**Speed Debate Dating**

**Class time needed for lesson:** 45 minutes

**Class size taught:** 10 students

**Target audience:** SHS - 3rd grade

**Objective:** Students will practice speaking and listening while reviewing refutation words through a series of speed debating rounds.

**目的：**スピーキングとリスニングを練習しながら一連のスピードディベーティングで反論の単語を復習する。

**Materials:** PowerPoint, brainstorming sheet, 5 flip chart sheets, 5 post-it notes per student, hacky sack or any small object that can be passed around.

**Procedure:**

1. **Warm-Up - 7 minutes**
   1. The JTE will review the refutation words learned in class via PowerPoint(keywords may vary): *not true, not always true, not important, not relevant, solved easily* and *the opposite.*
   2. The ALT will post flip chart sheets around the classroom. These sheets will have sentences that follow the same pattern as the ones covered in class
      1. **Example sheet topic**: Cats make better pets than dogs: *I disagree with your argument that cats are better pets than dogs because cats live longer than dogs. But that’s [ ] because some sources say dogs can live longer than most cats.*
      2. **Example post-it sentence**: I disagree that [argument for]. But that’s [refutation word choice] because [counter argument].
   3. The ALT will hand out five post-it notes to each student.
   4. The students will have 2 minutes to go around and read each chart sheet.
   5. Students will have 3 minutes to write a refutation word and a counter argument per sticky note and stick their answers onto the respective sheets.
   6. 1 or 2 students are selected to read any of the five sentences, including their post-it note in the [ ].
      1. Answers may vary, so teachers should challenge students to justify their reasoning for choosing the word that they did.
2. **Classroom Set-Up and Speed Debating Etiquettes - 3 minutes**
   1. The class is divided into two groups of fives –Team A and Team B. This can be pre-determined and displayed via PowerPoint.
   2. Students will form two rows of five desks facing each other. Team A will sit in one row and team B in the other. This will form the A versus B partners.
      1. Teachers will remind students to defend and support their position, even if they do not agree with it in real life. They must also be polite with their words and tones.
3. **Speed Debating: Student A versus Student B - 18 minutes**
   1. Teachers will reveal the topic and which side each team student will be on.
      1. **Example:** “Short hair is better than long hair”. Team A students are for short hair. Team B students are for long hair.
   2. Students will have 2 minutes to brainstorm as many ideas as they can.
   3. Student A will have 1 minute to make their argument to student B.
   4. Student B will have 1 minute to make their argument to student A.
   5. Then, student A will have 1 minute to counter student B’s argument.
   6. Student B will also have 1 minute to counter student A’s argument.
   7. When time is up, student A’s will remain seated and student B’s will move one seat to the right to meet their new partners.
   8. Steps 1 – 7 will repeat two more times with different topics.
4. **Speed Debating: Team A versus Team B - 12 minutes**
   1. Students will face off as Team A versus Team B in an attempt to convince the JTE and ALT to choose their side.
   2. The teachers reveal the final topic and which side each team will be defending.
      1. **Example:** “Living in the countryside is better than living in the city”. Team A is for the countryside. Team B is for the city.
   3. Each team will have 2 minutes to brainstorm ideas with their members.
   4. One Team A student will begin by sharing an idea with Team B.
   5. That student A will toss the hacky sack to a student B that they would like to hear a response from.
   6. The chosen student B will have 30 seconds to counter the argument and not just say any reason from their list. It must be connected to student A’s idea. There are two possible scenarios:
      1. If the chosen student B is unable to counter within 30 seconds, Team B will “lose” this round. Another Team A student will begin again, share a new idea and toss the hacky sack to another Team B student.
      2. If the chosen student B is able to counter within 30 seconds, they will toss the hacky sack to another student A. That student will have 30 seconds to respond back. If that student A is unable to counter, Team A will “lose” this round. A new round will begin with a new Team B student sharing a new idea.
   7. Students should go back and forth for as long as they can without any teams “losing”.
5. **Conclusion -** **5 minutes**
   1. The JTE and ALT will choose the side that convinced them and give a reason why. This would be a good chance to demonstrate the use of the keywords and sentence pattern again.
   2. Then, they will share what they think students did well on and have students share any comments and feedback about the lesson and/or the activity.

**Additional Information:**

Each round will be quick, hence SPEED debating. Have students challenge themselves to think quickly and use as much English as they can. Time limits and the number of rounds can be adjusted to meet class needs.

Remind students to avoid overthinking and giving complicated arguments – the simpler the better. Many creative, yet sustainable, arguments came about.

If needed, remind students again to be polite with their words, tone and to “attack” ideas, not the speaker. In my class, things did get competitive and there were some (friendly) disagreements when a counter argument did not seem sustainable to the other side.

Allow students to stand or sit during the activity. During the final round, my students chose to stand so they could huddle around each other and help their teammate, who is in the 30 second hot seat.