

Candidate's name: Joni Hesselgrave

Grade/Class/Subject:	Grade 6/7 ELA – Career Education	School:	Elementary/Intermediate
Date:	Tuesday, March 8/May 10, 2022	Allotted Time:	75 minutes/90 Minutes
Topic/Title:	Introduction to Debate		


1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

<p><i>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.</i></p> <p>The purpose of this lesson is to introduce students to “Debate.” Students will learn what a debate is, how to prepare for and conduct a debate, and why debate (and debating) is important to them now (as students in a classroom) and how it can be important to them in the future (as career professionals). A PowerPoint Presentation, titled “The Great Debate with Ms. H”, will guide this lesson (additional slides have been added for Career Education – see starred slides).</p> <p>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 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 point of view).</p> <p>Students will participate in a “Candy Bar” debate: a low stakes debate that familiarizes students with the process of debate without having to debate a highly contentious issue (see: https://weand.me/2021/02/11/how-to-facilitate-a-debate-in-the-classroom/). This low-stakes debate will prepare students for the more serious debates to come.</p> <p>Studying, understanding, and participating in debate helps students develop skills in questioning and speculating; in acquiring new ideas, analyzing, and evaluating new ideas; in developing explanations, considering alternative points of view, summarizing, synthesizing, and problem solving—all crucial to becoming educated and engaged citizens in the 21st century, where career development thinking has shifted so dramatically. Including Career Education in this lesson is, therefore, extremely relevant.</p> <p>This lesson highlights one of CERIC’s 8 Guiding Principles: “Career Education entails determining interests, beliefs, values, skills, and competencies – and connecting those with market needs” (CERIC, Guiding Principles of Career Development) and aligns with emergent career thinking, such as that highlighted in the “High Five” model of career development (Careers in Theory), which stresses the importance of self-awareness, adaptability, having passions and following one’s heart, focusing on the journey, life-long learning, and interdependence.</p> <p>Students will utilize the skills they learn in this lesson in upcoming lessons, where we will focus on conflict management and conflict resolution—in life and in the workplace.</p>
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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	<p> Communicating 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</p>

☒ PERSONAL AND SOCIAL – Social Awareness and Responsibility

understanding by their audience. They communicate in an increasing variety of contexts, for a variety of purposes, and often with multiple audiences.

- Students will use persuasive communication strategies to argue their opinion/point of view to an audience (their teacher and classmates).
- Students will use their communication strategies to refute their opponent's opinion/point of view.

C 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 **"Think-Pair-Share" ideas pertaining to debate and careers.**
- Students will collaborate in pairs and small groups to prepare and successfully complete debates.

T 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 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).
- **Students will think critically and reflectively as they discuss and brainstorm (Think-Pair-Share) a list of careers that involve debate/debating.**

PS 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 perspectives; resolves problems peacefully; and develops and sustains healthy relationships.

- Students will work cooperatively in pairs and small groups, with an awareness, understanding, and appreciation of the connections between themselves and their peers.
- Students will be inclusive, respectful, and work toward fostering a sense of belonging for all group members.
- Students will be responsible group members and ensure they are contributing positively and fairly.
- Students will value and appreciate other group members' perspectives and those of their opponents.
- Students will recognize connections between themselves and the issues up for debate, **as well as between themselves and the skills and career opportunities that debate and debating offers.**
- 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.

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 <i>(check all that apply):</i>	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<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.	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).

4. BIG IDEAS

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

*What are students expected to **UNDERSTAND**? How is this lesson connected to Big Idea/s or an essential question?*

Big Ideas: (1) Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

(1) Practicing respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace.

(2) Exploring and sharing multiple perspectives extends our thinking.

(2) New experiences, both within and outside of school, expand our career skill set and options.

