



Middle School Green Career Awareness Modules

Clean Water ▾

Solutionary Phase	Solutions ▾
Lesson # and Title	Lesson Thirteen ▾ Debate Preparation and Rehearsal
Duration	45 minutes

Lesson Overview

During this lesson, students will focus on honing their debate preparation and presentation skills in preparation for the water distribution debate. They will learn the essential components of persuasive arguments, including the use of evidence, logical reasoning, and effective communication techniques. Students will practice organizing their thoughts, structuring their arguments, and anticipating counterarguments. They will also develop skills in active listening, respectful questioning, and constructive feedback to enhance their ability to engage in meaningful debate. Through collaborative activities and guided practice, students will strengthen their critical thinking, public speaking, and teamwork skills in preparation for the culminating debate in Lesson 13.

Learning Objectives

1. Refine arguments and evidence-based claims based on research findings.
2. Practice public speaking skills and effective delivery of arguments.
3. Collaborate within teams to strengthen arguments and provide constructive feedback.
4. Enhance teamwork and collaboration skills.

Content Standard(s)

NGSS:

- Practices: Constructing explanations, engaging in argument from evidence.

EP&Cs:

- Principle 6: Decisions and Actions Affect Sustainability
- Concept 6: Human activities can generate hazards through resource acquisition, urban growth, land use decisions, and waste disposal.

Common Core Standards:

- CCSS.ELA-LITERACY.SL.7.4: Present claims and findings, emphasizing salient points.
- CCSS.ELA-LITERACY.SL.7.1.B: Follow rules for collegial discussions and decision-making.

CA CTE Model Curriculum Standards:

- Communication and Collaboration Skills
- Critical Thinking and Problem Solving Skills

Equipment, Instructional Resources, and Materials

Laptops with internet access

Key Vocabulary and Terms

1. Persuasive Argument: An argument intended to convince others of a specific viewpoint or claim through the use of evidence, logical reasoning, and effective communication techniques.
2. Evidence: Information or data that supports or validates a claim or argument. It can include facts, statistics, examples, expert opinions, and research findings.
3. Counterargument: An opposing viewpoint or argument that challenges the main claim or position. It is important to anticipate counterarguments and address them effectively during a debate.
4. Logical Reasoning: The process of using valid reasoning, critical thinking, and sound judgment to support and strengthen an argument.
5. Structure: The organization and arrangement of ideas and arguments in a coherent and logical manner. It includes an introduction, body paragraphs with supporting points, and a conclusion.
6. Active Listening: The practice of fully concentrating, understanding, and responding to the arguments and viewpoints presented by others during a debate. Active listening involves paying attention, asking clarifying questions, and engaging in thoughtful responses.
7. Respectful Questioning: The act of asking thoughtful and relevant questions to gain a deeper understanding of an argument or to challenge a viewpoint in a respectful and constructive manner.

8. **Constructive Feedback:** Feedback provided in a positive and helpful manner to support the improvement and growth of others. It focuses on specific aspects of an argument, provides suggestions for improvement, and encourages continued learning.
9. **Rebuttal:** A response to a counterargument or opposing viewpoint that offers a reasoned and persuasive argument against the opposing claim.
10. **Teamwork:** Collaborative efforts among team members to achieve a common goal. It involves effective communication, cooperation, and the ability to work together harmoniously to present a cohesive and well-supported argument.

Teacher Preparation

1. **Review the Debate Structure:** Familiarize yourself with the structure of a formal debate, including the opening statements, rebuttals, and closing arguments. Understand the role of each team member and how they contribute to the debate.
2. **Select Debate Formats:** Decide on the debate format that best suits your class. Common formats include the Lincoln-Douglas debate, parliamentary debate, or modified formats that align with your time constraints and student abilities.
3. **Gather Resources:** Collect relevant resources and materials to support students' debate preparation. This may include articles, research papers, videos, or websites that provide different perspectives on the debate topics.
4. **Develop Debate Guidelines:** Create clear guidelines and expectations for the debate, including rules for respectful and constructive communication, time limits for each segment, and criteria for evaluating the debate performance.
5. **Design Research Activities:** Plan research activities to help students gather evidence and supporting arguments for their assigned positions. Provide guidance on credible sources, data analysis, and effective note-taking strategies.
6. **Model Effective Presentation Skills:** Demonstrate effective presentation skills, such as using clear and concise language, maintaining eye contact, and utilizing body language to convey confidence and professionalism. Provide examples of persuasive speaking techniques.
7. **Prepare Discussion Questions:** Develop discussion questions to prompt critical thinking and reflection on the debate topics. These questions can be used to facilitate class discussions, encourage students to think deeply about the issues, and generate ideas for their arguments.
8. **Create Peer Review Opportunities:** Design activities that allow students to provide peer feedback on each other's arguments and presentation skills. Encourage constructive criticism and provide guidelines for giving and receiving feedback.
9. **Organize Debate Teams:** Assign students to debate teams, ensuring a balance of viewpoints and abilities within each team. Communicate team assignments, debate roles, and responsibilities clearly to students.
10. **Set Up Debate Environment:** Arrange the classroom or virtual space to facilitate the debate, ensuring all students can be actively engaged. Consider seating arrangements, microphone availability, and any necessary technology or visual aids.
11. **Practice Timing:** Practice the timing of the debate segments to ensure that students are aware of and adhere to the designated time limits. Encourage students to practice their arguments within the given time frame to refine their speaking skills.

