



Mini Debates: Instructions

How a Mini Debate is Played:

1. A debate topic is randomly generated on the screen.
2. The judge reads the debate topic aloud and asks the audience their opinion.
Example: Which is more fun, A. The Beach or B. The Mountains?
3. The audience is encouraged to vote by holding up their A/B paddles.
4. A judge pulls out the two opinion cards for the chosen topic (The Beach / The Mountains) and lays them face down on the table.
5. The teams play rock, paper, scissors to decide which team can choose their opinion card first. The winning team chooses first. They cannot see the card as it is face down.
6. Once each team has chosen their opinion card, the judge says, “Ready, GO!” then starts the timer for 5 minutes.
7. The teams can look at their opinion card and start to plan their argument. They have 5 minutes. If they would like to use a “HELP!” card, they can use it at this time.
8. The teams play rock, paper, scissors again to see who will give their argument first.
9. The teams take turns and give their arguments.
10. The teams have 5 minutes to plan their rebuttal. If they would like to use a “HELP!” card, they can use it at this time.
11. The teams take turns and give their rebuttal. The opposite team starts this round.
12. The debate is over, but the judge will ask the audience their opinion one more time. Did anyone’s opinion change?
13. Finally, The judges will finish their evaluations of each team. The evaluations will be distributed at the end of the day.



Mini Debates: Rules

Rules:

1. Teams can have 2-4 members.
2. Teams choose a level of competition to join when signing up.
 - a. English Challengers: CEFR A1/EIKEN5-4 or
 - b. English Flyers: CEFR A2-B1 EIKEN 3-2 (Returnees/Bilingual)
 - c. PLEASE CHOOSE THE CORRECT LEVEL FOR YOUR STUDENTS' TEAM WHEN SIGNING UP.
3. Every member of the team has to present at some point during the argument or rebuttal.
4. The coach/teacher can be present during the debate, but should be seated backstage or in the audience.
5. For Challenger teams, each team can use 1 “HELP!” card per debate. A “HELP!” card gives the students the opportunity to ask a judge 1 question. For example: How do you say ___ in English? or How do you pronounce ____?

Evaluation

There will be Gold, Silver and Bronze divisions for both Challengers and Flyers.

1. Gold: Mostly 4s or 5s in all categories
2. Silver: Average of 3 in all categories
3. Bronze: 1-2 in all categories

Mini Debates

This lesson is good for students who . . .

- **can express their opinion / want to improve at expressing their opinion.**
- **have basic understanding of comparative and superlative adjectives.**
- **feel comfortable speaking in front of others.**
- **want to improve their English fluency and are not afraid to make mistakes.**

Lesson Plan

- 1. Review adjectives with your students.**
 - a. You can use the game cards if you'd like.**
 - b. Choose a card and say, "Dogs are cute/playful/fun" etc.**
 - c. Write the adjectives on the board.**
 - d. Show the opposing card and ask, "Which is cuter/more playful?"**
 - e. Play different games/or do different activities to practice more.**
- 2. Give your students the "Which is Better?" worksheet.**
- 3. Have your students find and underline the adjectives on the worksheet if you think it will help them.**
- 4. Read the example conversation in the purple rectangle at the top of the page. Then ask your students, "Which drink do you think is healthier? Why?"**
- 5. Choose another question on the worksheet and read it aloud. Ask your students their opinions.**
- 6. Split the class into pairs and have them ask and answer the questions on the worksheet in pairs. *If your students need more guidance, you can write conversation prompts on the board to help guide them.**
 - a. I think ___ is/are (___er/more___) because . . .**
 - b. I/you can ____**
 - c. There are a lot of...**
 - d. I/many people like to...**
- 7. When your students are finished with the worksheet, choose one topic from the worksheet and write it on the board. Pass out the Mind Map for Mini Debates. Fill it out about the topic on the board.**



Mini Debates

Lesson Plan Continued . . .

8. Show your students the video example of a mini debate.
9. Read through the step by step guide. Show the materials needed for each step as you go through the guide.
 - a. For example, Step 1. Show the game cards / Step 2. Hold up the mind maps etc.
10. Guide the class through a mock mini debate. Go through each step together.
11. Practice mini debates using the game cards.
12. Give your students tips and feedback. Help them plan a strategy.
 - a. For example, if they don't have confidence to give a rebuttal about the other teams argument, they can just say a statement. Dogs are playful, but cats are too. As long as they have something to say, they can clear the round with some points.
 - b. Have them choose and remember phrases they are comfortable using. (It is.../They are... / You can __ . /You need to . . . / I like to ...)
 - c. Make lists of arguments and vocabulary words for each topic.
 - d. As you practice more, teach your students how to be expressive.
 - e. etc.
13. Show your students the scoring rubric and criteria for each division. Ask them questions like . . .
 - a. What division do you think you are?
 - b. What score do you think you can get in each category?
 - c. What are your goals?
14. Have fun!



