

**Candidate's name:** Joni Hesselgrave

Grade/Class/Subject:	Grade 6/7 English Language Arts	School:	Lakeview Elementary
Date:	Wednesday, March 9, 2022	Allotted Time:	75 minutes
Topic/Title:	Debating Issues that Matter to Us		

## 1. LESSON ORIENTATION

**Key resources:** [Instructional Design Map](#)

*Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.*

The first purpose of this lesson is to complete yesterday's "Candy Bar" debates (we were able to hear 2/6 debates, but we still have 4 debates to hear today).


The second purpose of this lesson is to have students hone their debate skills by participating in a second, more serious, debate. These debates will be of their own choosing, hopefully of interest to them, selected from the age-appropriate list we reviewed as a class yesterday (i.e., "Middle School Debate Topics" from ThoughtCo, in "The Great Debate by Ms. H").


Students will continue to utilize the persuasive strategies they learned in our editorial unit and apply them to their debates. They will be asked to state an opinion/point of view on an issue (*resolution*) and will need to draw upon facts and arguments to persuade their listeners (classmates) to agree with their point of view (not their opponent's).

Participating in debate helps students develop skills in questioning and speculating; in acquiring new ideas, analyzing and evaluating new ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, and problem solving—all crucial to becoming educated and engaged citizens.


## 2. CORE COMPETENCIES

**Key resources:** <https://curriculum.gov.bc.ca/competencies>


Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input checked="" type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input checked="" type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p> <b>Communicating</b> encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies. Communicating provides a bridge between peoples' learning, their personal and social identity, and the world in which they interact. People who communicate effectively use their skills and strategies intentionally to ensure understanding by their audience. They communicate in an increasing variety of contexts, for a variety of purposes, and often with multiple audiences.</p> <ul style="list-style-type: none"> <li>Students will use persuasive communication strategies to argue their opinion/point of view to an audience (their teacher and classmates).</li> <li>Students will use their communication strategies to refute their opponent's opinion/point of view.</li> </ul>

 **Collaborating** involves the skills, strategies, and dispositions that people use to work together to pursue common purposes and accomplish common goals. People who collaborate effectively recognize how combining others' perspectives, strategies, and efforts with their own enhances collective understanding, use, and impact. They value the contributions of group members, interact supportively and effectively using inclusive practices, and strive for shared commitment and mutual benefit.

- Students will collaborate (respectfully and inclusively) in pairs and small groups as they prepare for their debates.
- Students will collaborate in pairs and small groups to successfully complete debates.

 **Critical and Reflective Thinking** encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions. People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. They reflect on the information they receive through observation, experience, and other forms of communication to solve problems, design products, understand events, and address issues. A critical thinker uses their ideas, experiences, and reflections to set goals, make judgments, and refine their thinking.

- Students will think critically and reflectively as they work toward an understanding of the issues up for debate (considering both sides) and how they will persuade the audience to agree with their side (not their opponent's).
- Students will think critically and reflectively as they consider their audience, their own opinion/point of view (and that of their opponents), their main argument (and that of their opponents), their evidence to support their opinion/point of view (and that of their opponents).

 **Social Awareness and Responsibility** involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways. People who are socially aware and responsible contribute to the well-being of their social and physical environments. They support the development of welcoming and inclusive communities, where people feel safe and have a sense of belonging. A socially aware and responsible individual contributes positively to their family, community, and environment; empathizes with others and appreciates their

	<p>perspectives; resolves problems peacefully; and develops and sustains healthy relationships.</p> <ul style="list-style-type: none"> <li>• Students will work cooperatively in pairs and small groups, with an awareness, understanding, and appreciation of the connections between themselves and their peers.</li> <li>• Students will be inclusive, respectful, and work toward fostering a sense of belonging for all group members.</li> <li>• Students will be responsible group members and ensure they are contributing positively and fairly.</li> <li>• Students will value and appreciate other group members' perspectives and those of their opponents.</li> <li>• Students will recognize connections between themselves and the issues up for debate.</li> <li>• Students will be thoughtful to the perspectives put forth in the debates they are part of and to those they are not part of (i.e., to those they observe/listen to) even if their perspectives are different.</li> </ul>
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### 3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson (check all that apply):	How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?
<input checked="" type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input checked="" type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input checked="" type="checkbox"/> Learning involves generational roles and responsibilities. <input checked="" type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input checked="" type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input checked="" type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	<p>Throughout my lessons, I always encourage students to be patient and kind to themselves as they learn new concepts. This lesson, and further lessons in this Unit, will be delivered via open, non-judgmental group discussions, posited on positive teacher/student and student/student relationships and connections. Ideas and concepts will be learned experientially, through a mixture of explicit instruction, modelling, scaffolded support, practice, and student-doing. Student understanding will be dependent upon their participation in, and attentiveness to, class and group discussions and to the assigned tasks (done in class, with support as needed).</p>


