

(ディベートの実践例)

- 1 Date: Thursday, June 28, 2001 3rd period
- 2 Class: 2nd year, class 1 (4 boys and 16 girls)
- 3 Period allotted: 8th of 8 periods for debate lessons (team teaching)
- 4 Objectives:

The students will:

- (1) be able to formulate persuasive arguments regardless of their own opinions.
- (2) be able to conduct a debate.

5 Teaching Procedure:

Procedure	JTE's & AET's Activities	Students' Activities	Notes
Review (5 min.)	Have students repeat some of the useful expressions for debates they learned in the previous lesson. Have them make sentences orally by using those expressions.	Repeat after the teacher. Make sentences orally.	<ul style="list-style-type: none"> ▪ The point I would like to stress is ... ▪ Could you tell us why ... ? ▪ My opinion is ▪ I disagree with
Warm-up (10 min.)	Circle debate Write down 5 statements on the blackboard such as "Natto is good food!" "City life is better than country life." "Letter writing is better than talking on the phone." "Spring is better than summer." "Baseball is better soccer."	Students will form two circles- one inside, the other outside so they are facing each other. In one-minute intervals, the partners have a mini debate. The person on the inside of the circle is always arguing FOR the topic, and the outside person is always AGAINST the topic. After one minute, the outside circle shifts one space to the right, and begins a new debate with a new partner.	This activity helps students to practice forming arguments quickly, leaving out their own personal feelings from the argument.
Debate (25 min.)	"School Lunch vs. Box lunch" proposition: We should adopt a school lunch program at senior high schools. 1st affirmative speech (2.5 min.) cross examination (2 min.) 1st negative speech (2.5 min.) cross examination (2 min.) 1st negative rebuttal (2.5 min.) 1st affirmative rebuttal (2.5 min.) 2nd negative rebuttal (2.5 min.) 2nd affirmative rebuttal (2.5 min.)	Two teams of students will engage in a 4-person debate. Those who do not take part in the debate will act as judges. Fill in the evaluation sheet.	Evaluation sheets include helpful suggestions or comments for conducting a debate. Students should not write down a manuscript of their speech. They should speak by looking at the key words only.
Closing (10 min.)	Ask judges to complete the evaluation sheet. Collect the sheets. Announce the result. Ask a few students about today's debate. Give comments on the debate.	Students will complete the evaluation sheet and vote on which group they thought was more convincing. Express his/her opinions. Listen to the teacher(s).	Praise the good points of each team. <ul style="list-style-type: none"> • Content • Delivery