

※この授業は各単元の最後にまとめの活動として行うものです。単元は定まっていません。

Mini-debate

School: Tsuchiura First High School, Ibaraki

Teacher's name: MORITA Masahiko

Subject: English Reading

Class: 3B Number of students: 37

Date: 11 / 18 / 2014

Lesson aim(s): Students will be able to talk about social matters, showing their positions from both affirmative and negative sides.

Language focus: Showing positions with “We agree/disagree that … ”

Giving reasons with “We have ~ reasons for …”

Providing examples with “For example / Let me give you an example”

Directing the flow of debate with “Now, it's time to +verb /

You have ~ minute(s) for +noun”

Using communication strategies: Paraphrase, Borrowing, Appeal for Assistance, Mime and Avoidance (Appendix 1)

Using classroom English (Appendix 2)

Before-class: SS learned communication strategies in English described above.

SS watched a YouTube video of a high school debate as an example. (Appendix 3)

SS learned that through debating they can acquire logical and critical thinking and cultivate integrated language skills of reading, writing, listening and speaking.

In addition, SS learned that Japanese university entrance exams are increasingly requiring debate elements. (Appendix 4)

SS learned the procedure of mini-debate using worksheets: Mini-debate Format, Flow Sheet, Judge Sheet and Manual for Chairperson. (Appendices 5, 8, 9 and 10)

SS read the texts relevant to the motion in *Unicorn*, an English Reading textbook and *The Debatabase Book: A Must-Have Guide for Successful Debate*. (Appendix 6)

SS were taught in class useful expressions for debate, wrote opinion drafts on the motion and read them repeatedly at home. ALT proofread the drafts. (Appendix 7)

Teaching Procedure of this lesson:

A=Affirmative side members **N**=Negative side members **C&J**=Chairperson and Judges

TIME	STAGE	AIM	PROCEDURE	INT
00:00	Greeting and explaining today's aim and debate motion	To focus SS on today's lesson by clarifying today's motion	T writes on the blackboard, “Environmental concerns should always take precedence over economic development.”	T-SS
			T gives advice about debating, considering the previous lessons.	T-SS
		To encourage SS to speak	SS submit opinion drafts to T. (Otherwise, many SS would read directly from their drafts instead of presenting their speeches.)	SS-T

00:10	Mini-debate 1	<p>To use expressions for showing positions, reasons and examples</p> <p>To give reasons and examples in English.</p> <p>To assess SS' performance</p>	<p>SS decide positions (Pro/Con) and roles as follows: A Constructive speech, Q&A, Attack, Summary N Negative speech, Q&A, Attack, Summary C&J Judge and direct the flow of debate</p> <p>A&N take notes on flow sheet. C&J fill in judge sheet and feedback card. J announces the result and the best speaker. (Appendices 8, 9 and 10)</p> <p>T walks around in the classroom, observes SS' performance and praises them as best he can. (Appendix 11)</p>	<p>SS-SS</p> <p>SS-SS</p> <p>SS-SS</p> <p>SS-SS</p> <p>T-S</p>
00:25	Mini-debate 2	Same as above	<p>SS change positions: A ⇒ N N ⇒ C&J C&J ⇒ A</p> <p>T same as above</p>	<p>SS-SS</p> <p>T-S</p>
00:40	Best speakers' speech.	To motivate SS	<p>The best speakers stand up and express their true opinions on the motion.</p> <p>T praises the best speakers as much as possible.</p>	<p>SS-SS</p> <p>T-S</p>
00:53	Wrap-up	<p>To encourage SS</p> <p>To assess SS' activity</p>	<p>T announces his best speakers and the reasons why he has chosen them. T praises SS as best he can.</p> <p>SS submit their flow sheet/judge sheet to T.</p>	<p>T-SS</p> <p>T-SS</p>
00:55	Greeting			

Key:

INT = Interaction

T = The Teacher

S = A student

SS = Students

T-SS = The teacher talking to all students

T-S = The teacher talking to an individual student

S-T = An individual student talking to the teacher

SS-T = All students talking to the teacher (eg choral drill)

