

# STUDENT LED DEBATES

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ON SOCIAL ISSUES IN THE TARGET LANGUAGE

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# DEBATE: PUERTO RICO



# WHY?

- ❖ Critical thinking (before)
- ❖ Critical listening (during)
- ❖ Developing a response and stating it quickly (during)
- ❖ Courtesy: Learning to state opinions without offending.

# HOW?

- ❖ Students choose a topic that interests them from a list of 3
- ❖ Chance to prepare by reading, summarizing and writing starting 5 days before the debate day.
- ❖ Learn how debates can be conducted (It's not about how many times you speak, but how well thought out your response is to someone else's opinion.)

# PREPARATION

- ❖ Day 1: select topic of choice. Circle the number.  
Homework- google search an article, print it and bring to class. (Or you can do this and make copies for everyone.)
- ❖ Day 2: Read. “Reading comprehension/5 W’s” (directions on highlighting for main ideas, new vocabulary, and finding points of interest and debate. Then summarizing.
- ❖ \*Day 3 and 4: Repeat with 2nd and 3rd articles if desired.
- ❖ Day 5: “Brainstorming and writing Persuasive Essay.” “How to prepare for a debate.”

# READING

- ❖ Directions for Reading Comprehension (p. 3)
- ❖ 5 W's worksheet (p.8)
- ❖ Article: “\_\_\_\_\_” (p. 6-7)

# WRITING

- ❖ Summarizing: \_\_\_\_\_Bottom of 5 W's or other sheet\_\_\_\_\_?
- ❖ p. 8-9
- ❖ Persuasive Writing: \_\_\_\_Brainstorming & elements of \_\_??\_\_
- ❖ p. 10

# DEBATE DAY!

- ❖ Preparation! Day before debate (last 10' of class) (p. 17)
- ❖ Classroom is set up and number is drawn to see which group goes first! (Remember, everyone has to be prepared for today.)
- ❖ Let's take a look at the "Rubrics"! Teacher, Audience, Debate (p 18 and 19)



# CHOOSE A TOPIC

- ❖ 1. Do you believe that *everyone* deserves the right to **free higher education**?
- ❖ 2. How would you define who is “**American**” and what does it mean to be an “American” in the United States?
- ❖ Every so often, **Puerto Rico** takes a vote on whether or not they want to become the 51st state. Do you think they should become a state?
- ❖ Do you believe parents should tell the cruel/scary **fairytale**s to their children?

# LET'S MAKE 4 GROUPS

- ❖ This is your classroom!
- ❖ Select teacher (Will need “Teacher rubric”- p.19)
- ❖ 3-6 Volunteers to debate (need Debate sheets-p. 17) Select a leader for the debate.
- ❖ Create an area for the participants to debate and for the audience to listen and critique. (Audience Sheet - p.18)

# HOW DO I BEGIN?

- ❖ Each audience members will select one (different) person to listen to- write their “name” on the “Listening paper”.  
(Anonymous- initials in right hand corner that I black out)
- ❖ On the debate “team”, who is going to be the leader? -This person will introduce the topic, tell everyone to state their name for introductions and then lead the debate so that it runs smoothly. Use the “Debate sheet”. First- stating opinion, second- debating and third-concluding”

# LET'S START!

- ❖ Rule of thumb for length of time: for every person debating on a topic, multiply by 3. (Three minutes/person)
- ❖ Shorter version: 12 minutes for debating now to see how it starts!

# LET'S DEBATE

❖ Practice one now! (12 minutes)

# CONCLUSION

- ❖ What is the main point of having students debate in your classroom?
- ❖ Do you feel prepared? Should you try it anyway? (Yes! Take risks!)
- ❖ Questions?