### 4. BIG IDEAS

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

<p><i>What are students expected to <b>UNDERSTAND</b>? How is this lesson connected to Big Idea/s or an essential question?</i></p> <p><b>Big Ideas:</b> (1) Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.</p> <p>(2) Exploring and sharing multiple perspectives extends our thinking.</p>
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## 5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

<b>Curricular Competencies:</b> <i>What are students expected to <b>DO</b>?</i>	<b>Content:</b> <i>What are students expected to learn (<b>KNOW</b>)?</i>
<p>Students will attend to the remaining four “Candy Bar” debates and then go on to work independently or in pairs to debate an issue of their choice.</p> <p>Students will organize, prepare, and perform their debates.</p> <p>Students are expected to <b>DO</b> the following:</p> <p><b>Comprehend and connect (reading, listening, viewing):</b></p> <ul style="list-style-type: none"> <li>• Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability.</li> <li>• Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking (may include questioning and speculating, acquiring new ideas, analyzing and evaluating new ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, and problem solving).</li> <li>• Synthesize ideas from a variety of sources to build understanding.</li> </ul> <p><b>Create and communicate (writing, speaking, representing):</b></p> <ul style="list-style-type: none"> <li>• Exchange ideas and viewpoints to build shared understanding and extend thinking.</li> <li>• Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences.</li> <li>• Select and use appropriate features, forms, and genres according to audience, purpose, and message.</li> </ul>	<p>Students will know the structure, components, process, and guidelines of a debate. Students will know the role of the debater and which skills and strategies they need to use when debating. Students will know that a strong argument, backed up by evidence (facts, data, informational sources) is essential to every debate. Students will also know that they need to have strong presentation skills to be successful in their debates.</p> <p>Students are expected to <b>KNOW</b> the following:</p> <p><b>Story/text:</b></p> <ul style="list-style-type: none"> <li>• Techniques of persuasion (the use of emotional and logical appeals to persuade).</li> </ul> <p><b>Strategies and processes:</b></p> <ul style="list-style-type: none"> <li>• Oral language strategies</li> <li>• Metacognitive strategies</li> <li>• Writing strategies</li> </ul> <p><b>Language features, structures, and conventions:</b></p> <ul style="list-style-type: none"> <li>• Features of oral language</li> <li>• Paragraphing</li> <li>• Sentence structure and grammar</li> <li>• Syntax and sentence fluency.</li> <li>• Presentation techniques</li> </ul> 

## 6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

<i>How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?</i>
<p>Students will achieve the learning intention by planning and participating in a second, more serious, debate. I will circulate the room during the collaboration and planning process, providing <b>formative feedback</b> to students on their opinions/points of view, arguments, evidence, opening statements, rebuttals, and closing statements. Students will then take turns debating. The audience will decide the winner of each debate (majority vote). After each debate, I will ask the class which individual, or team, was the most convincing/compelling/persuasive? The audience will raise a hand for Individual/Team A or Individual/Team B). I will also assess students’ debate skills against a simple rubric (attached) which will be returned to them with <b>summative feedback</b> (meant to guide future debates).</p>

## 7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

*Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.*

This lesson builds upon the previous two weeks' lessons on editorials (persuasive reports) and from yesterday's introduction to "Debate." Students will utilize the persuasive strategies they learned in our editorial unit and apply them to their debates. They will be asked to state an opinion/point of view on an issue (*resolution*) and will draw upon evidence (facts, data, and sources) to formulate a compelling argument that will persuade their listeners (classmates) to agree with their point of view (not their opponent's point of view).

This lesson is important because debate offers cross-curricular learning opportunities and builds on multiple curricular competencies. Students will debate issues throughout their lives and exposure to debate will help them approach debatable issues with confidence and professionalism.

