOULD WELCOME BIG BUSINESS TO THE INTERNET
- ⇒ THAT WE'RE CAUGHT IN THE WEB

### *Regulation*

- ⇒ THAT WE NEED AN INTERNET WATCHDOG
- ⇒ THAT WE SHOULD CENSOR THE INTERNET
- ⇒ THAT WE SHOULD REGULATE TRAFFIC ON THE INFORMATION SUPERHIGHWAY
- ⇒ THAT WE SHOULD ESTABLISH AN INTERNATIONAL CYBER CRIME COURT

*Microsoft*

- ⇒ THAT BILL GATES IS TOO BIG FOR HIS BYTES
- ⇒ THAT MICROSOFT IS TOO BIG
- ⇒ THAT MICROSOFT SHOULD BE BROKEN UP

**The Media**

*General and Assorted*

- ⇒ THAT THE MEDIA HAS BECOME TOO POWERFUL
- ⇒ THAT THE MEDIA IS MORE POWERFUL THAN GOVERNMENT
- ⇒ THAT THE MEDIA IS MORE POWERFUL THAN THE CHURCH
- ⇒ THAT WE SHOULD TAME THE TABLOIDS
- ⇒ THAT WE SHOULD TRUST THE MEDIA
- ⇒ THAT FREEDOM OF THE PRESS IS LIMITED TO THOSE WHO OWN ONE
- ⇒ THAT TELEVISION NEWS COVERAGE IS TOO VIOLENT
- ⇒ THAT THE RIGHT TO A FREE PRESS IS MORE IMPORTANT THAN THE RIGHT TO A FAIR TRIAL
- ⇒ THAT REALITY TV SHOULD BE VOTED OUT OF THE HOUSE
- ⇒ THAT REALITY TV REINFORCES DEMEANING SOCIAL STEREOTYPES

*Advertising*

- ⇒ THAT ADVERTISING DOES MORE HARM THAN GOOD
- ⇒ THAT ADVERTISING IS A CURSE
- ⇒ THAT THERE IS TOO MUCH ADVERTISING IN OUR SOCIETY

*The Media, Government and Politics*

- ⇒ THAT GOVERNMENTS SHOULD REGULATE THE MEDIA
- ⇒ THAT THE STATE SHOULD HAVE NO ROLE IN BROADCASTING
- ⇒ THAT WE SHOULD PRIVATISE THE AUSTRALIAN BROADCASTING CORPORATION
- ⇒ THAT THE MEDIA PLAYS TOO GREAT A ROLE IN MODERN POLITICS

*The Media and Privacy*

- ⇒ THAT PUBLIC FIGURES HAVE THE RIGHT TO PRIVATE LIVES
- ⇒ THAT THE PRIVATE LIVES OF POLITICIANS SHOULD BE PUBLIC BUSINESS
- ⇒ THAT THE PRIVATE LIVES OF PUBLIC FIGURES SHOULD NOT BE PUBLIC PROPERTY
- ⇒ THAT THE PUBLIC'S RIGHT TO KNOW OUTWEIGHS A CANDIDATE'S RIGHT TO PRIVACY

**Nuclear Weapons and Nuclear Energy**

*General*

- ⇒ THAT AUSTRALIA SHOULD STOP MINING URANIUM

### *Topics*

- ⇒ THAT NON-NUCLEAR NATIONS SHOULD STAY THAT WAY
- ⇒ THAT WE REGRET THE NUCLEAR AGE

### *Nuclear Weapons*

- ⇒ THAT EVERY NATION SHOULD HAVE THE RIGHT TO DEFEND ITSELF WITH NUCLEAR WEAPONS
- ⇒ THAT WE SHOULD BAN ALL NUCLEAR WEAPONS
- ⇒ THAT WE SHOULD SUPPORT THE NUCLEAR DETERRENT

### *Nuclear Energy*

- ⇒ THAT COAL AND OIL ARE A GREATER DANGER THAN NUCLEAR POWER
- ⇒ THAT WE SHOULD SUPPORT THE USE OF NUCLEAR ENERGY

## **Politics**

### *General and Assorted*

- ⇒ THAT SMALL PARTIES AND INDEPENDENTS IMPEDE THE PARLIAMENTARY PROCESS
- ⇒ THAT THE THIRD WAY IS THE RIGHT WAY
- ⇒ THAT THE TWO-PARTY SYSTEM HAS FAILED US
- ⇒ THAT THERE IS TOO MUCH SECRECY IN GOVERNMENT

