



LET'S GET READY TO RUMBLE!

How organized **DEBATE** & **DISAGREEMENTS** can help students
write the GED® extended response **ESSAY**

Presenter: Chandra Kydd



Each of you should have a **TOOLKIT PACKET** for your reference of some of the things we'll discuss today. Some are goodies I've found online or created myself.



Please write all **BURNING QUESTIONS** on your Q&A sheet along with your name and email.



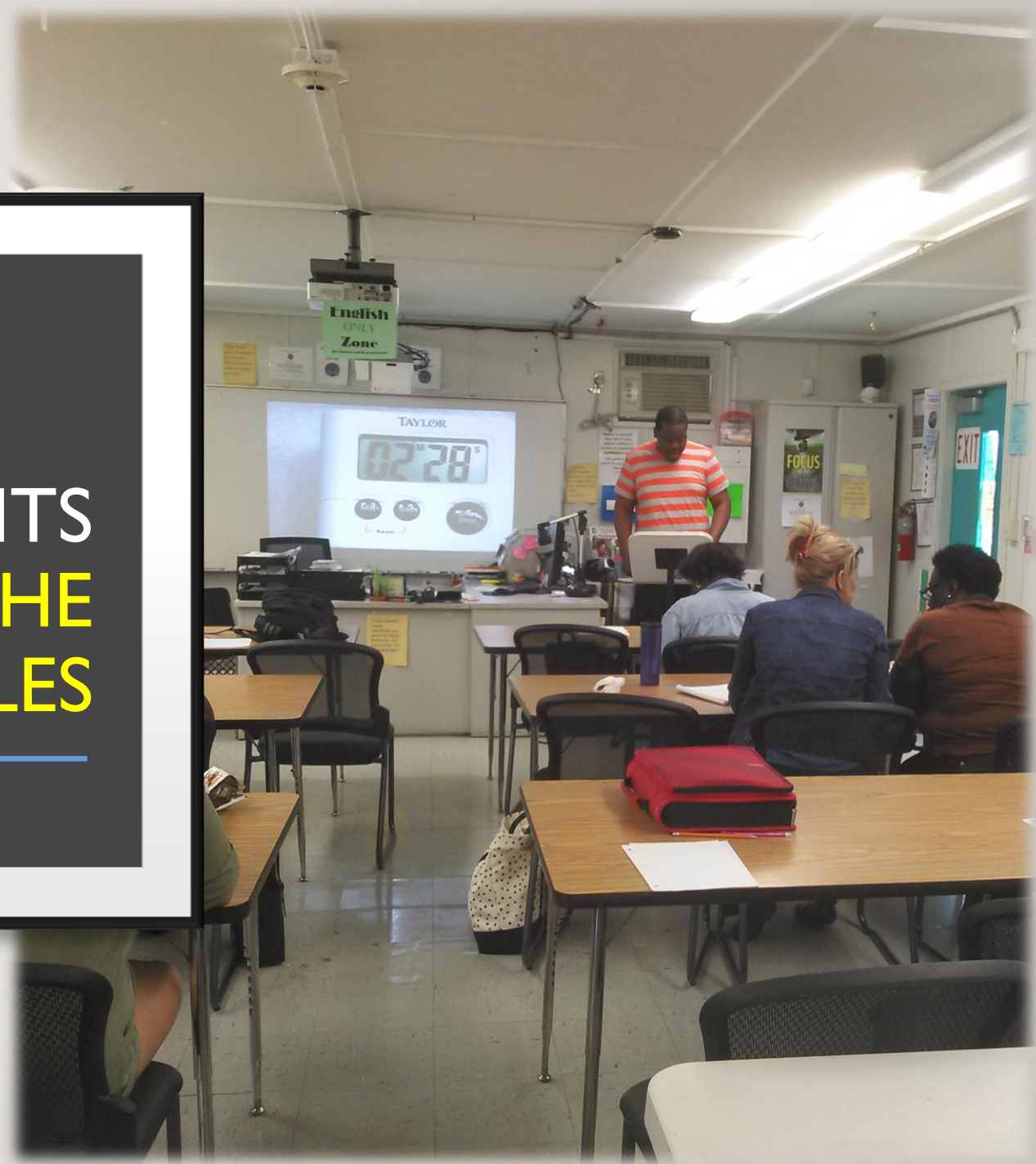
At certain points along the way, you'll have an opportunity to ask your questions. If I don't have a chance to answer your questions, simply **TURN IN YOUR Q&A SHEET** and I'll respond via email as soon as possible.



At the end of today's discussion, please fill out the **SESSION EVALUATION CARD** and leave it with me.

A LITTLE HOUSEKEEPING

BEFORE THE FIGHTS
BEGIN: **ESTABLISH THE
GROUND RULES**



BEFORE YOU START: ESTABLISH THE GROUND RULES

- Listen respectfully, *without* interrupting.
- Actively listen to understand others' views.
- Criticize ideas, not individuals.
- Avoid judging, blaming, and bad language.
- Stay within your allowed time to speak.