### **Benefits of Debate in the Classroom:**

- 1) Improved critical thinking skills.
- 2) Better poise, speech delivery, and public speaking skills.
- 3) Increased retention of information.
- 4) Improved listening and note-taking skills.
- 5) Enhanced teamwork skills and collaboration.
- 6) More confidence to stand up for the truth when a discussion promotes falsehoods/is inaccurate.
- 7) Learn better ways to state one's point with gentleness & grace.
- 8) Helps students identify holes in their theories and create more balanced arguments.
- 9) Teaches students how to structure their thoughts.

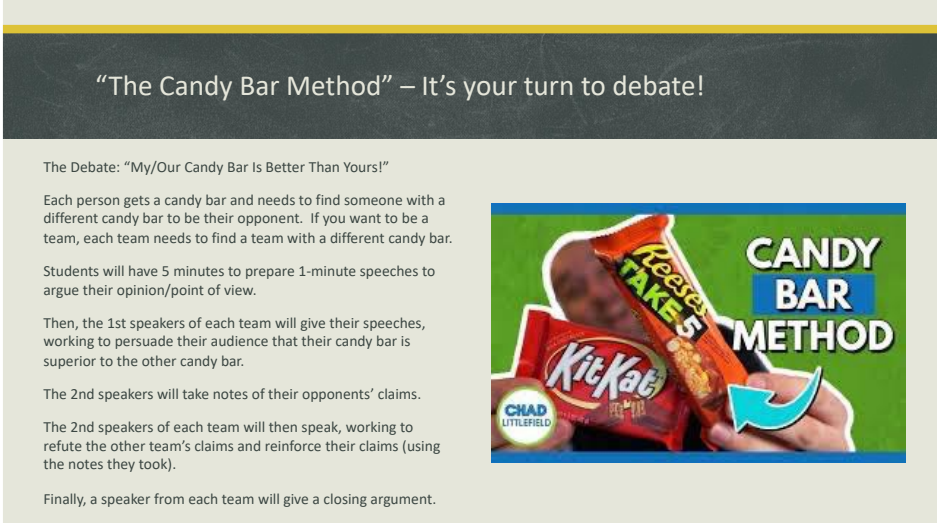
Exceptionalities: One student has a designated EA and needs support to regulate emotions. There is a plan in place to help avert significant behavioural challenges. This student can follow through with this lesson, and its tasks, with the supports previously in place. Several students are colour-blind, but this will not hinder them from participating in the learning task (i.e., selected texts, visuals, and audio-visuals can be understood regardless of the spectrum of colour seen). There are no other exceptionalities amongst this group of students that will interfere with student involvement or participation in this lesson.

**Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

I will need to do the following:

- (1) Open my PowerPoint presentation and have it ready to review with the class.
- (2) Print off 27 copies of the "Classroom Debate Planner" (attached).
- (3) Open today's lesson plan and have the debate rubric ready for review with students.
- (4) Print off 27 debate rubrics (for assessing the debates).
- (5) Have a timer ready to time the debates.

## 8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does ( <i>learning activities to target learning intentions</i> )	Pacing
<b>OPENING:</b> <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i>	<p>Cue students that it is time to start English Language Arts, referencing the visual schedule, and tell them that they will need a pencil, the “Great Debate by Ms. H” handout from yesterday, and their Candy Bar debate organizers.</p> <p>When students are organized, ready, quiet, and “eyes on,” draw their attention to the Smart Board where yesterday’s PowerPoint presentation – “The Great Debate by Ms. H” – will be up and ready to review.</p> <p>Say: “Today, we will finish the remaining Candy Bar Debates before we move to our second, more serious, debates—which you get to choose from the list of Middle School Debate topics in the slideshow handout.”</p>	<p>Quick transition to lesson; interactive and lively pace. (5 min)</p>
<b>BODY:</b> <ul style="list-style-type: none"> <li>• <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i></li> <li>• <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i></li> <li>• <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i></li> <li>• <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i></li> </ul>	<p>I DO: Pull up the following slide:</p> <div data-bbox="427 653 1359 1171">  </div> <p>I DO: Tell students that those still needing to do their Candy Bar debate have the next 5 minutes to finalize their arguments. At the end of that time, all of the remaining groups should be ready to debate. Students who have already debated can spend this time looking over the “Middle School Debate Topics” and start thinking about which resolution they would like to choose for their debate. If they decide, they can tell me and I will assign them to that topic (see slides at the end of this lesson).</p> <p>STUDENTS DO: Finalize their candy bar debates OR start looking over the Middle School Debate topics for their second debate.</p> <p>I DO: Circulate the room, offering support, guidance, and feedback. Check in with those who were away yesterday; bring them up to speed by giving them a copy of the slideshow handout and debate organizer (ask them to read while they wait and ask questions if they need to). They will see the Candy Bar debates in action and will have the opportunity to join a group for the second set of debates. Redirect students who go off task. Assign resolutions to any pairs or groups that approach me with their selections.</p> <p>I DO: When the designated time has elapsed, call students’ attention back to the front of the room. Wait for students to quiet down and have “eyes on” before</p>	<p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (15 min of instruction, followed by 15 min of debate prep, followed by 35 min of debating).</p>



reviewing the debate process and expectations. Reference the following slides: “The Debate Process” and “Let the Debate Begin!”

## The Debate Process - How to Debate?



- Identify arguments for both sides of the debate.
- Write a strong argument that supports the side of the debate you have been asked to present.
- Note at least three to five facts to support your side.
- Be ready to present your side in a 1–2-minute speech.
- Listen to the opposition's argument and take note of any points you will need to refute.
- Deliver a strong rebuttal argument.
- Give a closing statement that strongly relates your position and tells listeners why they should support your side.

## The Debate Process

- Make sure you and your partner agree on your facts and opinions.
- Know who is saying the **opening argument**, doing the **rebuttal**, and giving the **concluding statement**.
- When speaking and listening:
  - Be respectful and show empathy.
  - Choose your words wisely (be thoughtful).
  - Listen actively. Consider what the opposition is saying & decide how you can argue against them.
  - Use language to appeal to the audience's emotions.
  - Use your voice to grab and hold the audience's attention.
  - Use gestures to emphasize important ideas. Body language is important.
  - If you get nervous, look at the top of your audiences' heads (they will think you are looking at them).

## Let the Debate Begin!

### Round 1

- 1st speaker from team 1 gives opening argument
- 1st speaker from team 2 gives opening argument
- 1-minute preparation for rebuttal

### Round 2

- 2nd speaker from team 1 gives their rebuttal
- 2nd speaker from team 2 gives their rebuttal
- 1-minute preparation for closing argument

### Closing Arguments

- Team who goes first in opening round goes last in closing round:
- Speaker from team 2 gives closing argument
- Speaker from team 1 gives closing argument

### Decision Time

- Teams shake hands and thank each other for a great debate.
- Audience applauds the teams for their effort.
- Adjudicator polls audience/Winner decided by show of hands.

STUDENTS DO: Be attentive and listen to the review.

I DO: Ask students if they have any questions or concerns.

STUDENTS DO: Ask questions and/or raise concerns.

I DO: Answer questions/ease concerns. Then, ask if there are any volunteers who would like to go first. If no volunteers, draw popsicle sticks to determine the order of debaters (discarding any names that went yesterday).

STUDENTS DO: Volunteer if they would like to go first or be ready to go if their name gets drawn. Perform their debates.

I DO: Time arguments/direct speakers. After each debate, determine the winning side by polling the audience. Ask “which individual or team had the most compelling/convincing/persuasive argument? Individual/Team A or Individual/Team B?”

STUDENTS DO: Raise a hand for Individual/Team A or Individual/Team B.

I DO: Repeat until all debaters have gone.

I DO: Once all the Candy Bar debates have been heard, thank everyone for their courage and praise them on a job well done! Give everyone a big round of applause! Then inform students that it is time for their second debates.

I DO: Bring up and review the following two slides:

### Plan for 2<sup>nd</sup> Debates

- Get yourself into **groups of four** (depending on attendance, they may need to be an odd-sized group).
- Each group needs to **select a debate topic** (from the list we just reviewed) and then tell me so that I can cross it off the list (we want each group to debate a different issue).
- Decide which two people in your group will be the **Proposition** (arguing for) and which two people will be the **Opposition** (arguing against). Remember, you may not agree with the side you are assigned, but that is part of the debate process (it is about looking at different points of view and developing debate skills).
- Decide who will be the 1<sup>st</sup> and 2<sup>nd</sup> speakers for each side and who will be giving the closing arguments.
- Start formulating your arguments (based on opinion and a point of view).
- Start gathering research (evidence, facts, data, etc.) to back up your arguments.
- Make note of your key points and start structuring your debate speeches.

