

Opinionmasters: Exploring Debate in Elementary School

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Warm up: Partner A/B

Overview

- Decide who is partner A/B
- Partner A goes first
- Will be given a topic - MUST talk for 30 seconds on the word
- Partner B will go with a different word
- Will continue to switch



Why debate?

- Kids are naturally argumentative
- Builds communication skills
- Builds ability to think on feet/reasoning skills
- Evaluating sources
- Research-based
- Research, note taking, citing evidence
- Video of kids introducing





Warm up:

Fortunately/Unfortunately.

- Create a story as a group, going around adding one line each
- The lines must alternate between starting with “unfortunately” and “fortunately”
- Example:
 - Person 1: “Unfortunately my flight hit some turbulence
 - Person 2: “Fortunately it didn’t last too long
 - Person 3: “Unfortunately the turbulence caused the engine to fail”



Overview



PROCESS

Introduction to
debate terms
and styles



RESEARCH

Choosing a
topic and
researching
both sides



DEBATE

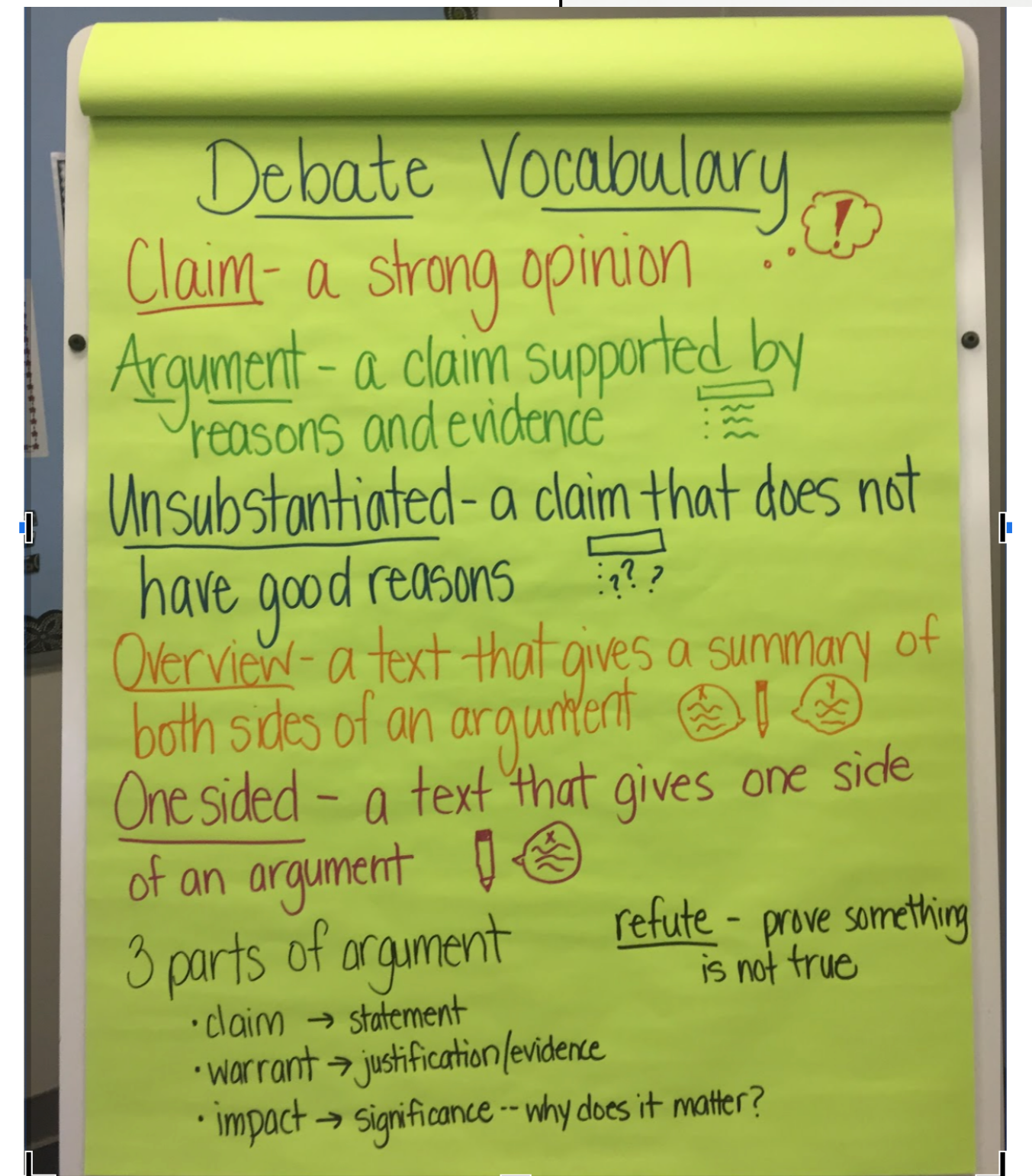
Using a
rubric/finding a
judge





Process

- Introduce debate
 - The Art of Debate
- Vocabulary
- Styles
 - Choose what works for your kids/age
- Analyze debates/arguments
 - Scholastic Magazines, Time Kids, etc.
 - News articles
 - Images





Resources



School

- Connect with middle/high school debate team
- Connect with secondary social studies/English teachers



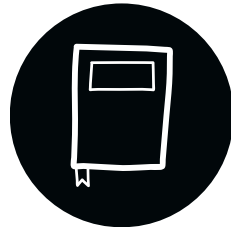
Community

- Local college/university debate team
- Local lawyer office
- Local sources for research





Resources



Web

- SmashBoomBest
- GiftedGuide
 - Grades 3-5
 - Grades 5-8
- Debate Drills & Games
- National Speech & Debate Organization
- Four Corners
- Youtube examples
- Debate organizers



Warm up: I couldn't disagree more...

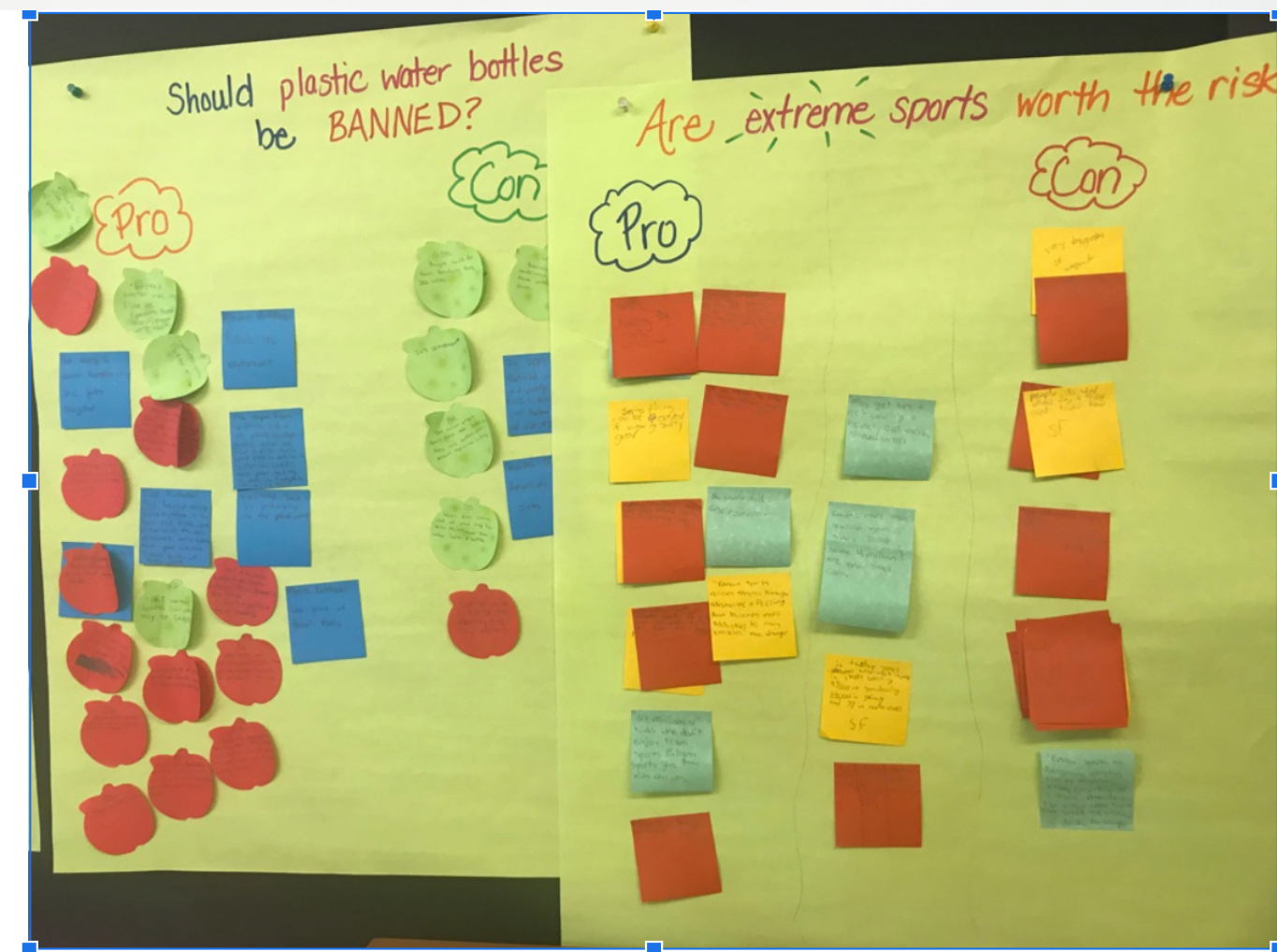
- Statement is made
- Someone else responds starting with, "I couldn't disagree more..." and develops their reason