12. Revisit Debate Etiquette: Remind students of the importance of respectful and active listening during the debate. Reinforce the expectation of addressing arguments rather than attacking individuals personally.

Related Careers

1. Lawyer or Legal Advocate: Professionals who specialize in presenting persuasive arguments, analyzing evidence, and engaging in debates to advocate for their clients or argue legal cases.
2. Public Speaker or Debater: Individuals skilled in delivering persuasive speeches, engaging in formal debates, and effectively presenting arguments on various topics to influence opinions and shape public discourse.
3. Politician or Political Campaigner: Careers in politics often involve engaging in debates, presenting arguments, and persuading others to support specific policies or candidates.
4. Communication Specialist or Public Relations Officer: Professionals who are adept at crafting persuasive messages, delivering presentations, and engaging in debates to influence public opinion and maintain positive relationships with stakeholders.
5. Diplomat or International Negotiator: Careers that involve engaging in debates and negotiations to resolve conflicts, advocate for specific positions, and represent the interests of a country or organization in international settings.
6. Journalist or Reporter: Professionals skilled in conducting research, gathering evidence, and presenting arguments through news articles, editorials, or interviews to inform the public and influence public opinion.
7. Researcher or Policy Analyst: Careers in research or policy analysis involve critically analyzing arguments, synthesizing evidence, and presenting findings to inform decision-making processes and shape policies.
8. Debate Coach or Communication Skills Trainer: Professionals who specialize in training individuals or teams in debate techniques, effective communication, and persuasive argumentation skills.

Lesson Procedure

Segment Title	Activity/Task, Student Grouping, Special Accommodation, Related Career(s), and Assessment	Time (min)
Warm-up Activity	Activity/Task: • Begin the lesson by reminding students of the debate topic and their assigned debate questions. • Encourage students to share any new insights or perspectives they have gained from their research and discussions with their team. Student Grouping: Whole Group ▾	5

Review of Debate Rules and Expectations (see section under this table)	Activity/Task: - Recap the rules and expectations for the debate, including speaking time limits, respectful behavior, and the importance of evidence-based arguments. - Remind students of the importance of active listening and respectful rebuttals during the debate. Student Grouping: Whole Group ▾	5
Argument Refinement	Activity/Task: - Instruct teams to review and refine their arguments based on the research conducted and feedback received. - Encourage teams to strengthen their arguments by incorporating additional evidence, examples, or relevant statistics. - Emphasize the importance of structuring arguments logically and clearly to enhance their persuasiveness Student Grouping: Small Group ▾	15
Rehearsals and Peer Feedback	Activity/Task: - Allocate time for teams to rehearse their debate speeches and presentations. - Each team member should have an opportunity to practice their speaking role and become familiar with their arguments. - Encourage teams to provide constructive feedback to each other, focusing on clarity, delivery, and the overall effectiveness of the arguments. Student Grouping: Small Group ▾	20
Team Check-in and Guidance	Activity/Task: - Conduct a brief check-in with each team to ensure they are on track and address any questions or concerns. - Provide guidance and suggestions for improvement based on their rehearsal performances. Student Grouping: Small Group ▾	5
Assessment	Observe teams' engagement and participation during the rehearsal process.	

	• Provide constructive feedback on their argument refinement and speaking skills, highlighting areas of strength and areas for improvement.	
Homework	• Assign teams to further refine their arguments based on the feedback received during the rehearsal. • Encourage them to practice their speeches, ensuring they are well-prepared and confident in their delivery for the upcoming debate.	

Debate Rules and Expectations:

1. Respectful Behavior:
 - Treat all participants, including teammates and opponents, with respect and courtesy.
 - Avoid personal attacks or offensive language during the debate.
 - Listen attentively to others' arguments and respond in a respectful manner.
2. Evidence-Based Arguments:
 - Support your arguments with credible evidence, such as facts, statistics, expert opinions, or real-life examples.
 - Use reliable sources to back up your claims and avoid relying on personal opinions or unfounded statements.
3. Speaking Time Limits:
 - Adhere to the assigned speaking time limits for each team member.
 - Respect the time allocated for each team's presentations and avoid exceeding the time limit.
4. Active Listening and Rebuttal:
 - Listen attentively to the opposing team's arguments during the debate.
 - Prepare thoughtful rebuttals to challenge and counter the opposing team's claims.
 - Present counterarguments in a respectful and persuasive manner.
5. Teamwork and Collaboration:
 - Collaborate effectively within your team, ensuring equal participation and contributions from all members.
 - Coordinate your arguments and speaking roles to present a coherent and unified team position.
 - Support and encourage each other during the debate.
6. Moderator's Role:
 - Respect the authority and decisions of the moderator, who will facilitate the debate and enforce the rules.

- Follow the instructions provided by the moderator, including speaking order, timekeeping, and any additional guidelines.

7. Audience Etiquette:

- Maintain attentive and respectful behavior as part of the audience.
- Avoid disruptions, side conversations, or any actions that may distract or disrespect the speakers.
- Save questions or comments for the designated time, such as the Q&A session following the debate.

Note: These rules and expectations are intended to create a respectful and constructive debate environment. The specific rules and expectations may be adapted or expanded upon based on the classroom's needs and the teacher's discretion.