### Plan for 2<sup>nd</sup> Debates continued...

- 1<sup>st</sup> speakers will finalize their opening arguments.
- 2<sup>nd</sup> speakers will have anticipated what the opposition will say and have most of their rebuttal speech formulated (2<sup>nd</sup> speakers will still take notes as the opposition gives their opening argument but this anticipating will make your team more prepared).
- Practice & rehearse in your groups.
- Come together as a class and listen to each of the debates.
  - There should be 5-6 groups, so 5-6 debates.
- Debates should be approximately 8 minutes in length:
  - 1 min openings x2 + 1 min prep + 1 min rebuttals x2 + 1 min closings x2 = 8 min
- If we do not get through all groups, we can listen to the rest of the groups' debates on Thursday (my last day).



	<p>STUDENTS DO: Listen attentively.</p> <p>I DO: Bring up and review the Debate Rubric (attached).</p> <p>I DO: Ask students if they have any questions or concerns.</p> <p>STUDENTS DO: Ask questions/raise concerns.</p> <p>I DO: Answer questions/ease concerns. Then tell students that they have 5 minutes to get into pairs of 2 (1 v 1) or groups of four (2 v 2) and decide on their topic. They will need to tell me which one they have chosen so that I can cross it off the list of options (i.e., there should only be one debate per resolution). If a student has trouble finding a pair or group, I will assist.</p> <p>STUDENTS DO: Get themselves into pairs or groups, decide on their topic, and report to me.</p> <p>I DO: Record pairs or groups of debaters and match them to their topics – write them on the white board.</p> <p>I DO: Once everyone has a group and has decided their topic/resolution, say: “You will now have 20 minutes to prepare, organize and rehearse your debate. Feel free to come and grab another debate organizer (hold them up at the front) or you can use your own note-taking method if you prefer. Remember, you are creating an opening argument, a rebuttal (trying to anticipate what your opponent will say during their opening statement and argument), and a closing statement. If you are debating as an individual, against another individual, you will be doing all three of the speeches yourself. If you are debating as a pair, against another pair, each pair will need to determine who is doing what speech.”</p> <p><b>Note: this 20-minute time frame is an estimate. Students may need more time. Depending on how much time we have left in the block, I may give them the remainder of the class to organize, prepare and rehearse and then all of the debates will be heard on Thursday.</b></p> <p>STUDENTS DO: Grab an organizer (if they want to use one) and find a space to work on their debates (organizing/preparing/rehearsing).</p> <p>I DO: Let students know that I will be circulating the room to listen, observe, and provide feedback/guidance.</p> <p>STUDENTS DO: Perform the learning task: discuss, collaborate, and fill in their debate organizers (i.e., prepare their opening arguments, rebuttals, and closing argument).</p> <p>I DO: Circulate the room, observe conversations, provide guidance/feedback, and re-direct off task students/behaviours. Check in periodically to see how students are progressing – do you need more time? 5 min? 10 min? More?</p>	
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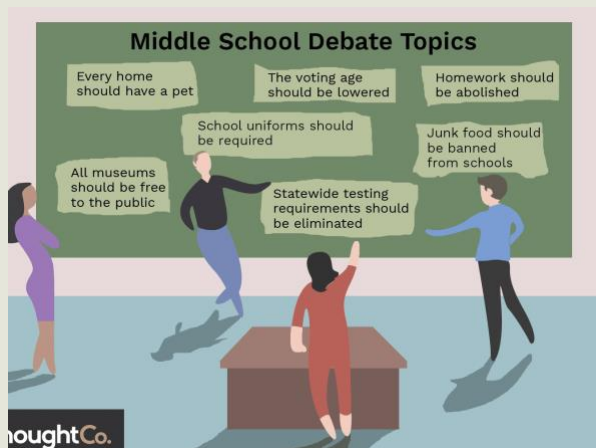
	<p>I DO: Gauge time. Decide whether we need the whole block to prepare/organize/rehearse or whether we are going to start hearing a few of the debates today. Inform class of decision. If we are going to hear some of the debates, cue students when there is five minutes left and tell them that collaboration time is almost done and that they should be getting close to finishing their arguments/speeches.</p> <p>STUDENTS DO: Finalize their debates.</p> <p>I DO: Cue students that it is time to wrap up and start our debates.</p> <p>I DO: Wait for quiet and “eyes on.” Ask students if they have any questions or concerns before we begin.</p> <p>STUDENTS DO: Ask questions and/or raise their concerns.</p> <p>I DO: Answer questions/ease concerns. Then ask if there are any volunteers who would like to go first. If no volunteers, draw popsicle sticks to determine the order of debaters</p> <p>STUDENTS DO: Volunteer if they would like to go first or be ready to go if their name gets drawn.</p> <p>STUDENTS DO: Perform their debates.</p> <p>I DO: Time arguments/direct speakers/fill in parts of the rubric. After each debate, determine the winning side by polling the audience. Ask “which individual or team had the most compelling/convincing/persuasive argument? Individual/Team A or Individual/Team B?”</p> <p>STUDENTS DO: Raise a hand for Individual/Team A or Individual/Team B.</p> <p>I DO: Ask for members of the audience to give individuals/teams constructive feedback via 2 strengths and 1 stretch, aimed at helping students improve.</p> <p>I DO: Repeat until our ELA block is nearly done, or all debaters have gone.</p>	
<p><b>CLOSING:</b></p> <ul style="list-style-type: none"> <li>• Closure tasks or plans to gather, solidify, deepen or reflect on the learning</li> <li>• review or summary if applicable</li> <li>• anticipate what’s next in learning</li> <li>• “housekeeping” items (e.g. due dates, next day requirements)</li> </ul>	<p>With five minutes remaining in ELA, cue students that it is nearing the end of the block and that we will have to finish the remaining debates tomorrow (Thursday – my last day). Tell students that I appreciate their collaboration and dedication to the task. Praise them for a job well done and give them all a big round of applause.</p> <p>Inform students that I will assess their debates against the rubric and return with feedback so that they can use the feedback to improve their debate skills and future debates.</p> <p>Cue students to move on to the next activity/scheduled task.</p>	5 minutes to wrap up.

## 9. REFLECTION

- *Did any reflection in learning occur, e.g. that shifted the lesson in progress?*
- *What went well in the lesson (reflection on learning)?*
- *What would you revise if you taught the lesson again?*
- *How do the lesson and learners inform you about necessary next steps?*
- *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?*
- *If this lesson is being observed, do you have a specific observation focus in mind?*

\*To be completed at the end of the lesson.

## Middle School Debate Topics (from ThoughtCo):



- All students should have daily chores.
- Every home should have a pet.
- Homework should be banned.
- Year-round education is better for students.
- PE should be required of all students throughout middle and high school.
- All students should be required to volunteer in the community.
- The internet should be banned from schools.
- Junk food should be banned from schools.

## Ideas for Middle School Debates continued:

- Children under 14 should not be allowed on social media sites.
- All people should be vegetarians.
- Solar energy should replace all traditional forms of energy.
- Zoos should be abolished.
- Macs are better than PCs.
- Androids are better than iPhones.
- The moon should be colonized.
- All citizens should be required to vote.
- Sports stars are paid too much money.
- Grades should be abolished.
- Teachers should be replaced by computers.
- The voting age should be lowered.
- Video games are too violent.
- Students should not be required to show their work in math.
- Every home should have a robot.
- The government should provide wireless service for everyone.
- Smoking should be banned.
- Recycling should be required.
- Children should not watch television on school nights.
- Education is the key to future success.

# CLASSROOM DEBATE PLANNER

Fill in the sections below to help you  
prepare for your arguments for the  
debate.

