

TEACHER GUIDE

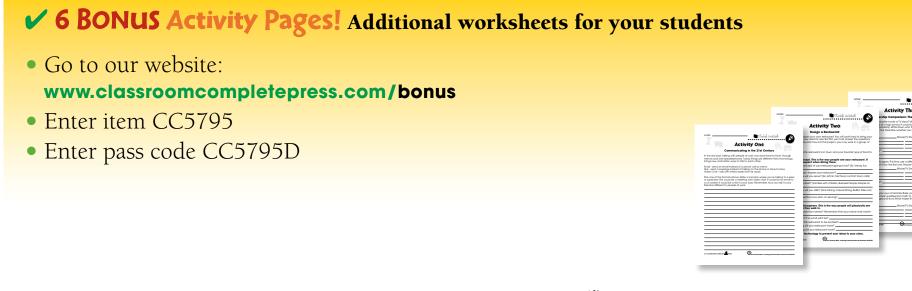
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EASY MARKING [™] ANSWER KEY 14	4
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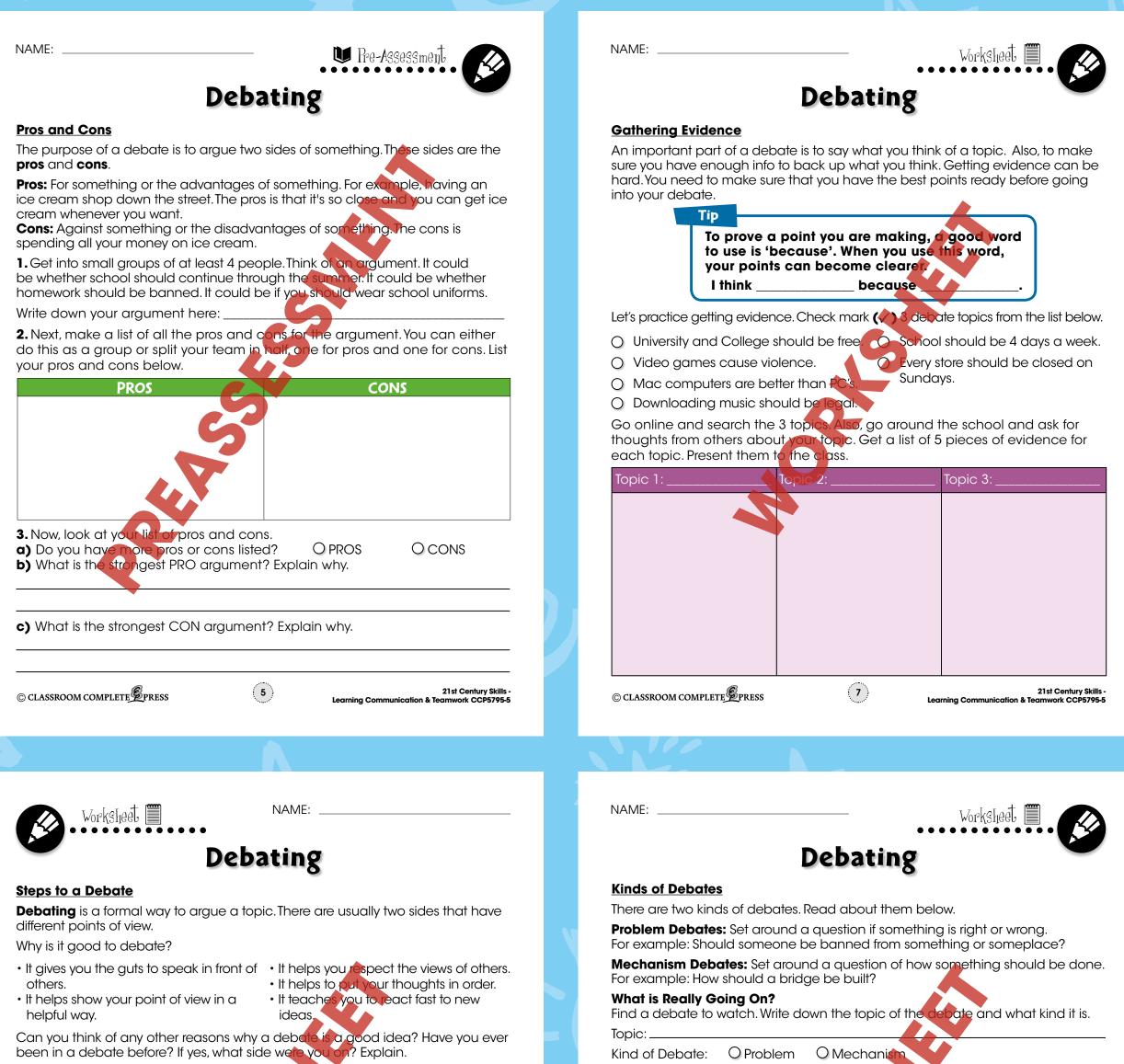