### *Reform of Politics*

- ⇒ THAT ELECTION CAMPAIGNS SHOULD BE FULLY FINANCED BY THE STATE
- ⇒ THAT VOTING SHOULD BE COMPULSORY
- ⇒ THAT PARLIAMENTARY PRIVILEGE SHOULD BE ABOLISHED
- ⇒ THAT PROPORTIONAL REPRESENTATION SERVES BETTER THAN 'FIRST PAST THE POST'

### *Politicians*

- ⇒ THAT MEMBERS OF PARLIAMENT SHOULD HAVE TERM LIMITS
- ⇒ THAT OUR LEADERS ARE NOT EQUAL TO THE CHALLENGES OF TOMORROW
- ⇒ THAT OUR LEADERS HAVE FAILED US
- ⇒ THAT THERE IS A DEARTH OF LEADERSHIP
- ⇒ THAT POLITICAL COURAGE IS DEAD
- ⇒ THAT OUR POLITICIANS DESERVE MORE RESPECT
- ⇒ THAT WE SHOULD REGRET THE RISE OF CAREER POLITICIANS
- ⇒ THAT OUR POLITICAL LEADERS WORRY TOO MUCH ABOUT THE NEXT ELECTION
- ⇒ THAT WE SHOULD REGRET THE INFLUENCE OF POLITICAL POLLS

### *Political Correctness*

- ⇒ THAT POLITICAL CORRECTNESS HAS GONE TOO FAR
- ⇒ THAT POLITICAL CORRECTNESS IS NECESSARY TO ACHIEVE SOCIAL JUSTICE

## Poverty and Development

### *General and Assorted*

- ⇒ THAT DEVELOPING NATIONS SHOULD NOT FOLLOW THE WESTERN MODEL
- ⇒ THAT SUSTAINABLE DEVELOPMENT IS A MYTH

### *The Developed World and the Underdeveloped World*

- ⇒ THAT THE DEVELOPED WORLD HAS FAILED THE UNDERDEVELOPED
- ⇒ THAT THE WORLD BANK IS PART OF THE PROBLEM
- ⇒ THAT TRADE IS BETTER THAN AID
- ⇒ THAT WE SHOULD FORGIVE THIRD WORLD DEBT
- ⇒ THAT WE SHOULD REMOVE PATENTS ON PHARMACEUTICAL DRUGS FOR THE DEVELOPING WORLD
- ⇒ THAT WE SHOULD REMOVE PATENT RESTRICTIONS ON AIDS DRUGS FOR THE DEVELOPING WORLD

### *Population*

- ⇒ THAT WE SHOULD REGRET THE END OF THE POPULATION EXPLOSION
- ⇒ THAT THIRD WORLD AID SHOULD BE DEPENDENT ON BIRTH CONTROL
- ⇒ THAT WE SHOULD SUPPORT INCREASED POPULATION CONTROL
- ⇒ THAT WE SHOULD SUPPORT POPULATION CONTROL BY LEGISLATION

## Race Relations and Indigenous Affairs

### *General and Assorted*

- ⇒ THAT WE SHOULD ALLOW MORE IMMIGRATION
- ⇒ THAT HUNTING WITHOUT LICENSES SHOULD BE ALLOWED FOR INDIGENOUS PEOPLE
- ⇒ THAT MULTICULTURALISM IS A MIRAGE
- ⇒ THAT THE MELTING POT HAS FAILED
- ⇒ THAT WE SHOULD SUPPORT INDIGENOUS CLAIMS TO SELF-DETERMINATION

### *Aboriginal Reconciliation in Australia*

- ⇒ THAT RECONCILIATION IS ON THE WRONG TRACK
- ⇒ THAT THE AUSTRALIAN GOVERNMENT SHOULD MAKE A TREATY WITH OUR INDIGENOUS PEOPLES
- ⇒ THAT THE TIDE HAS TURNED AGAINST ABORIGINAL RECONCILIATION
- ⇒ THAT WE CAN CLOSE THE BOOK ON ABORIGINAL RECONCILIATION
- ⇒ THAT WE SHOULD APOLOGISE TO THE STOLEN GENERATION
- ⇒ THAT WE SHOULD COMPENSATE THE STOLEN GENERATION

## Religion

### *General and Assorted*

- ⇒ THAT RELIGION HAS NO PLACE IN SCHOOLS
- ⇒ THAT ALL SCHOOLS SHOULD BE REQUIRED TO TEACH THE THEORY OF EVOLUTION
- ⇒ THAT THE CHURCH SHOULD PAY MORE ATTENTION TO THE OPINION POLLS
- ⇒ THAT THE POPE SHOULD GET MARRIED
- ⇒ THAT SCIENCE HAS MADE GOD REDUNDANT

