**Mini Debate**

**Class time needed for lesson:** 2 lessons

**Class size taught:** 16 students

**Target audience:** SHS students

**Objective:** In groups of 4, students will learn the basic format of debate and practice critical thinking.

目的：４人で行うMini-Debate の形式を使って、critical thinkingを鍛える

**Materials:** Worksheets

**Procedure:** “Mini-Debate” requires only two lessons because it is a simplified version of a formal debate. Two of the benefits of having a “quick” debate are that students can discuss more topics and they do not have to dwell on any single topic for weeks.

The procedure for “Mini-Debate” is as simple as the activity itself. In the first lesson, introduce the topic to the class and, if necessary, provide example reasons for both sides. Then, divide the students into four small groups (Affirmative 1, Affirmative 2, Negative 1, and Negative 2). Finally, give worksheet 1 to every group member. By the end of the first lesson, worksheet 1 should be completed and submitted to the JTE or ALT for review. The worksheet should be returned to the students before the next lesson.

In the second lesson, two groups have a debate (e.g. A1 and N1) and the two other groups (e.g. A2 and N2) grade the performance of the said debate (worksheet 2). The groups switch roles after the debate.

**Additional information:**

Worksheet 1 is group work. Worksheet 2 is not group work.

It is exciting to make groups based on a lottery.

Students should memorize worksheet 1 for the debate. It’s not difficult since worksheet 1 is divided among four people.

The structure of the debate is as follows: (1) Affirmative speech, (2) Negative attack/defense, (3) Negative speech, and (4) Affirmative attack/defense.

There will be two debates on debate day so try to manage the time fairly.

Examples of easy topics are: Students should go to university close to home. It is better to be friends than a couple. Christmas should be a national holiday in Japan.

You can reward the groups that received the highest scores from worksheet 2.



