

Lesson Plan

Grade/Class	SEVEN	Date	OCTOBER 26TH
Topic	WHY DEBATE?	Time	100 MINUTES (2 CLASSES)
Unit title	DEBATE	Designer	PAMELA SARFO

Lesson Outcomes	
<u>Essential Understandings</u> <i>The students will know:</i> <ul style="list-style-type: none"> What it means to agree or disagree about a topic or something? <u>Essential Questions</u> <ul style="list-style-type: none"> What does it mean to speak for the motion or against the motion? 	<u>Curricular Outcomes</u> <i>The student will be able to:</i> <ul style="list-style-type: none"> Know that there are two sides to a debate: one side speaks for the motion and the other side speaks against the motion. Know what it means to rebuttal Students will be introduced to terms like meaning listening and meaningful speaking. <u>Cross-Curricular/Real World Connections</u> <ul style="list-style-type: none"> Cross curricular: ELA: Argumentative Essay, Speaking and Writing skills. Social Studies: Elections and debate Real world connection: Agreeing or Disagreeing to something your brother/sister/guardian/ parent spoke about
Materials (ICT considered)	Differentiation Strategies
Materials needed are; <ul style="list-style-type: none"> Color note/paper for students to access themselves Power point presentation Extra Pencils Two big white cardboard (one is “for” and the other one is “against”) 	Consider cultural diversity, adaptations, and groupings <ul style="list-style-type: none"> During the discussions, students will gain understanding of working and caring for others interdependently to reach a common goal. Presentation will be made bigger for anyone having issues with reading from the smartboard. Students will be asked according to their color codes to express themselves about the few examples that teacher will give.

Assessment Evidence		
Assessment FOR learning Students will define debate in their own words. Teacher will give an example and students will state why they agree and why they disagree.	Assessment AS learning Rate how you understand the terms associated with this presentation on a scale of 3-1.	Assessment OF learning Class will be divided into two groups where some students will speak for the motion and other will speak against the motion. "HOMEWORK SHOULD BE BANNED". Students will be formally assessed.
Learning Plan		
Activating Start my powerpoint presentation. Ask why a grade 7 student will have to use pencil for writing instead of using a pen. Students will why they agree to use pencil and why they disagree to use a pen. Students will be allowed to express themselves.		Timeline 20 mins
Acquiring Students will be given another example "Homework should be banned" They will list 5 reasons with personal examples to support for or against the motion.		30 mins

<p>Applying</p> <p>Finally, students will be allowed to stand Infront of the class to present</p> <p>Instructions:</p> <p>Class will be divided into two teams. i.e. for the motion or against the motion.</p> <p>Each team choose two people (one will introduce the topic, and the other will go ahead and give the reasons generated by the group on the card) to speak for the motion.</p> <p>Finally, the last person to rebuttal the motion.</p>	50 mins
Reflections about the lesson:	