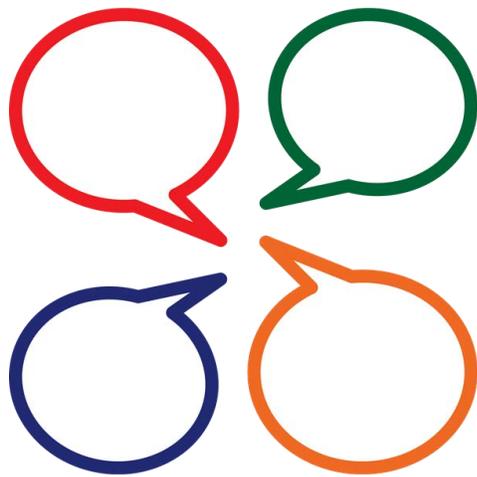


TECHNODebate

Teacher Guide

Lessons for Middle & High School Students: Grades 6 - 9



Technology Project using

Google Slides

Create an animated debate.

TechnoDebate is a creative blend between an argumentative essay and a debate. It has the written component of an essay, combined with exchange of ideas found in a debate. This unique approach to exploring a controversial issue allows students to develop critical thinking skills, persuasive writing techniques, and an appreciation of multiple viewpoints.

In this project, students collaborate with a partner to create an animated debate in Google Slides. Using clip art characters and callout bubbles, each side states their resolution, presents a constructive speech, delivers a counter argument in a rebuttal, and summarizes their position. Cross-examination is done at the end of the debate by audience members using the commenting feature. Optional extension activities are included for participants to cross-examine opponents and for a judge to select a winner.

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TechnoDebate Overview

<p><i>Purpose:</i> Create an animated debate that presents a persuasive argument justifying a position on a controversial issue.</p>	<p><i>Preparation:</i> (see <i>Preparing to Teach</i>)</p> <ul style="list-style-type: none"> • Sign up for a Google Account • Install Adobe Reader or another PDF app • Share <i>Debate</i> folder with students • Prepare <i>TechnoDebate</i> folder for Google Drive (<i>optional steps for Assignment 1</i>) • Download and print Flashcards and Tool Summary from TechnHub (optional)
<p><i>Objectives:</i> (see <i>Appendix A Skill Summary</i>)</p> <ul style="list-style-type: none"> • understand the purpose of a debate • examine different perspectives • select a position on a controversial issue • research to develop a logical argument • concisely and clearly express a viewpoint • support argument with relevant evidence • evaluate ideas to rebut an argument • make an intellectual or emotional appeal • use persuasive language to sway opinions • respect others' ideas • work collaboratively to produce a debate • share a file and set permissions • insert and format slide objects • animate slide objects • adjust slide order to sequence a debate • post, read, and reply to comments 	<p><i>Materials:</i> (see <i>Appendix B</i> for a complete list)</p> <ul style="list-style-type: none"> • Debate Checklist • Individual Debate Marking Sheet • Debate Rubric • Debate Skill Summary • Debate Judging Sheet • Debate folder <ul style="list-style-type: none"> ◦ Workbook Assignment Sheets ◦ Sample Debate – bike lanes ◦ Argument Planner template (optional) • Parent Letter and Certificate (optional) • Flashcards and Tool Summary (optional)
<p><i>Summary of Activities:</i></p> <ul style="list-style-type: none"> • Gain an understanding of the purpose of a debate. View sample debate and answer questions. • Partner up. Brainstorm to select a controversial issue for the debate, then pick a position. • Investigate topic to develop argument. Research to find evidence to support three main points. • Invite partner to share a Google slides file. Make the title slide together. • Create a new slide that states position using a clip art character and callout bubble. • Make a series of slides that present a persuasive argument. • Prepare a rebuttal. Identify the opponent's weakest point and refute claim in a counterargument. • Summarize ideas to convince the audience to agree with a particular viewpoint. • Animate callout bubbles to produce an animated conversation. Apply transitions to divide debate. • Complete a debate checklist. • Invite audience members to view debate and pose questions using Comments. • Reply to audience questions to defend position. 	
<p><i>Extension Activities:</i></p> <ul style="list-style-type: none"> • Debate Topics: Activities to select a controversial issue to debate. • Research using Google Docs: Using the Explore tool to search for information. Cite the source. • Insert a Character Workshop: Discover multiple methods to insert images onto slides. • Cross-Examine your Opponent: Have each side ask their opponent a question. • Judge Debate: Declare a "winner" of the debate. Who made a more convincing argument? 	
<p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Self-Evaluation (Debate Checklist – Assignment 10) • Teacher Evaluation (Individual Debate Marking Sheet, Debate Rubric, Debate Skill Summary) 	
<p><i>Notes:</i></p> <ul style="list-style-type: none"> • If you are a classroom teacher, have students create a debate on a controversial issue that is subject-related. • If you are a computer teacher have students build a debate on a school-related topic, pop culture, or area of interest. 	

Technology Integration Ideas

TechnoDebate integrates into curriculum. This project can be used to develop critical thinking, persuasive writing techniques, collaboration skills, and an appreciation of multiple viewpoints. Students can debate on a wide range of topics. You may wish to include project activities as part of a social studies, language arts, history, or science unit. Below are some suggestions:

- *Citizenship Debate*: Care about where you live. What does your community require? How can you help people in need? What action will improve the quality of life for others?
- *Democracy Debate*: Become a stakeholder and state your perspective. Should a law pass? Is a rule fair? Should development proceed? Who should pay for an initiative?
- *Ethical Debate*: Analyze a moral dilemma to understand diversity in values and beliefs. Is an action right or wrong? Are you for, or against, an issue? Are the motives of people good or bad? Is a decision justified or unwarranted? Is it helpful or harmful?
- *Advocacy Debate*: Highlight a problem with the status quo. Why is there a need for change? What makes the current situation unacceptable?
- *Proposal Debate*: Determine which course of action is the best. Why is Plan A better than Plan B? What are the advantages to a new plan? Why is the current system ineffective?
- *Literature Debate*: Discuss events that happened in a story. Was the decision made by a character, right? Did the character deserve to win? Were the actions of a character fair? What choice should a character make? Should a character have done that action?
- *Historical Debate*: Think like a historian. Investigate a time in history to gain a better understanding of the people and events. What evidence suggests current understanding of a historical event is wrong? Was a historical decision fair to all stakeholders? What would a significant person say in a debate about an issue during their time?
- *Environmental Stewardship Debate*: Discover the balance between human needs and the sustainability of the environment. Is economic growth or nature more important? How should humans adjust their behavior to protect the environment? Who should have access to natural resources? What needs to change to protect the environment for future generations?

Tips for Topic Selection:

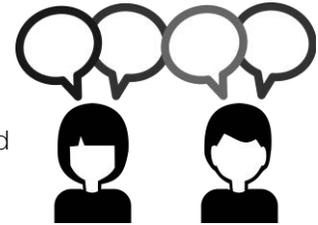
- ✓ *Review Topics*: Once your students have selected a topic make sure it is appropriate for a school environment and will not insult an individual student.
- ✓ *Novel Debate Ideas*: The Internet has many online debate websites that have pro/con arguments posted. To encourage critical thinking have students debate an original topic such as a local issue, current event, or school policy. This will prevent copying other people's ideas.

Assignment 1 What is a Debate?

In this project, you are going to design an animated debate that presents convincing arguments for both sides of an issue.

What is a Debate?

A debate is a structured argument between two sides about a controversial issue. It is an exchange of ideas. One side is for an issue and the other side is against the issue. The purpose of the discussion is to convince the audience to agree with a particular point of view.



Typically, a debate is held face-to-face, in front of an audience. Each side is allocated a set amount of time to present their argument, ask or answer questions, highlight weaknesses in their opponent's position, and summarize their ideas.

What is the Purpose of a Debate?

Debates are part of a democratic society. They allow people an equal opportunity to state their opinion and ask questions about the ideas presented. A debate can be used to:

- emphasize the importance of an issue
- inform the public about a topic
- understand differing viewpoints
- engage people in the decision-making process
- defend or challenge a system, plan, policy, or action
- change the opinion of an audience
- showcase the abilities of the debater

What Skills make you a Good Debater?

A debater is opinionated, articulate, logical, respectful, quick-thinking, and persuasive.

What type of debater are you? For each question, answer what you do during most discussions.

Do you pick a side or find it difficult to take a stand?

Do you express your ideas clearly or struggle to find the words?

Do you offer examples about why you are correct or keep insisting you are right?

Do you listen to understand others' ideas or ignore ideas that differ from your own?

When questioned do you reply with a response quickly or take time to think?

Do you easily get others to change their mind or rarely persuade others?

Add up the checkmarks from the first box of each statement. What type of debater are you?

4-6 *Expert Debater* - You know how to communicate your ideas effectively.

2-3 *Great Debater* - You can usually persuade others. A few tricks will turn you into an expert.

0-1 *Rookie Debater* - Great news! The activities in this project will turn you into an expert.



What Format will be used for the Debate?

In TechnoDebate, the exchange of ideas occurs digitally. The debate will use a format like a public debate:

- Take a stand. Each side will state their position on the topic. This statement is called a *resolution*.
- Present a persuasive argument. Each side will build their case by presenting three arguments using evidence such as statistics, expert opinion, or observations to support their ideas. This is called a *constructive speech*.
- Prepare a rebuttal. Each side will examine the arguments made by the opposition to find weaknesses. They will explain why the ideas presented by their opponent are flawed. This is called a *rebuttal*.
- Summarize ideas. Each side will summarize their main points and emphasize why their position is correct. The *summary* should make an appeal to the audience.
- Invite audience participation. The presentation will be shared with audience members. The audience will ask questions to which the debaters will respond to defend their position. This is called a *cross-examination* or *crossfire*.
- Judge debate (optional). The teacher, panel of peers, or audience members will determine which side presented the strongest arguments and were the most persuasive.

Study a Sample Debate

- ▷ Ask your teacher how to view the bike lanes debate.
Click to read the callout bubbles in the debate.

1. The affirmative, or PRO, side of a debate is "for" the topic. What character is used for the pro side?

boys and girls riding bikes

2. The negative, or CON, side of a debate is "against" the topic. What character is used for the con side?

boys and girls driving cars

3. What three arguments does the PRO side make for having bike lanes on city streets?

reduce air pollution

decrease traffic congestion

increase cyclist safety

4. What three arguments does the CON side make for not having bike lanes on city streets?

too expensive

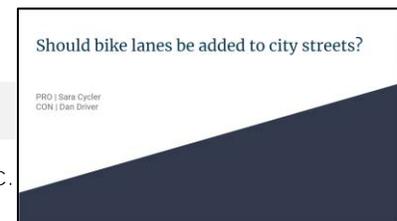
restrict traffic flow

help only a few people

5. Each side of the debate *rebutts* or explains why their opponent is wrong. Which side did a better job highlighting flaws in their opponent's argument? Why do you think so?

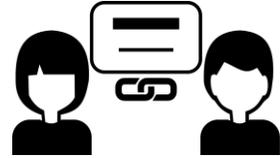
6. The purpose of a debate is to convince an audience to agree with a viewpoint. Do you think the PRO or CON side had a more persuasive argument? Why?

If you want to see another sample, view the school food debate.



Assignment 4 Invite a Partner to Debate

You and your partner will work together to create an animated debate. You will work on the SAME file at the SAME time. Follow the instructions to share a Google Slides file. The person on the PRO or "for" side of the debate will create and share the file with the CON or "against" side.



Log into Google Drive

Create a Presentation and Rename the File (PRO side)

- ▶ Click *New*. Select *Google Slides*.
- ▶ Select a theme from the *Themes* pane.
- ▶ In the top LEFT corner replace *Untitled presentation* with the *Debate Topic*. Press ENTER.



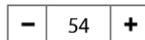
If the *Themes* pane does not appear, select *Change theme...* from the *Slide* menu.

Introduce the Debate Topic on the Title Slide (PRO side)

- ▶ In the *Click to add title* box type the *Debate Topic* or a debate question.
- ▶ Format the font, size, style, color, and alignment of the title.



Set the typeface by choosing an option from the *Font* menu.



Set letter size manually, from the menu, or adjust by point size.



Click *Bold* to make letters appear darker.



Click *Italic* to make letters slant to the right.



Click *Underline* to add a horizontal line below text.



Choose a text color from the palette to change the color of letters.



Align text to the left, center, or right of the text box margin.

- ▶ In the *Click to add subtitle* box type **PRO: Your Name**.



Your partner will add their name once you share the file.

Share the File with Partner (PRO side)

- ▷ From the File menu, click *Share*. 
- Pick *Share with others*.
- Type in your partner's email address. Press TAB.
- Click the permission arrow and set it to *Editor*. 
- ▷ Click *Send*.



This will allow you and your partner to work together on the SAME file at the SAME time.

Open the Shared File (CON side)

- ▷ Sign into Google Drive.
- ▷ Click *Shared with me*.
- ▷ Open the debate file shared by your partner.
or view your email and click on the hyperlink in the message.

Add Student Name to the Title Slide (CON side)

- ▷ Press ENTER after your partner's name and type **CON: Your Name**.

Your partner can see where you are typing. A cursor will display on the screen.



TIP: *About Sharing*

Do not overwrite your partner's work. Before adding text or a picture, look for a marker  to show where your partner is working.

Log Out of Google Drive

Assignment 6 Present a Persuasive Argument

You and your partner will make three slides each that present arguments using evidence to support a position. The argument is called the *constructive speech*. Your goal is to convince an audience your side of the debate is correct.