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Before watching, what side are you on? Now watch the debate. Write down the positions for both sides. The steps to a debate are listed below. Put them in order from 1 to 5. AGAINST FOR Introduction – Point out your side and why everyone else should agree. Wrap it up – Finalize all the points you stated during the debate. Confirmation or Proof – The main reason(s) why you are right. Rebuttal – See the other side be polite while you stand up to their view. Opening Statement of Facts - Break down your argument into smaller ones. Go on the Internet and watch a video on a past debate. It can be from a movie **Evidence** or from real life. State the debate here: _____ 1. What were the 2 points of view? _ Rebuttal 2. How did they break down their main argument? ____ 3. What proof did they use? ____ Closing 4. What was the argument from the other side? _____ Did your position change? OYes ONo Why or why not? _____ 5. How did they finish the debate? ____ 8 9 © CLASSROOM COMPLETE © CLASSROOM COMPLETE 21st Century Skills 21st Century Skills Learning Communication & Teamwork CCP5795-5 Learning Communication & Teamwork CCP5795-5



Four Opinion Debate

This activity will teach students how to debate. They will learn to express their opinion. They will learn how to oppose a topic.

- **1.** Students will work in groups. They will express positions on a topic.
- 2. Students will learn to listen. They will listen to the other groups' views.
- **3.** Students will learn how to sway others' opinions.

4. Students will write an essay. It will present their point of view. It will address opposing positions.

On the board, make 4 headings: Strongly Agree, Somewhat Agree, Strongly Disagree, Somewhat Disagree

Write a topic on the board. Each student will decide where they stand on the topic. Once they decide, they will stand under that beading. Each group will have 2 minutes to talk about what they think. Each group will pick a leader. The leader will give the group's position. He/she has 30 seconds to try to change their classmates' opinion. A student may have changed their opinion. If so, they can move to the heading that they now agree with.

Each student will write an essay. It should be 100 to 150 words. It should show their opinion clearly.

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NAME: _



Debating

Unplanned Debate Activity

Debating is learning to think on your feet. It's being able to come up with supporting material very quickly. This will help in defending your point.

Split the class evenly into two teams. One side of the class will be the `for' group. The other side of the class will be the `against' group.

Have the teacher write a debate topic on the board.

Step 1: Your team will have 2 minutes to brainstorm your opening statement. Have one person from your team go up and read your opening statement to the class. Now it's the other team's turn to read theirs.

Step 2: Go back to your team. You have another 2 minutes. Come up with the ideas and evidence to support the point you made in Step 1. Have the same team member go up in front of the class. Read your ideas and evidence. Then, switch turns and have the other team go.

Step 3: Now go back to your team for a third time. Your team has 30-60 seconds to write a closing statement. Each team will conclude the debate in front of the class. Repeat the activity until everyone has had a chance to go up in front of the class.