5. LEARNING STANDARDS/INTENTIONS

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

Curricular Competencies: <i>What are students expected to DO?</i>	Content: <i>What are students expected to learn (KNOW)?</i>
<p>Students will attend to a class discussion and a Think-Pair-Share activity on “Debate.” Students will then work independently or in pairs to debate an issue (i.e., My/Our candy bar is better than your candy bar).</p> <p>Students are expected to DO the following:</p> <p>Comprehend and connect (reading, listening, viewing):</p> <ul style="list-style-type: none"> • Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability. • 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). • Synthesize ideas from a variety of sources to build understanding. <p>Create and communicate (writing, speaking, representing):</p> <ul style="list-style-type: none"> • Exchange ideas and viewpoints to build shared understanding and extend thinking. • Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences. • Select and use appropriate features, forms, and genres according to audience, purpose, and message. <p>Career Education - Curricular Competencies:</p> <ul style="list-style-type: none"> • Recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices. • Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning environments. 	<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. Students will endeavor to see connections between debate skills and future career opportunities.</p> <p>Students are expected to KNOW the following:</p> <p>Story/text:</p> <ul style="list-style-type: none"> • Techniques of persuasion (the use of emotional and logical appeals to persuade). <p>Strategies and processes:</p> <ul style="list-style-type: none"> • Oral language strategies • Metacognitive strategies • Writing strategies <p>Language features, structures, and conventions:</p> <ul style="list-style-type: none"> • Features of oral language • Paragraphing • Sentence structure and grammar • Syntax and sentence fluency. • Presentation techniques <p>Personal Development:</p> <ul style="list-style-type: none"> • Conduct self-assessments and take inventory of preferences, skills, personal attitudes, values, and interests. <p>Connections to Community:</p> <ul style="list-style-type: none"> • Consider local & global needs and opportunities.

6. ASSESSMENT PLAN

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

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?

Students will achieve the learning intention by participating in a class discussion and a **Think-Pair-Share activity**, and by planning and participating in a debate. **Formative feedback** will be provided to students during the collaboration and planning process (i.e., 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 by majority vote; that is, after each debate, I will ask the class which individual or team was the most convincing/persuasive? The audience will raise a hand for Individual/Team A or Individual/Team B). Then, we will give individuals/teams constructive feedback via 2 strengths and 1 stretch, aimed at helping students improve for tomorrow's debate.

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 editorial lessons (persuasive reports). 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 (i.e., My/Our candy bar is better than your candy bar) and will draw upon facts and arguments to 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 (**English Language Arts crossed with Career Education**) and builds on multiple curricular competencies. Students will debate issues throughout their lives, **and many will likely utilize debate skills in their chosen career(s)**. Exposure to debate will help students approach debatable issues with confidence and professionalism, **now and into the future**.

Benefits of Debate in the Classroom and in Careers:

- 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. **There will be zero-tolerance of discrimination based on gender, race, ethnicity, sexual orientation, ability, or status. Prior to this lesson, a classroom culture of inclusivity and respect will have been put in place.**

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 present to the class.
- (2) Print off my PowerPoint slides (with note-taking sections) for students.
- (3) Print copies of the “Classroom Debate Planner” (attached).
- (4) Buy candy bars.



8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <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>	<p>Cue students that it is time to start English Language Arts/Career Education, referencing the visual schedule, and tell them that they will need a pencil, their listening ears, and an open mind 😊</p> <p>When students are organized, ready, quiet, and “eyes on,” draw their attention to the Smart Board where my PowerPoint presentation – “The Great Debate by Ms. H” – will be up and ready.</p> <p>Say: “Today, we will be learning about Debate and how Debate is important in classrooms and in careers.”</p> <p>Ask students what they think of when they hear the word “debate.”</p> <p>Remind them that there are no wrong answers when we are learning something new!</p>	<p>Quick transition to lesson; interactive and lively pace. (5 min)</p>
<p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <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> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> 	<p>Students DO: Raise their hands if they want to contribute to the class discussion.</p> <p>I DO: Call upon students who have raised their hands to give their thoughts and ideas on “debate.” Guide responses, provide feedback, and praise student thoughts and ideas.</p> <p>I DO: Say “These are great ideas. Let’s dive deeper into debate!”</p> <p>I DO: Have a student helper hand out the presentation notes that I created. Once students have the handout, ask them to follow along and take notes if they wish. Start moving through the presentation slides: Outline; Introduction to Debate (What is Debate? Essential Players, Essential Components); The Importance of Debate and Debating (in classrooms and in Careers); The Debate Process (How to Debate?). Pause, here and there, engaging students with questions and conversation.</p> <p>STUDENTS DO: Listen, take notes, engage in group conversation.</p> <p>I DO: At the “Can We Think of Anymore” slide, challenge students to think of as many career possibilities as they can, giving them 5 minutes to Think-Pair-Share</p>	<p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (15/25 min of instruction, followed by 20 min of debate prep, followed by 35 min of debating).</p>

- Can include transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations

with someone sitting near them. Probe them to think about what their families, friends, and community members do for “work”. What careers they have seen showcased in the media, online, in movies, or on Television that depict debate/debating as a career skill.

STUDENTS DO: Break into groups and “Think-Pair-Share”.

I DO: Walk around the room - listen, observe, and probe further thinking. If students are still engaged in good conversations, allow a bit more time. When the time is up, and conversation is petering out, call the class back to attention. Ask groups to share their ideas.

WE DO: Make a list of the identified careers – writing them on the board for all students to see. Have students write the list on their note-taking sheet (to be referenced later in a reflection/journal activity). Discuss each career and the student thinking that went behind each career.

I DO: Once each group has shared, and we have sufficiently discussed as a class, resume slideshow.

I DO: When we arrive at the “Candy Bar Method” slide, explain the slide. Pull out the candy bars I purchased. Let students know that each person will get a candy bar and will need to find someone with a different candy bar—this person will be their opponent. If they want to work in a team, each team will need to find a team with a different candy bar. Once everyone has their candy bar and has decided their opponent(s), they will have 15 minutes to prepare a 1-minute speech to argue their opinion/point of view. The 1st speakers of each team will give their speeches, working to persuade their audience that their candy bar is superior to the other candy bar. During this time, the 2nd speakers will take note of their opponents’ claims. The 2nd speakers of each team will then speak, working to refute their opponents’ claims and reinforce their claims (using the notes they took). Finally, a speaker from each team will give a closing argument.

I DO: Show the next slide and review the necessary “rounds.” Then, show students the “Classroom Debate Planner” and review how they will use it to plan their debates. Ask students if they have any questions or concerns.

STUDENTS DO: Raise hands and ask questions/raise concerns.

I DO: Answer questions/ease concerns.

I DO: Tell students that they can now come choose a chocolate bar, get a debate organizer, decide on their opponent or, if they are working as a group of two, their opposing team, and then find a space in the room to work on preparing their debates.

STUDENTS DO: Come up and choose a chocolate bar, collect a debate organizer, and decide their opponents. If a student cannot find an opponent, I will assist.

I DO: Once everyone is ready and has what they need, I will tell them that they have 20 minutes to discuss, collaborate, and do their best to fill in their debate organizers (i.e., prepare their opening arguments, start planning their rebuttal,

	<p>work on their closing argument). Let them 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., opening arguments, rebuttals, and closing arguments).</p> <p>I DO: Remind students to not eat the chocolate bars until after the task. Circulate the room, observe conversations, provide guidance/feedback, and re-direct off task students/behaviours.</p> <p>I DO: When there is one minute left, tell students that collaboration time is almost done and that they should be getting close to finishing their opening arguments and what they could anticipate on their debate organizers.</p> <p>STUDENTS DO: Finalize their debate preparations.</p> <p>I DO: Cue students that it is time to start debating! Call students' attention back to the board and wait for quiet and "eyes on." Review the "Let the Debate Begin" slide – reminding students of the debate process and expectations (respectful, thoughtful, no speaking out of turn, time limits, turn-taking, etc.).</p> <p>I DO: Ask if there are any volunteers to go first? If no takers, draw popsicle sticks to determine order of debaters.</p> <p>STUDENTS DO: Perform their debates.</p> <p>I DO: Time arguments/direct speakers. After each debate, determine the winning side by polling the audience. Ask "which individual or team was the most convincing/persuasive? 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 all debaters have gone.</p>	
<p>CLOSING:</p> <ul style="list-style-type: none"> • Closure tasks or plans to gather, solidify, deepen, or reflect on the learning • review or summary if applicable • anticipate what's next in learning • "housekeeping" items (e.g., due dates, next day requirements) 	<p>Praise students on their efforts and tell them that I appreciate their collaboration and dedication to the task.</p> <p>Briefly review the remaining slides: "Ideas for Middle School Debates" and "Plan for Tomorrow."</p> <p>Encourage students to practice debate at home and have them ask their parents/guardians whether they have utilized debate in their careers or in their societal roles (as parents, volunteers, activists, etc.). Encourage students to continue thinking about the debate-careers correlation as they will be reflecting upon it in an upcoming journal exercise at the end of the unit.</p> <p>Cue students to move on to the next activity/scheduled task.</p>	<p>5 minutes to wrap up.</p>

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.



The Great Debate By Ms. H

The “What”, “Why” & “How” of Debate and Debating in the Classroom
And Why Debating is Useful In Careers

Outline

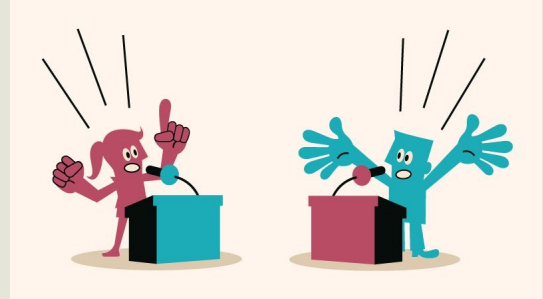
- Introduction to Debate
 - What is Debate?
 - Essential “Players”
 - Essential Components
- The Importance of Debate and Debating
 - Why debate?
 - Benefits for Students and Classrooms
 - Benefits for Workers and Careers
 - Careers built on Debate and Debating
- The Debate Process
 - How to debate?
 - Debate Process and Debate Guidelines
- The “Candy Bar Method”
 - Your turn to debate!!
- Middle School Debate Topics