WHY STUDENTS OFTEN GET “0” ON THE ESSAY

(*INFO IN YOUR TOOL KIT)

- They simply **SUMMARIZED** what they read
- They **COPY & PASTED** their essay (Not enough original information to be scored)
- They didn't follow the **PROMPT/THEY'RE OFF TOPIC**
- They got **TOO PERSONAL**
- They **DIDN'T WRITE ENOUGH** information
- Too many **GRAMMATICAL ERRORS** to be understood
- They did **NOT ATTEMPT** the essay



burning questions



THEY NEED SOME BACKGROUND KNOWLEDGE

You must introduce skills such as:

- CLOSE READING- No more topic writing
- How to IDENTIFY EVIDENCE within text (*Info in your cheat sheet)
- Ways to USE EVIDENCE to support claims while avoiding PLAGIARISMS
- How to argue a side you DON'T AGREE with it
- How to INTRODUCE your essay (*Info in your tool kit)

MOST COMMON COMPLAINTS OF STUDENTS & HOW DEBATE HELPS THEM WITH THESE ISSUES

“I can’t think of what to say”

“I haven’t written in years”

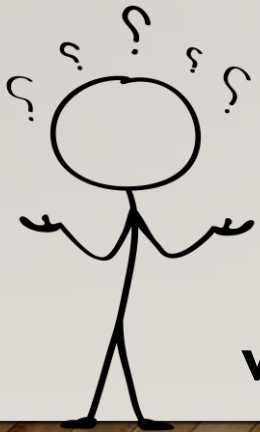
“I hate writing”

“I don’t know the right words to express my thoughts”

“I think too slow”

“English isn’t my first language”

“I don’t like to argue”



Debate gets them so **focused** on proving their point, that they often forget about their **insecurities** and begin to do what comes **naturally**, which is **proving the validity** of what they're saying to those around them.



DEBATE PREPARES STUDENTS BEYOND "THE TEST"

Students **MUST** be able to communicate verbally in the workplace, on job interviews, in their post-secondary classes, and in day-to-day life. Debate helps with:

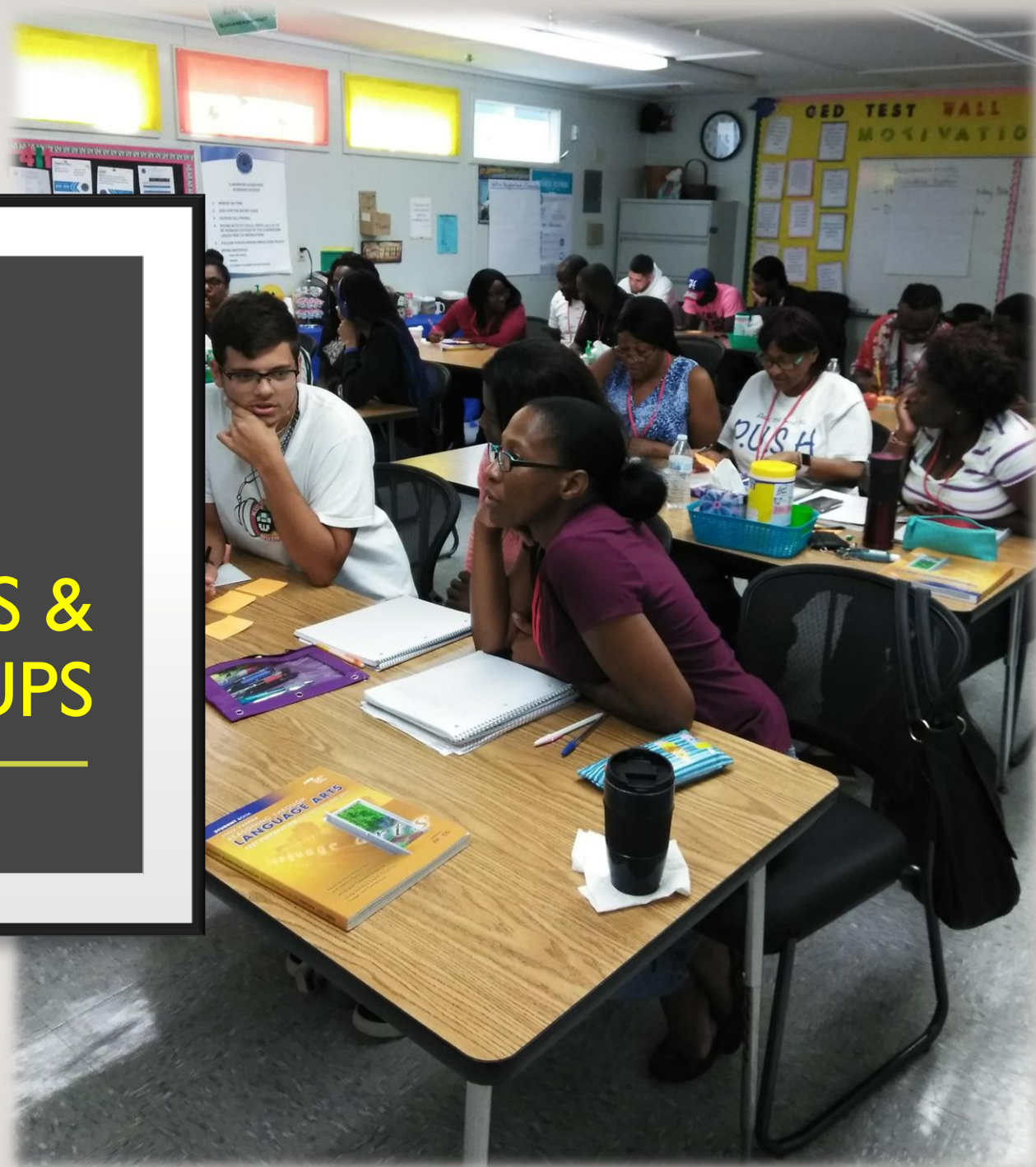
- Teamwork
- Creative Thinking
- Leadership
- Oral Communication
- Goal Setting
- Organization Skills
- Problem Solving
- Builds Confidence
- Conducting Research



***SKILLS DESIRED BY FORTUNE 500 COMPANIES**

ANY
QUESTIONS
?

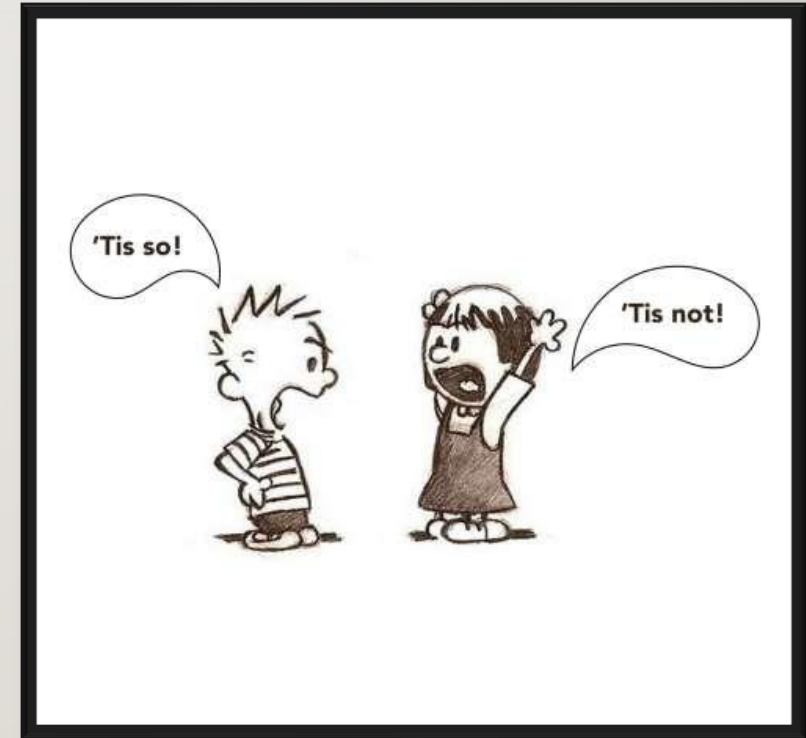
**GATHER THE PLAYERS &
GET THEM INTO GROUPS**



GATHER THE PLAYERS

Decide how many individuals you want to represent each side of the issue. A debate usually involves three groups:

- **PROS**= supporting a resolution (affirmative team)
- **CONS**= opposing the resolution (opposing team),
- **JUDGE(S)**= score the quality of the evidence, logic, and performance in the debate. (Can be the teacher or group)



Grouping Ideas (*Ideas in your tool kit)

[illegible]

Violent Video Games

Mandatory Recycling

Studying with Music

Mandatory Parenting Classes

Women as President

Concealed Carry Laws

Technology Use in Class



- Choose debaters
- Activity Overview
- Audience's Role
(SCORE Sheet)

LET'S GET READY
TO RUMBLE!



GOT QUESTIONS?


THE TOPIC:

**SHOULD TEACHERS
CARRY GUNS
AT SCHOOL?**



Winner!
Winner!
Chicken
Dinner!

WHICH TEAM HAD THE **STRONGEST** ARGUMENT?



DEBATE CAN PRODUCE
PROFICIENCY IN 4
21ST CENTURY SKILLS:
CRITICAL THINKING,
COMMUNICATION,
COLLABORATION, &
CREATIVITY

"NATIONAL ASSOCIATION OF URBAN DEBATE LEAGUES"

SPEAKER:
CHANDRA KYDD
CHANDRA.KYDD@BROWARDSCHOOLS.COM

LOCATION:

ATLANTIC TECHNICAL COLLEGE
COCONUT CREEK, FLORIDA