1. Write down the opening statement, supporting evidence and closing statement that you read in front of the class.

2. Did you like this type of debate? Did you find it easy or hard? Explain your answer.

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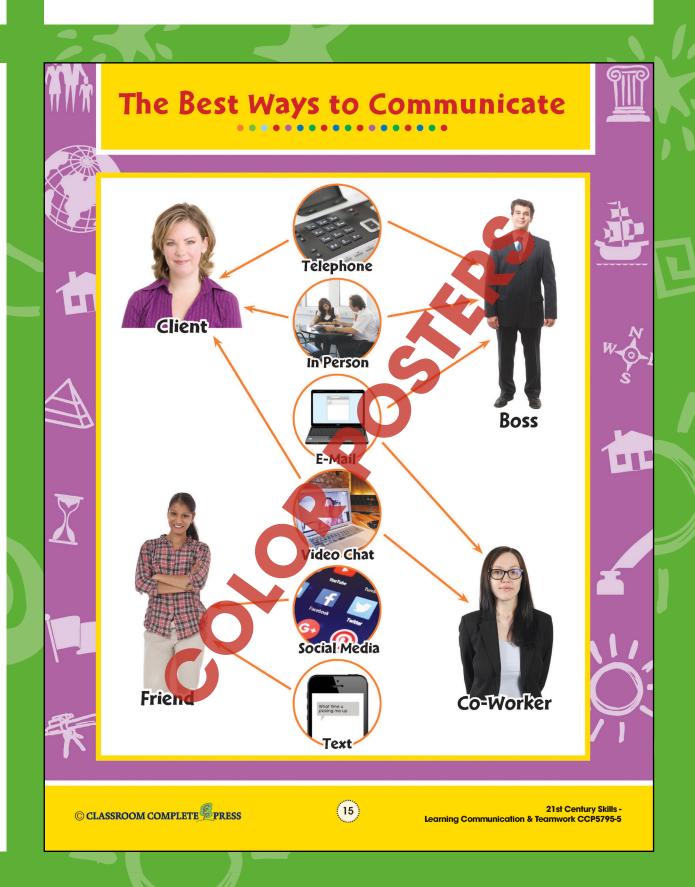




The activities in this resource engage and build the full range of thinking skills that are essential for students comprehension. Based on the six levels of thinking in Bloom's Taxonomy, assignments are given that challenge students to move beyond the worksheet to understand the information through higher-order thinking. By using higher-order skills of remembering, understanding, applying, analysing, evaluating, and creating, students become active learners, drawing more meaning from the information, and applying and extending their learning in more sophisticated ways.

Our resource, therefore, is an effective tool for any Social Studies program. Whether it is used in whole or in part, or adapted to meet individual student needs, this resource provides teachers with the important questions to ask and interesting content, which promote creative and meaningful learning.

Vocabulary



Branding: Creating your own impression. Collaboration: To work together for the same goal Commitment: To work just as hard as everyone els Communicating: To share ideas and things with others. **Communication:** To get someone to know what you are trying to say. **Compromise:** To come to an agreement. Confidence: To believe in yourself. Conflict: A fight with something or s Cons: The not good things of something Creativity: To have great ideas and can think on your feet. **Debate:** A talk with different sides. **Digital Communication:** Using things like a computer or cell phone to talk. Inquiry-Based Learning: Asking questions instead of giving facts. Integrity: To be honest and fai Leader: A person that takes charge or leads. Mechanism Debates: Set around a question of how something should be done. Motivation: The reason to do something. Network: A group of people who have things in common. Networking: Talking to others and getting to know them. Personal Brand: Helps YOU sell YOURSELF to the world. Problem Debates: Set around a question if something is right or wrong. Pros: The good things of something. Rebuttal: To share the other side of something. Rube Goldberg Machine: An everyday simple task that uses more than one step. Technology: Using science to solve problems. Traits: The good things about you. Work Networking: Finding other people to meet and share.

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NAME:	Worksheet		*	
Deba				
Gathering Evidence An important part of a debate is to say w sure you have enough info to back up w hard. You need to make sure that you hav into your debate.	hat you think. Getting evidence a	can be	Answers will vary.	
to use is 'because'. Wh your points can becom I think	ne clearer. because			
 Let's practice getting evidence. Check ma University and College should be free Video games cause violence. Mac computers are better than PC's. Downloading music should be legal. 	 O School should be 4 days of O Every store should be clos Sundays. 	a week.		Answers 1- Intro 5 - Wra 3 - Confil
Go online and search the 3 topics. Also thoughts from others about your topic. each topic. Present them to the class.	, go around the school and ask			9 - Conn Pi 4 - Re 2 - Stat Fc
	Topic 3:		AN	Answers
		Century Skills -		(

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