### *Religion and the State*

- ⇒ THAT GOVERNMENTS SHOULD LEAVE CULTS ALONE
- ⇒ THAT THE SEPARATION OF THE CHURCH AND THE STATE HAS GONE TOO FAR

### *Religion and Politics*

- ⇒ THAT THE CHURCH SHOULD STAY OUT OF POLITICS
- ⇒ THAT RELIGION AND POLITICS DON'T MIX

## Science

### *General*

- ⇒ THAT SCIENCE AND TECHNOLOGY ARE ADVANCING AT A RATE TOO FAST FOR THE GOOD OF SOCIETY
- ⇒ THAT SCIENCE HAS OUTLIVED ITS USEFULNESS
- ⇒ THAT SCIENCE IS THE ALCHEMY OF OUR AGE
- ⇒ THAT SCIENCE IS THE ENEMY OF THE PEOPLE
- ⇒ THAT THE MARCH OF SCIENCE HAS GONE TOO FAR
- ⇒ THAT WE LET TECHNOLOGY DO TOO MUCH
- ⇒ THAT MEDICAL TECHNOLOGY HAS OUTSTRIPPED MORALITY

### *Intellectual Property and Science*

- ⇒ THAT INTELLECTUAL PROPERTY SHOULD NOT BE PROPERTY AT ALL
- ⇒ THAT PATENTING OF GENE TECHNOLOGY SHOULD BE BANNED
- ⇒ THAT PATENTING OF MEDICAL FINDINGS IS JUSTIFIED
- ⇒ THAT THE RESULTS OF SCIENTIFIC RESEARCH SHOULD BE FREE FOR USE BY EVERYONE

### *Space Exploration*

- ⇒ THAT MARS SHOULD WAIT
- ⇒ THAT SPACE EXPLORATION SHOULD BE LEFT TO PRIVATE ENTERPRISE
- ⇒ THAT THE COST OF SPACE EXPLORATION IS JUSTIFIABLE
- ⇒ THAT WE SHOULD GO BACK TO THE MOON
- ⇒ THAT WE SHOULD SUPPORT SPACE EXPLORATION
- ⇒ THAT WE SHOULD WELCOME SPACE TOURISM

*Testing*

- ⇒ THAT GENETIC SCREENING SHOULD BE BANNED
- ⇒ THAT INSURANCE COMPANIES SHOULD BE ABLE TO DO GENETIC TESTING
- ⇒ THAT WE SHOULD SUPPORT COMPULSORY AIDS TESTING
- ⇒ THAT EMPLOYERS SHOULD BE ALLOWED TO DRUG TEST THEIR EMPLOYEES

*Surrogacy*

- ⇒ THAT WE SHOULD ALLOW SURROGACY FOR PROFIT
- ⇒ THAT WE SHOULD ALLOW SURROGATE MOTHERHOOD

*Reproductive Technology*

- ⇒ THAT WE SHOULD BAN REPRODUCTIVE TECHNOLOGY
- ⇒ THAT THE FATHER SHOULD BE PRESENT AT CONCEPTION

*Cloning*

- ⇒ THAT WE SHOULD CLONE HUMANS
- ⇒ THAT WE SHOULD SEND IN THE CLONES

*Genetic Engineering*

- ⇒ THAT WE SHOULD GENETICALLY ENGINEER FARM ANIMALS
- ⇒ THAT WE SHOULD SUPPORT GENETIC ENGINEERING
- ⇒ THAT THE BENEFITS OF GENETIC ENGINEERING OUTWEIGH THE RISKS
- ⇒ THAT THE ENGINEERING OF GENES SHOULD BE LEFT TO LEVI
- ⇒ THAT WE SHOULD BAN GENETICALLY MODIFIED PRODUCTS

*Assorted*

- ⇒ THAT THE SANCTITY OF LIFE OUGHT TO BE VALUED OVER THE QUALITY OF LIFE
- ⇒ THAT WE PLACE TOO MUCH FAITH IN THE MEDICAL PROFESSION
- ⇒ THAT WE SHOULD ALLOW RESEARCH ON FOETAL STEM CELL TISSUE
- ⇒ THAT WE SHOULD HAVE A COMPREHENSIVE DNA DATABASE
- ⇒ THAT WE SHOULD LEGALISE VOLUNTARY EUTHANASIA
- ⇒ THAT WE SHOULD OUTLAW GENETIC DISCRIMINATION
- ⇒ THAT WE SHOULD BAN ALL EXPERIMENTATION ON ANIMALS
- ⇒ THAT ABORTION IS JUSTIFIABLE

**Specific Nations and Regions**

*Africa*

- ⇒ THAT THE UNITED STATES OF AFRICA WOULD BE A GOOD IDEA
- ⇒ THAT PLACING 'SMART SANCTIONS' ON ZIMBABWE IS NOT ENOUGH

*Australasia*

- ⇒ THAT AUSTRALIA HAS A SHAMEFUL HUMAN RIGHTS RECORD
- ⇒ THAT AUSTRALASIA SHOULD HAVE A COURT OF HUMAN RIGHTS
- ⇒ THAT ASIA SHOULD TAKE THE LIBERAL PATH
- ⇒ THAT ASEAN SHOULD ADOPT EAST TIMOR
- ⇒ THAT AUSTRALIA SHOULD PLAY POLICEMAN IN THE SOUTH PACIFIC
- ⇒ THAT AUSTRALIA SHOULD RENOUNCE ITS CLAIM ON TIMORESE OIL
- ⇒ THAT AUSTRALIA SHOULD STOP BEING UNCLE SAM'S NEPHEW
- ⇒ THAT AUSTRALIA SHOULD UPGRADE ITS DEFENCES
- ⇒ THAT EAST TIMOR'S BLOOD IS ON AUSTRALIA'S HANDS
- ⇒ THAT THE WORLD HAS FAILED EAST TIMOR
- ⇒ THAT INDONESIA SHOULD TURN ITS BACK ON DEMOCRACY
- ⇒ THAT BHP HAS SOLD PAPUA NEW GUINEA DOWN THE RIVER
- ⇒ THAT CHINA SHOULD FREE TIBET
- ⇒ THAT DEMOCRACY HAS FAILED INDIA
- ⇒ THAT WE SHOULD CONDEMN SINGAPORE
- ⇒ THAT WE SHOULD FEAR CHINA
- ⇒ THAT WE SHOULD FEAR PAKISTAN

*Europe*

- ⇒ THAT WE SUPPORT EUROPEAN FEDERALISM
- ⇒ THAT KOSOVO'S BLOOD IS ON THE WEST'S HANDS

*The Middle East*

- ⇒ THAT ISRAEL IS MORE SINNED AGAINST THAN SINNING
- ⇒ THAT THE MIDDLE EAST PEACE PROCESS WILL NEVER SUCCEED
- ⇒ THAT THE PEACE IN THE MIDDLE EAST IS AN ILLUSION
- ⇒ THAT THE WEST SHOULD STOP EXCUSING ISRAEL
- ⇒ THAT WE CAN WORK WITH ARAFAT AS A PARTNER FOR PEACE
- ⇒ THAT WE SHOULD SUPPORT THE WEST'S CURRENT APPROACH TO THE MIDDLE EAST
- ⇒ THAT THE WEST SHOULD LEAVE THE MIDDLE EAST ALONE

*Russia*

- ⇒ THAT DEMOCRACY IS THE BEST WAY FORWARD FOR RUSSIA

*The United States of America*

- ⇒ THAT THE AMERICAN DREAM HAS BECOME A NIGHTMARE
- ⇒ THAT THE STATUE OF LIBERTY IS ANYTHING BUT
- ⇒ THAT THE USA SHOULD BE CONDEMNED FOR ITS HUMAN RIGHTS RECORD
- ⇒ THAT GEORGE W BUSH AIN'T ALL THAT BAD
- ⇒ THAT THE UNITED STATES IS IN DECLINE

## **Sport**

### *Sport in Society*

- ⇒ THAT WE ARE TOO OBSESSED WITH SPORT
- ⇒ THAT WE PAY TOO MUCH ATTENTION TO SPORT
- ⇒ THAT OUR SPORTING HEROES DON'T DESERVE OUR ADMIRATION
- ⇒ THAT SPORT AND POLITICS SHOULD NOT MIX
- ⇒ THAT SPORTING TEAMS SHOULD BE RESPONSIBLE FOR THE ACTIONS OF THEIR HOOLIGAN FANS
- ⇒ THAT TELEVISION NETWORKS SHOULD BE REQUIRED TO BROADCAST MEN'S AND WOMEN'S SPORT EQUALLY

### *Money and Sport*

- ⇒ THAT COMMERCIALISM HAS RUINED SPORT
- ⇒ THAT THERE IS TOO MUCH MONEY IN SPORT
- ⇒ THAT PROFESSIONALISM HAS RUINED THE OLYMPIC GAMES
- ⇒ THAT SPONSORSHIP IS RUINING SPORT