MINI DEBATES: HOW TO PREPARE

1. Make a team and choose a team name. You will enter your team name when signing up.
2. Use the *What Do You Think?* worksheet to practice giving opinions.
3. Practice writing opinions and organizing ideas with the *Mini Debate Mind Maps*.
4. Use *Mini Debate Game Cards* to have mock mini debates.
5. Talk about strategies to help your team improve.
6. Give positive reinforcement and lots of encouragement.
7. Have fun, work hard, and celebrate effort & improvement!



WHAT DO YOU THINK?

00

Which is healthier,
tea or juice?



I think juice is
healthier because it
has a lot of vitamins.

01

Which is more fun,
the park or the mall?



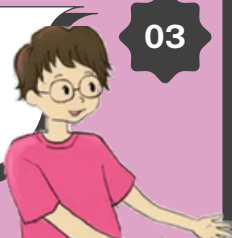
02

Which is easier,
art or P.E.?



03

Which is better,
summer or winter



04

Which are better,
cats or dogs?



05

Which is more exciting,
Halloween or
Christmas?



06

Which are scarier,
snakes or bears?



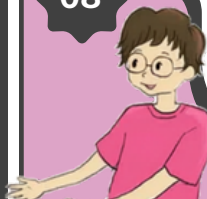
07

Which are scarier,
snakes or bears?



08

Which is more
important,
homework or free time?



09

Which is more fun,
the beach or
the mountains?



10

Which is better
eating at home or
eating out?





MINI DEBATE: MIND MAP

Debate: _____ vs. _____

Our Opinion:

We think / We believe / In our opinion
(We believe that **cats are better** than **dogs**)

Our Reasons:

We think ____ because . . . / Also, . . . / Another reason is . . .

We think **cats are better** because **they are easy**.

*For example, **cats are easy** because **you don't need to walk cats**.

1. _____

For example: _____

2. _____

For example: _____

3. _____

For example: _____



MINI DEBATE: MIND MAP

NOTES:

The other team said:

Our ReBUTtal:

You think ____, but . . . / You said ____, however . . . / Also, ____ too!

You think **dogs are friendlier**, but **some dogs are dangerous**.

You said **dogs like to play**, however **cats like to play** too!

1. _____

2. _____

3. _____

MINI DEBATES

STEP BY STEP GUIDE

FOR STUDENTS

01.

PICK A CARD

Your team will pick a card to decide which argument you will make.

02.

MAKE A PLAN

You will have 5 minutes to plan your argument with your team.

03.

PRESENT YOUR ARGUMENT

Members from your team will present your argument.



06.

PRESENT REBUTTAL

Members from your team will present the reBUTtal.

05.

PLAN REBUTTAL

You will have 5 minutes with your team to plan your reBUTtal.

04.

LISTEN TO COUNTER ARGUMENT

Take notes while the other team is presenting their argument.





Mini Debates: Scoring Rubric

Team Name _____ School _____
Debate # _____ Opponents _____

Criteria	Score (1-5)				
Argument (Clarity) How many arguments?	1	2	3	4	5
Rebuttal (Clarity) How many relevant statements?	1	2	3	4	5
Expression	1	2	3	4	5
Teamwork / Support	1	2	3	4	5
Final Score					

Comments



**Which is more fun, the
mountains or the beach?**

**The
mountains
are more fun!**



**The beach
is more fun!**



**Which is more fun, the park or
the shopping mall?**

**The park
is more fun!**



**The shopping
mall
is more fun!**





Which is better, eating at home or eating out?

Eating at home is better.



Eating out is better.



Which is better, summer or winter?

Summer is better.



Winter is better.





**Which is more important,
homework or free time?**

**Homework is
more
important.**



**Free time is
more
important.**



**Which is more exciting,
Halloween or Christmas?**

**Halloween is
more exciting.**



**Christmas is
more exciting.**





Which is more useful, Doraemon's Anywhere Door or a time machine?

**Doraemon's
Anywhere
door is more
useful.**



**A time
machine is
more useful.**



Which are scarier, snakes or bears?

**Snakes are
scarier.**



**Bears are
scarier.**



HELP!

HELP!

HELP!



Storytelling: Scoring Rubric

Student Name _____ School _____
Name of Book or Story _____

Criteria	Score (1-5)
Audience Connection and Voice Projection	1 2 3 4 5
Pronunciation and Clarity	1 2 3 4 5
Intonation, Rhythm, Speed	1 2 3 4 5
Creative Expression and Originality	1 2 3 4 5
Comments	