S-S = pair-work

SS-SS = group work

Appendix 8

Mini-debate

Flow Sheet

Debater: Class No. Name _____

Date: / / _____

Motion: Environmental concerns should always take precedence over economic development.	Affirmative Team: _____ Negative Team: _____
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Aff.	① Constructive Speech A1	④ Q from A2 to N2	⑥ Refutation (Attack) A3 or All	⑧ Summary A2
	【1 min.】	【1 min.】	【1 min.】	【1 min.】
Neg.	② Q from N1 to A1	③ Constructive Speech N2	⑤ Refutation (Attack) N3 or All	⑦ Summary N1
	【1 min.】	【1 min.】	【1 min.】	【1 min.】

Appendix 9

Judge Sheet Motion: Environmental concerns should always take precedence over economic development.

★ **Winning Team:** 【 Affirmative / Negative 】 Team (←Argument Points + Discussion Points) Date: / /

★ **Best Speaker:** _____ **Judge:** Class No. Name

Affirmative Team: _____ VS Negative Team: _____

Aff. Arguments <small>※立論とサマリーで記入・採点</small>	Discussion <small>※Refutation (Attack)で記入・採点</small>		Neg. Arguments <small>※立論とサマリーで記入・採点</small>
Persuasiveness [5 / 10 / 15]	Aff. Discussion Points []	Neg. Discussion Points []	Persuasiveness [5 / 10 / 15]
【Your Feedback】 ↑切り取り →	Refutation (Attack) で <ul style="list-style-type: none"> ・全員が発言したチーム⇒4ポイント追加 ・沈黙せずに話したチーム⇒4ポイント追加 ・相手に敬意をもって議論したチーム⇒4ポイント追加 ・下を見て原稿を読んだチーム⇒2ポイントマイナス ・相手との議論中に日本語を使ったチーム⇒2ポイントマイナス ・失礼な議論のしかたがあったチーム⇒2ポイントマイナス 		←切り取り ↑ 【Your Feedback】

↑ Write in English! ↑

↑ Write in English! ↑

Appendix 10

Manual for Chairperson

- ① Now, it's time to start the mini-debate. The motion is ~.
Affirmative constructive speaker, you have one minute. Please begin.
⇒ **A1** Thank you. …(1 min.)
- ② Time. You have one minute for the preparation. (1 min.)
Time. Now, it's time for the question from the negative team.
You have one minute. Please begin. ⇒ **N1** Thank you. …(1 min.)
- ③ Time. Next is the negative constructive speech.
Negative constructive speaker, you have one minute. Please begin.
⇒ **N2** Thank you. …(1 min.)
- ④ Time. Thank you, speakers. Now, you have one minute for the preparation.
(1 min.) Time. Now, it's time for the question from the affirmative team.
You have one minute. Please begin. ⇒ **A2** Thank you. …(1 min.)
- ⑤ Time. Now, you have one minute for the preparation. (1 min.)
Time. Now, it's time for the negative attack. You have one minute.
Please begin. ⇒ **N3 or All** Thank you. …(1 min.)
- ⑥ Time. Now, it's time for the affirmative attack. You have one minute.
Please begin. ⇒ **A3 or All** Thank you. …(1 min.)
- ⑦ Time. Now you have one minute for the preparation. (1 min.)
Time. Now, it's time for the negative summary. You have one minute.
Please begin. ⇒ **N1** Thank you. …(1 min.)
- ⑧ Time. Now, it's time for the affirmative summary. You have one minute.
Please begin. ⇒ **A2** Thank you. …(1 min.)

Time. Thank you debaters. The game is now over.
Judges, please decide which team was stronger.

Judges は後ろを向いて、debaters に聞こえないように全員の判定を確認して、勝利チームとベストスピーカーを決めて、debaters に聞こえないように chairperson に伝える。

The best speaker is Mr./Ms.~! Two[Three] judges (have) voted for … (ここで十分にためを作って…)… the (affirmative/negative) side!!! Congratulations!! (Clap, clap, clap!)

教卓

Assesment Sheet for Teacher

ベランダ

廊下