Research

- Topics
 - connect to current events if possible
 - Sample: penny debate, zoos, virtual snow days, cell phones in schools/age to have, etc.
- Everyone researches both sides
- Helpful to provide articles of both sides for first debate
- After research time, assign sides so they can prepare for their opening/rebuttals/closing, etc.
- Flash debate





Warm up: Sell Me Anything

- Reach into the bag and select an object
- You have 2 minutes to come up with any/all possible uses for the object
- You will give a 2-3 minute pitch about the object
- In your speech:
 - Explain what the object is
 - Uses
 - Why someone would buy it
 - Be creative





Debate

- Rubric
- Judge
 - tap into teachers, instructional coaches, administrators, etc.



Debaters: _____

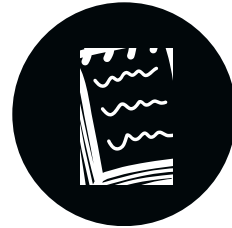
Topic: _____

Category	Yes	Starting To...	Not Yet	Score
	3	2	1	
Addresses Issues	Always addresses topic	Usually addresses topic	Rarely addresses topic	
Support with Facts	Uses many facts that support topic	Uses some facts that support topic	Uses few facts that support topic	
Counter arguments	Addresses the other side's argument with evidence to counter their reasons	Addresses some of the other side's argument with some evidence to counter their reasons	Addresses little of the other side's argument with little evidence to counter their reasons	
Persuasiveness	Arguments clear and convincing	Arguments are sometimes clear and convincing	Arguments are rarely clear and convincing	
Organization	Electrifies audience in opening statement Closure convinces audience Transitions easily and clearly from point to point	Grabs attention Brings closure to the debate Some transitions	Introduces topic and brings some closure to the debate; few transitions	
Voice	Voice was loud, clear, and easy to understand Tone changed to further impact argument	Voice was loud and clear at times Tone changed occasionally	Voice was hard to hear at times Monotone throughout debate	

TOTAL _____



Standards Connections



Speaking & Listening

- 1.5.5.A Collaborative Discussion
- 1.5.5.B Critical Listening
- 1.5.5.D Purpose, Audience, and Task



Reading

- 1.2.5.A Main Idea
- 1.2.5.B Text Analysis
- 1.2.5.D Point of View
- 1.2.5.I Analysis Across Texts



Writing

- 1.4.5.G Write opinion pieces on topics or texts
- 1.4.5.S Draw evidence from informational texts
- 1.4.5.V Conducting Research
- 1.4.5.W Credibility, Reliability, and Validity of Sources



Thanks for participating

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