Introduction to Debate

- What is Debate?
 - A debate is a way to explore two sides of an important issue by having two individuals or teams square off against each other over an issue.
 - Each side speaks “for” or “against” a statement called a *resolution*.
 - A debate provides an opportunity for a *formal argument*.
 - “Debating is, by no means, the same thing as engaging in a full-blown argument. Instead, you will have to prepare a compelling, succinct argument, which will gain support and backing, rather than simply attacking your opponent blindly” (The Advocate, 2021).

Introduction to Debate

- Essential “Players”
 - **Proposition** – those arguing **for** the resolution.
 - **Opposition** – those arguing **against** the resolution.
 - **Adjudicator(s)** – those judging the debate and picking a winning side (side with most compelling argument).
 - Debaters are often expected to support a side they do not agree with.
- Essential Components
 - Opinions, points of view, and persuasion.
 - Strong arguments based on research (evidence/facts/data/sources).
 - Clarifying rules (timing of speeches, number of opportunities to speak).
 - Respect & order (not chaos or conflict).



The Importance of Debate & Debating

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.
- 10) Debating is lots of fun!





The Importance of Debate & Debating Continued

Benefits of Debate in Career Development and “Careers”:

- All of the aforementioned benefits of debate transfer directly to Career Development.
- Many Careers involve debating:
 - “Great debaters – those people who are fulfilled and energized by the thrill of debating – master the art of delivering well-researched, intricately constructed arguments in a persuasive and rational manner. They also accurately gauge their audience to know when an emotional appeal is the best approach, think quickly on their feet and can readily respond to the opposition’s position. And there are several career choices that allow great debaters to indulge their passion” (Terri Williams, The Nest).
- *The Nest* cites lawyers, politicians, philosophy professors, and broadcast sports analysts as career professionals that rely on debate every day (<https://woman.thenest.com/what-careers-involve-debating>)
- *CHRON* adds careers in Management and Education (<https://work.chron.com/can-juris-doc>)
- *Career Builder* adds Police Officers and Door Supervisors (<https://advice.careerbuilder.co.uk>).



Can We Think of Anymore????



- 5 minutes “Think-Pair-Share”
- Be ready to come back and discuss the careers you and your group believe require good debate/debating skills.
- And....GO!!

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).

“The Candy Bar Method” – It’s your turn to debate!

The Debate: “My/Our Candy Bar Is Better Than Yours!”

Each person gets a candy bar and needs to find someone with a different candy bar to be their opponent. If you want to be a team, each team needs to find a team with a different candy bar.

Students will have 5 minutes to prepare 1-minute speeches to argue their opinion/point of view.

Then, the 1st speakers of each team will give their speeches, working to persuade their audience that their candy bar is superior to the other candy bar.

The 2nd speakers will take notes of their opponents’ claims.

The 2nd speakers of each team will then speak, working to refute the other team’s claims and reinforce their claims (using the notes they took).

Finally, a speaker from each team will give a closing argument.



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

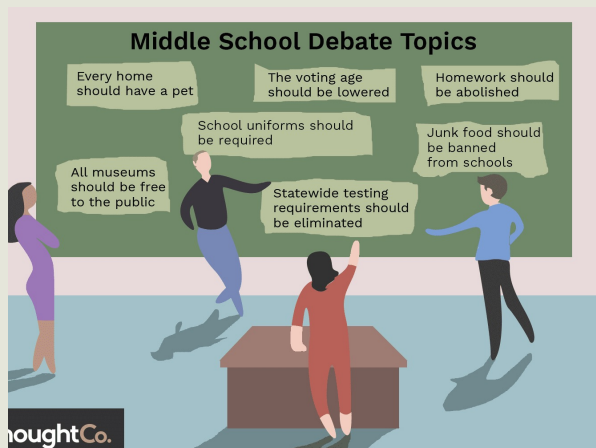
Closing Arguments

- 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.

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.

Plan for 2nd 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 1st and 2nd 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 2nd Debates continued...

- 1st speakers will finalize their opening arguments.
- 2nd speakers will have anticipated what the opposition will say and have most of their rebuttal speech formulated (2nd 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 prep + 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).

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:

ARGUMENT 1:

SUPPORTING FACTS:

ARGUMENT 2:

SUPPORTING FACTS

CLOSING ARGUMENTS:

STUDENT NAME(S):

DATE:
