**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Julie | 206 WK | 11/04/2020 | TBL | 25min |

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| **Lesson** | |
| **Topic** | Debate: Human rights of prisoners must be protected. |
| **Main Aim** | Students will practice their speaking fluency. |
| **Secondary Aim** | Students will learn to speak persuasively. |

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| **Materials and References** |
| <https://www.youtube.com/watch?v=sCZt2YipiIs> P.C., audio equipment, board and board pens. |

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| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adult | **Number of Students** | 3 |
| **Detail** | This is a general English class and students are highly motivated learners. The students are all Koreans, and one of the students is quite interested in humane treatment of prisoners and have had spoken about the topic in the class before. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. They engage actively in kinesthetic learning and tend to favor the visual learner mode, but, auditory learning still needs developing. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Students don’t know well about how criminals are treated in different countries. All students may have heard about Korean prison system. One of them in particular had shown interest in this topic and they all have opinions to share about it. Also, they are unfamiliar with formal debating. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Some students are likely to dominate the debate: use Talking Stick.  Timing: bring stopwatch. Let them know their time is up by using noticeable sized stopwatch. Also, announce time is finished to end the debate.  Technical failure: use smartphone as a backup. |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to give good instructions. | | |
| **Stage Name:** Pre Task  **Purpose of this stage:** Create interest in the topic. Brainstorm ideas which will be useful for the next stage. Students must be given a communicative task e.g. discuss, arrange/sort, create a list, etc.  The aim is to relax students, activate their background information, and gather useful ideas for the lesson. | | |
| **Materials:** P.C., audio equipment, board, board pen. | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  4 min  2 min | T-S  S  T-S | Hello, guys. Today we are going to find out how criminals in other country are treated humanely and we will debate to decide if they should be allowed to have that much freedom. (Board the topic: Human rights of prisoners must be protected.) Watch this short video. As you watch, note down some of the pros and cons about the topic.  Play the video for 2 minutes. Students watch, and learn how prisons in other country treat their prisoners and note some pros and cons.  Let’s brainstorm ideas about the pros and cons of this topic. Call out your ideas and I will write it down. (Encourage ideas from all students.)  Create a list of pros on cons on the board. Add the points below if needed.  Debate Topic: Human rights of prisoners must be protected.   |  |  | | --- | --- | | Pros | Cons | | • It will decrease reoffend rate.  • It will rehabilitate them.  • Protect prisoners from physical and psychological harm | • Place more burden on tax payers to treat them humanely.  • Victims may feel that justice has not been served.  • Prisoners might not regret what they’ve done. | |

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| **Stage Name:** Task Preparation  **Purpose of this stage:** This is a student centered stage, to give students time to prepare and practice a speaking task which they will perform in Task Realization. Clear detailed instructions or a demonstration must be provided so students know what is expected. Prepared materials may be provided to assist their preparation. Monitor and offer brief tips if necessary. | | |
| **Materials:** Talking stick. | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min 30 sec  4 min  -  1min  1 min | T  S-S  T  T  T | **Instructions**   * Now it’s time to prepare the debate. Since there’s only 3 of you, at least one of you have to disagree. I’ll give you 30seconds to decide which side you want to take. * Divide into 2 groups, you’ll arrange the desks and start to prepare for the debate. (Change desk arrangement and the sitting.) * Choose only 2 ideas from the board. Use those ideas in your debate. Prepare what to say to convince everyone why your position is correct. Also, be ready to challenge what the other side says if you think it doesn’t make sense. * During the debate you will use Talking Stick. When you want to speak, hold the stick. When you are done or it took more than 2minutes (point to the stopwatch), you have to put down the talking stick. Everyone must try to speak up to defend your opinion to get points. Same person cannot hold the stick two times in a row. * You have 5 minutes to prepare.   I.C.Q.  - What is the topic of the debate? (Human rights of prisoners must be protected.)  - How many points will you use in the debate? (2) Can you hold the stick more than 2 minutes? (No.) Begin now.  Students begin preparing their debate individually. Monitor and offer tips or suggestions.  Announce when there is 2 minutes remaining. If students are still struggling to come up with ideas, give them some tips and when time is finished, announce that preparation time is finished.  Time’s up. If you haven’t finished everything yet, don’t worry - just listen and talk spontaneously. And don’t forget! We are not arguing, every complete argument consists of three components, CLAIM, WARRANTS AND PROOF. In debate, arguments that use logic or reasoning as the basis for their proof are called analytics. Try your best to debate in your own way but you have to consider this.  Students move the desks to face each other. (Wait for them.) Put talking stick in the middle.  Let’s begin. (Gesture to one student to begin the debate.) Start be introducing your point, then let someone from the opposite side respond. After debating that point, someone can raise another point for debate. Continue debating for 6 minutes. Go! |
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| **Stage Name:** Task Realization  **Purpose of this stage:** This is a very student centered stage to allow for maximum speaking fluency practice. Monitor discretely and take note of incorrect language. Students perform their task without interruptions from the teacher. Classroom management may be an important consideration here. | | |
| **Materials:** Talking stick, pen, paper. | | |
| **Time** | **Interaction** | **Procedure** |
| 8 min | S-S | The nominated student begins speaking by raising one point and allowing someone from the opposing side to respond. Once the point has been debated, a new point can be introduced. Students can refer back to previously mentioned points.  Students engage in the debate, taking turns spontaneously. Monitor from a distance noting how effective they are at presenting clear, logical statements; disagreeing or refuting; and their use of debating expressions such as ‘that may be true but…; that point does not address the topic at hand; could you give an example; what you said contradicts your previous point; what you said actually is a reason which supports our position’. |

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| **Stage Name:** Post Task  **Purpose of this stage:** To end the lesson with a final student centered task such as voting, summarizing, discussing, deciding etc. The teacher may offer delayed error correction to the previous stage, as well as mention positives and points to improve for next time such as useful strategies. | | |
| **Materials:** N/A | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  30 sec | T  S-S  T | Now talk to each other about the how prisoners in South Korea are treated. Do you think they are treated humanely?  You have 2 minutes.  Students discuss with their partners.  Announce the winner and offer brief encouragement to continue engaging actively in class. Great job guys, next time, prepare a debate plan. It will give you more opportunities to speak by thinking about what the other side might say. |

**Instructor’s Comments and Assessment**

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| **Change** | | |
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| **Overall Comments** | | |
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| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |