



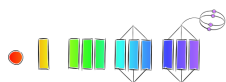
Lesson Topic : Debate

Year Group :- Year 4/5

Learning Outcome

To be able to say their ideas clearly using correct vocabulary and to speak in complete sentences.

Success Criteria Using [SOLO](#)



Uni structural	Multi structural	Relational	Extended abstract
<p>Teacher shares a the topic for consideration. “ Matariki should be a public holiday in New Zealand’</p> <p>Students choose for or against the motion.</p>	<p>Students decide what evidence and other data they could collect in support of their opinion. They make a list of ideas that support their argument.</p>	<p>Students collect data to support their opinion. The two teams get together to debate on the issue.</p>	<p>Students find solutions to inform and educate themselves and their peers about their findings.</p>

Links with the [New Zealand Curriculum](#)






Curriculum Level 2

Show some understanding of ideas within, across, and beyond texts.

English (Writing/ Speaking) Level 2

- shows some understanding of the connections between oral, written, and visual language when creating texts
- creates texts by using meaning, structure, visual and grapho-phonetic sources of information, and processing strategies with growing confidence.



<p><u>Key Competencies</u></p> 	<ul style="list-style-type: none"> • Thinking - Noticing and verbalising any questions or concerns. • Using language, symbols, and texts - Use new words learnt to write information report. • Managing self - contributing positively within a group. Using manners when requesting to survey a member of public. • Participating and contributing - joining in the class discussion and using new words to explain their understanding about the topic • Relating to others - being polite and patient during group discussion and supporting each other when presenting . 										
<p>Prior knowledge</p> 	<p>Students had learnt about Matariki but were not sure if many New Zealanders were aware of the festival. They would find this through surveys.</p>										
<p>Lesson Sequence</p> 	<table border="1"> <thead> <tr> <th data-bbox="347 947 919 1115"> <p>Session Outline</p> <p>During our study of Matariki, children had some very pressing questions like - “ Why do people not celebrate Matariki? Do people know about Matariki? To extend these discussions I gave them a statement and they had to go for or against the motion.</p> </th><th data-bbox="919 947 1492 1115"></th></tr> <tr> <th data-bbox="347 1115 919 1182">Student Activity</th><th data-bbox="919 1115 1492 1182">Teacher Activity</th></tr> </thead> <tbody> <tr> <td data-bbox="347 1182 919 1496"> <ul style="list-style-type: none"> • Students choose to go for or against the motion. • Students listen to the norms and abide by the norms. </td><td data-bbox="919 1182 1492 1496"> <ul style="list-style-type: none"> • Teacher shares the topic for argumentation - ‘ Matariki should be a public holiday?’ • Teacher sets norms on how an argument is done. </td></tr> <tr> <td data-bbox="347 1496 919 1888"> <ul style="list-style-type: none"> • Students of the two teams work in groups to prepare for the debate. They are encouraged to do surveys to support their evidence. • Students share their opinion for or against the motion. </td><td data-bbox="919 1496 1492 1888"> <ul style="list-style-type: none"> • Teacher directs students to collect evidence in support of their argument. • Teacher asks students to share their opinion for or against the motion. </td></tr> <tr> <td data-bbox="347 1888 919 2013"> <ul style="list-style-type: none"> • Students come up with questions if they have any </td><td data-bbox="919 1888 1492 2013"> <ul style="list-style-type: none"> • Teacher asks students to ponder over the end result of their discussion. </td></tr> </tbody> </table>	<p>Session Outline</p> <p>During our study of Matariki, children had some very pressing questions like - “ Why do people not celebrate Matariki? Do people know about Matariki? To extend these discussions I gave them a statement and they had to go for or against the motion.</p>		Student Activity	Teacher Activity	<ul style="list-style-type: none"> • Students choose to go for or against the motion. • Students listen to the norms and abide by the norms. 	<ul style="list-style-type: none"> • Teacher shares the topic for argumentation - ‘ Matariki should be a public holiday?’ • Teacher sets norms on how an argument is done. 	<ul style="list-style-type: none"> • Students of the two teams work in groups to prepare for the debate. They are encouraged to do surveys to support their evidence. • Students share their opinion for or against the motion. 	<ul style="list-style-type: none"> • Teacher directs students to collect evidence in support of their argument. • Teacher asks students to share their opinion for or against the motion. 	<ul style="list-style-type: none"> • Students come up with questions if they have any 	<ul style="list-style-type: none"> • Teacher asks students to ponder over the end result of their discussion.
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	<ul style="list-style-type: none">Students think of a way to address their issues if any.	<ul style="list-style-type: none">Teacher asks if they had any suggestions, questions, solutions, hunches etc. about the motion.T asks if there is anything that they feel that needs to be addressed further.
Resources	Class site (Click on Reading and then on to any group and finally go to week 6)	
Next Steps	Next Lesson Give opportunities to students to create in order to learn and learn to create.	
Reflection and Analysis		
	<p>Over all reflection - I was very pleased with the outcome of the lesson. Children had real audience and a real reason to work on. They were very eager to survey the members of the public and students in school to find out if people living in New Zealand were aware of the Maori New Year. They were a bit upset with their findings. They found out that a large percentage of people did not know much about Matariki and a lot of Maori people did not celebrate Matariki. After the debate they questioned themselves and their classmates and came to the decision that they needed to do something to revive the festival. They came up with different ideas and also wrote a letter to the Prime Minister to declare Matariki a public holiday. I was very happy at the end of the lesson as it provided lots of opportunities to talk and write about the topic. I was particularly impressed on how some students in the debating group could talk at length to convey their ideas clearly and how some children were very prompt to defend their opinion, language learning in real context!</p> <p>What went well. Lesson Content :- I had invited students to debate on the topic - ‘Matariki should be a public holiday’. They collected evidence in support of their views and discussed the topic at length. They also suggested some ideas to resolve some pressing issues.</p>	



	<p>Lesson Pacing :- Students were engaged in their learning right from the beginning. They were very excited about the topic of their study. They went from one step to another almost all by themselves.</p> <p>Lesson Delivery :- I feel the series of lessons glided from one to the next easily.</p> <p>Student Understanding :- There was lot of critical thinking that happened during the course of the lesson. Students had some real reasons to work on.</p> <p>Student Outcomes :- The idea of setting up a debate gave students a real reason to work on. Students talked about it, collected data, wrote reports for the data collected and then wrote a letter to the Prime minister about the concern. I am very happy with the outcome.</p> <p>What still needs work.</p> <p>Lesson Content :- I could have shown them a video on how a debate happens. This would have given them some idea prior to</p> <p>Lesson Pacing :- Some students in the groups required more encouragement than others to speak. So the other team members supported their peers during the debate.</p> <p>Lesson Delivery :- Sme students got the concept of a debate after watching their peers.</p> <p>Student Understanding :- Having multiple opportunities to talk, speak and discuss the topic provided multiple opportunities for students to explain their understanding of the topic.</p> <p>Student Outcomes :- Children who were passive listeners also had something to say at the end of the lesson. So I am happy with the little progress that every student has made.</p>
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