**Background Information Sheet**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Judy | 208th WD | 17/06/2020 | TESOL-SPEAKING | 25min |

|  |  |
| --- | --- |
| **/Lesson** | |
| **Topic** | Debate : What is the standard of happiness? |
| **Main Aim** | Students will practice their speaking fluency. |
| **Secondary Aim** | Students will learn to speak persuasively. |

|  |
| --- |
| **Materials and References** |
| Zootopia#1 - <https://youtu.be/v30nWCVM9KI>  Youtube video script (script for zootopia films) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adult | **Number of Students** | 6 |
| **Detail** | This is a general English class and students are highly motivated learners. The students are all Koreans, and enjoy philosophy. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. They engage actively in kinaesthetic learning and tend to favor the visual learner mode, but, speaking learning still needs developing. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Students want to live a happy life. But everyone has different standards of happiness. So all students had to talk about what the standard of happiness is and have opinions to share. Also, they are unfamiliar with formal debating. | | | |

|  |
| --- |
| **Anticipated Difficulties and their Solutions:** |
| Some students are likely to dominate the debate 🡪 use Turn Cards  Time: the debate points may not all be debated before time runs out 🡪 announce time is finished to end the debate  Desk arrangement: moving desks, spilling drinks 🡪 clear desks of everything before the lesson  Technical failure 🡪 use my laptop as a backup |

|  |  |  |
| --- | --- | --- |
| **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:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  2 min | T-S  S  T-S | Hi~Today we will have time to share our opinions on what the standard of happiness is. (Board the topic: What is the standard of happiness?.)  Watch this short video. As you watch, note down some of when you feel happy in life. And Think about the standard of happiness.  Play the video for 1 minutes. Students watch, and hite down two standard for happiness.  Let’s think about when you feel happy in your life. 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: What is the standard of happiness?   |  |  | | --- | --- | | 1. Stable happiness | 1. Happiness of living hard   for dream | | * P) Be stress-free * P) To have time * P) I feel happy with small things * C) Make less money * C) Can be lazy * C) Be undeveloped | * P) Be rewarding * P) Be recognized by society * P) You can live a better life in the future. * C) To be stressed out * C) Vague happiness for a dream * C) Have no time | |

|  |  |  |
| --- | --- | --- |
| **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:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min 30 sec  5 min  -  1 min | T  S-S  T  T | **Instructions**   * Now it’s time to prepare the debate. Move your desks into two islands. (Wait for students to move the desks.) * (Set the groups.) You three are the happy to complacency side. Sit together here (gesture). You three are the happy to not complacency side, sit there. (Wait for students to move.) * 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 4 Turn Cards. This group gets another set of cards to make it fair. When you want to speak, spend a Turn Card like this (show). Everyone must try to use all their cards to get more points for their team. So, plan what to say and allow your members to speak. * You have 5 minutes to prepare.   I.C.Q. What is the topic of the debate? (What is the standard of happiness.)  How many points will you use in the debate? (2) Does your team get more points if you use more Turn Cards? (Yes.) Begin now.  Students begin preparing their debate in groups. Monitor and offer tips or suggestions.  Announce when there is 2 minutes remaining. If students are still discussing their ideas when time is finished, simply announce that preparation time is finished. Time’s up. If you haven’t finished everything yet, don’t worry - just listen and talk spontaneously.  Students move the desks into a square shape. (Wait for them.) Hand out the Turn Cards.  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! |

|  |  |  |
| --- | --- | --- |
| **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:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 10 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’. |

|  |  |  |
| --- | --- | --- |
| **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:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  30 sec | T  S-S  T | Now talk to your partner clearly about the standard of happiness. Do you think what standard of happiness can we live by in our lives from now on?  You have 2 minutes.  Students discuss with their partners.  Collect and tally Talking Cards while students talk.  Announce the winner and offer brief encouragement to continue engaging actively in class. Well done to everyone, next time you prepare a debate plan many opportunities to speak by thinking about what the other side might say.  END |

**Instructor’s Comments and Assessment**

|  |  |  |
| --- | --- | --- |
| **Pros** | | |
| **Interesting topic; proper use of each stage; detailed instructions; good use of tasks – brainstorming, pair work, group work, debating.** | | |
| **Cons** | | |
| **Timing – although the lesson finished in time, there was a feeling of being rushed during stage 3 and 4.** | | |
| **Change** | | |
| **To give more time for students to prepare and debate, cut out the video (although it was good), and simply introduce the concept of Anger Rooms by asking if anyone knows what it is. Since you know that someone has already tried one, it is easy and quick to do this. Briefly showing a photo should be all that’s needed. This will give your students an additional 2 minutes to use later.** | | |
| **Overall Comments** | | |
| **Using Turn Cards was effective at managing the dominant speakers. The next time you debate you won’t need to spend much time giving instructions since they will remember what to do.**  **This was a challenging, but effective, speaking activity for a 20 minute lesson – well done!** | | |
| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |