



Every child should have a mobile phone

Should children have mobile phones (or cell phones in American English). This doesn't mean they must have one and carry it with them everywhere. It is simply the option to have one if they want to, but given the choice, would they refuse? Invented in 1973 as an expensive technology for the rich and important, to almost a six billion units in 2012, they have fast become a staple of life. In the UK in 2015 more than 70% of children aged between five and sixteen own a personal smart phone. The age at which children get their own phone is falling.

Points For	Points Against
With mobile phones we are safer than ever before, parents and guardians can check if children are where they are supposed to be. During disasters like earthquakes and floods, they become indispensable.	If phones are not used as they were bought for then they are useless. Most phones are used to play games and look for things online. They are not mostly used for purposes of safety.
It makes our lives easier: we can call, send messages, join an online group, take images, share a video, write emails, check the weather, check train times, and research words online.	While this is true, children are concerned that long hours using a screen and being around electro-magnetic waves can harm their health. They also lose out on non-verbal communication like facial expressions.
Technology is an essential part of life. Learning how to use them gives children valuable skills which can be used later in life.	Children these days don't know how to have face-to-face conversations as they are always facing a screen. They appear shy and anti-social.
Smart phones give children independence and the ability to manage their own lives.	Children are not able to make wise choices. They are likely to make costly mistakes which can harm them. For instance, their use of social media and sharing images which can stay online forever needs supervision.



Useful language to use in formal debates

In general, you would need to come up with 4-5 main arguments to support your team's debating position. It's also important to remember to also anticipate the opposition's arguments to help you defend your team's point of view.

Building your Argument

Introducing your point: To begin with... First of all...

Connecting your points: Also... Furthermore... What's more...

Showing importance: More importantly... What's worse... Above all else...

Giving examples: For instance... For example...

Opinions, Preferences:

In my opinion..., The way I see it..., As far as I'm concerned..., If it were up to me..., I suppose..., I suspect that..., I'm pretty sure that..., I honestly feel that, Without a doubt...,

Disagreeing:

Don't you think it would be better..., Shouldn't we consider..., But what about..., I'm afraid I don't agree..., Frankly, I doubt if..., The truth of the matter is..., The problem with your point of view is that..., It's a fact that..., According to ..., The reality of the situation is..., The numbers show that..., The fact is this:...,

Partially agreeing:

I agree with you to a point however..., I see where you are coming from but..., I see what you are saying but ...,

Delaying Strategies

I can't answer that directly..., I'll need time to think about that..., That's a very interesting question, because..., That's a difficult question to answer,

Asking someone to repeat

Pardon me? Pardon? Excuse me? Sorry? I'm sorry? I beg your pardon?

Holding the floor

Hold on..., Hold on a second..., Yes, I was about to mention that..., Well, I was about to come to that..., Sorry, I haven't finished yet ., I haven't made my point yet ...

Expressing solutions and alternatives

The solution is to..., Then you will..., The best way to ... is ...,
To ..., you really have to ..., There are many choices....,

Supplementary materials



If needed, each member can be given a card indicating their position in the debate.

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