### *The Spirit of Sport*

- ⇒ THAT SPORT HAS BECOME TOO COMPETITIVE
- ⇒ THAT THE OLYMPIC SPIRIT IS DEAD
- ⇒ THAT THE SPIRIT OF SPORT IS DEAD

### *Sporting Bans*

- ⇒ THAT WE SHOULD BAN BOXING
- ⇒ THAT WE SHOULD BAN HUNTING WITH HOUNDS
- ⇒ THAT WE SHOULD LEGALISE PERFORMANCE ENHANCING DRUGS IN SPORT

## **Terrorism**

### *General and Assorted*

- ⇒ THAT WE SHOULD SUPPORT THE DEATH PENALTY FOR TERRORISTS
- ⇒ THAT THE WORLD HAS CHANGED FOR THE BETTER SINCE SEPTEMBER 11
- ⇒ THAT US FOREIGN POLICY WAS RESPONSIBLE FOR SEPTEMBER 11
- ⇒ THAT WE SHOULD RESTRICT THE REPORTING OF TERRORIST ATTACKS

### *Justification for Terrorism*

- ⇒ THAT SOCIAL INJUSTICE JUSTIFIES POLITICAL VIOLENCE
- ⇒ THAT TERRORISM IS NEVER JUSTIFIED
- ⇒ THAT THERE IS A TIME FOR TERRORISM

### *Negotiation with Terrorists*

- ⇒ THAT LONG-TERM NEGOTIATION IS THE BEST RESPONSE TO TERRORISM

### *Topics*

- ⇒ THAT NEGOTIATION WITH TERRORISTS IS JUSTIFIED
- ⇒ THAT WE SHOULD TALK TO TERRORISTS

### *The War on Terror*

- ⇒ THAT THE WAR ON TERROR IS AL-QAEDA'S GREATEST VICTORY
- ⇒ THAT TERRORISM JUSTIFIES WAR
- ⇒ THAT THE BEST WAR ON TERROR IS THE WAR ON POVERTY
- ⇒ THAT CAPTURED MEMBERS OF AL-QAEDA SHOULD NOT BE TREATED AS ILLEGAL COMBATANTS

### **Young People in Society**

- ⇒ THAT CHILDREN SHOULD PLAY LESS AND STUDY MORE
- ⇒ THAT KIDS HAVE NEVER HAD IT SO GOOD
- ⇒ THAT KIDS TODAY HAVE IT TOO EASY
- ⇒ THAT OUR LEADERS ARE TOO OLD
- ⇒ THAT PARENTS SHOULD HAVE THE RIGHT TO SMACK THEIR CHILDREN
- ⇒ THAT THE VOTING AGE SHOULD BE LOWERED TO 16
- ⇒ THAT YOUTH ICONS MAKE POOR ROLE MODELS

### **Various**

- ⇒ THAT COUNTRY LIFE IS BETTER THAN CITY LIFE
- ⇒ THAT DEMONSTRATIONS ARE A WASTE OF TIME
- ⇒ THAT IT'S NOT WHETHER YOU WIN OR LOSE BUT HOW YOU PLAY THE GAME
- ⇒ THAT THE GOVERNMENT SHOULD DO MORE TO SUPPORT TRADITIONAL FAMILIES
- ⇒ THAT THE NEW CENTURY WILL BE BETTER THAN THE LAST
- ⇒ THAT TOLERANCE COSTS TOO MUCH
- ⇒ THAT VALENTINE'S DAY IS TOO COMMERCIALISED
- ⇒ THAT WE ARE THE LOST GENERATION
- ⇒ THAT WE SHOULD BAN GAMBLING
- ⇒ THAT WE SHOULD BE MORE PROTECTIVE OF PRIVACY
- ⇒ THAT WE SHOULD BREAK THE LAW TO PROTECT THE RIGHTS OF ANIMALS
- ⇒ THAT WE SHOULD LEGISLATE FOR TOLERANCE
- ⇒ THAT WE SHOULD LEGISLATE NOT LIBERATE
- ⇒ THAT WE SHOULD NOT TAX STUPIDITY
- ⇒ THAT WE SHOULD PROTEST AGAINST McDONALD'S
- ⇒ THAT WE SHOULD REGRET THE TWENTIETH CENTURY
- ⇒ THAT WE SHOULD RESTRICT PRIVATE CAR OWNERSHIP
- ⇒ THAT WE SHOULD RESTRICT VEHICLE ACCESS TO THE CITY
- ⇒ THAT ZOOS SHOULD BE CLOSED