WHICH SIDE YOU'RE ON:

FOR / AGAINST

DEBATE TOPIC:

OPENING STATEMENT:

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ARGUMENT 1:

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SUPPORTING FACTS:

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ARGUMENT 2:

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SUPPORTING FACTS

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CLOSING ARGUMENTS:

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STUDENT NAME(S):

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DATE:

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[www.TopicsForClass.com](http://www.TopicsForClass.com)

## Debate Assessment Rubric

BLM  
G-15

Debating Team Name and Position: \_\_\_\_\_

Name of Assessor: \_\_\_\_\_ Date: \_\_\_\_\_

**Note:** This form can be used by both the teacher and student peers.

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|---|---|---|---|---|---|
| 1. The speakers' statements clearly supported their position in the debate.   | 5 | 4 | 3 | 2 | 1 |
| 2. The speakers' statements appeared to be well researched and documented.    | 5 | 4 | 3 | 2 | 1 |
| 3. The speakers addressed the opposing team and made appropriate eye contact. | 5 | 4 | 3 | 2 | 1 |
| 4. Arguments were presented with clarity and appropriate volume.              | 5 | 4 | 3 | 2 | 1 |
| 5. Speakers were well rehearsed with minimal reliance on notes.               | 5 | 4 | 3 | 2 | 1 |
| 6. Rebuttals were specific to opposing arguments and expressed with clarity.  | 5 | 4 | 3 | 2 | 1 |
| 7. Rebuttals showed evidence of good listening skills.                        | 5 | 4 | 3 | 2 | 1 |
| 8. Concluding arguments and statements were effective and convincing.         | 5 | 4 | 3 | 2 | 1 |
| 9. Speakers adhered to the rules of the debate.                               | 5 | 4 | 3 | 2 | 1 |
| 10. The overall collective effort of the debate team was effective.           | 5 | 4 | 3 | 2 | 1 |

**Additional Comments:**

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Debating Team Name and Position: [redacted] (opposition)

Name of Assessor: Ms. H Date: March 10<sup>th</sup>

Resolution: Honour Roll: Principal Roll should be brought back!

Note: This form can be used by both the teacher and student peers.

- |   |             |
|---|-------------|
| 1. The speakers' statements clearly supported their position in the debate.   | (5) 4 3 2 1 |
| 2. The speakers' statements appeared to be well researched and documented.    | (5) 4 3 2 1 |
| 3. The speakers addressed the opposing team and made appropriate eye contact. | (5) 4 3 2 1 |
| 4. Arguments were presented with clarity and appropriate volume.              | (5) 4 3 2 1 |
| 5. Speakers were well rehearsed with minimal reliance on notes.               | (5) 4 3 2 1 |
| 6. Rebuttals were specific to opposing arguments and expressed with clarity.  | (5) 4 3 2 1 |
| 7. Rebuttals showed evidence of good listening skills.                        | (5) 4 3 2 1 |
| 8. Concluding arguments and statements were effective and convincing.         | (5) 4 3 2 1 |
| 9. Speakers adhered to the rules of the debate.                               | (5) 4 3 2 1 |
| 10. The overall collective effort of the debate team was effective.           | (5) 4 3 2 1 |

**Additional Comments:**

Clear voice, well rehearsed,  
excellent links to opponent's  
rebuttal. It was evident that  
you practiced and put effort  
into researching your side of the  
debate! Well done!!

Debating Team Name and Position:

[Redacted] (Opposition)Name of Assessor: Ms. H.Date: March 10<sup>th</sup>Resolution: The Covid-19 vaccine should be mandatory!

Note: This form can be used by both the teacher and student peers.

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|---|-------------|
| 1. The speakers' statements clearly supported their position in the debate.   | (5) 4 3 2 1 |
| 2. The speakers' statements appeared to be well researched and documented.    | (5) 4 3 2 1 |
| 3. The speakers addressed the opposing team and made appropriate eye contact. | (5) 4 3 2 1 |
| 4. Arguments were presented with clarity and appropriate volume.              | (5) 4 3 2 1 |
| 5. Speakers were well rehearsed with minimal reliance on notes.               | (5) 4 3 2 1 |
| 6. Rebuttals were specific to opposing arguments and expressed with clarity.  | (5) 4 3 2 1 |
| 7. Rebuttals showed evidence of good listening skills.                        | (5) 4 3 2 1 |
| 8. Concluding arguments and statements were effective and convincing.         | (5) 4 3 2 1 |
| 9. Speakers adhered to the rules of the debate.                               | (5) 4 3 2 1 |
| 10. The overall collective effort of the debate team was effective.           | (5) 4 3 2 1 |

## Additional Comments:

Excellent debate. You both made  
great points, backed up your  
opinion/point of view with well-  
researched facts and evidence.

You both spoke clearly and spoke  
from experience that really  
validated your side of the debate.  
Good job!!