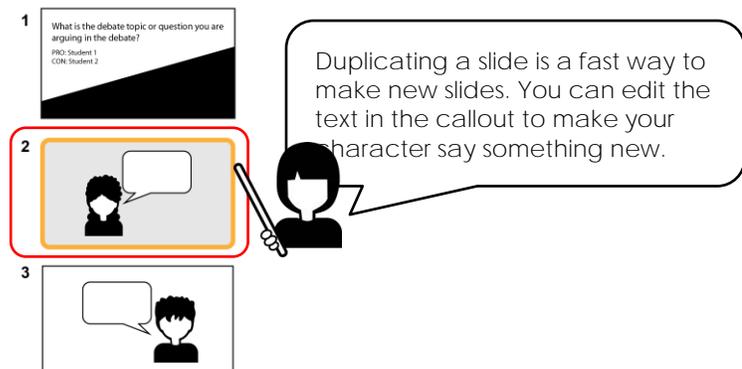
You and your partner will:

- ✓ duplicate a slide
- ✓ flip character on slide
- ✓ edit text in callout to present arguments
- ✓ position slides in the debate

Log into Google Drive and Open the Debate

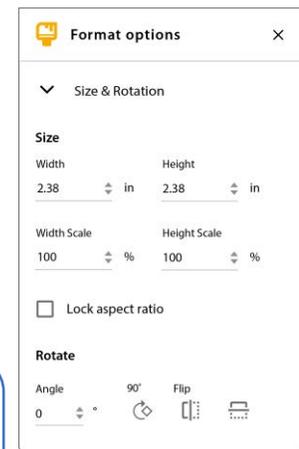
Duplicate a Slide

- ▷ In the Filmstrip, right click on the thumbnail of the slide you created in the previous assignment.
Select *Duplicate slide*.



Flip a Character

- ▷ Make sure you are working on the duplicated slide.
- ▷ Select the character.
- ▷ Click *Format options* on the toolbar.
- ▷ Expand the *Size & Rotation* area from the pane. Flip the image horizontally.



TIP: Replace a Character and Keep Formatting

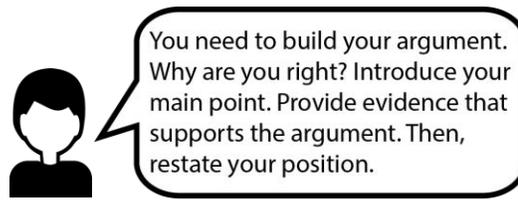
Select the image with the desired formatting. From the Format menu, select *Image - Replace image*. Choose *Search the web*. Use your skills to find a suitable image. Click *Replace*.

Click *Crop* and drag the handles to adjust scaling.

This is a great way to pretend you have more than one person on your debate team. When replacing images find new images that are a similar style.

Present Arguments to Support Position and Prove you are Right

- ▷ Replace the text in the callout with your first argument. It should be your strongest point!



- ▷ Use your skills to make two more slides that present your remaining arguments. Be logical! Explain each argument clearly to convince an audience your position is right.

Sentence starters:

One of the main reasons...

A major benefit to...

Consider the following evidence...

It is important to realize...

There are many examples, for instance...

It is for this reason that...

The time has come to...

The fact is...

Yet another reason to...

Furthermore...

My next point...

For my first argument...

The most important thing...

Expert X states...

In my opinion...

It is often said that...

It is time to recognize...

Therefore, there is a need to...

We all know that...

Another issue with...

Moreover...

Let us now consider...

Position Argument Slides in Filmstrip

- ▷ Click on a slide thumbnail. Drag it to change the order of the slides.

1 Resolution: The education system should focus on preparing for the future (debate topic)

2 Introduction PRO SIDE

3 Argument 1 PRO SIDE

4 Argument 2 PRO SIDE

5 Argument 3 PRO SIDE

6 Resolution CON SIDE

7 Argument 1 CON SIDE

8 Argument 2 CON SIDE

9 Argument 3 CON SIDE

PRO side - statement

PRO side - argument

CON side - statement

CON side - argument

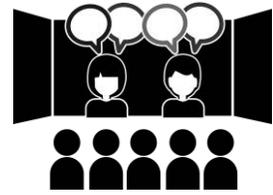
Put your strongest argument first.

You are creating a debate to inform others. The audience will ask questions at the end. If you prefer that each side cross-examines the other complete Extension Activity 4 before Assignment 7.

Log Out of Google Drive

Assignment 12 Respond to Audience Questions

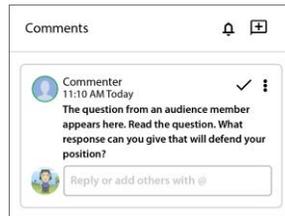
The audience has asked their questions. Now you and your partner need to defend your positions by providing answers. Audience members will be able to read your reply.



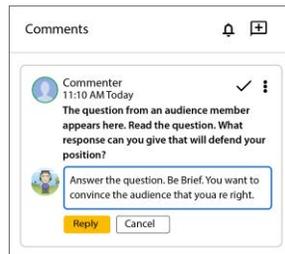
Log into Google Drive and Open the Debate

Read Comments and Reply to Answer Questions

- ▶ Click *Open comment history*.  Any comments will be displayed.



- ▶ Click in the *Reply* box and type your answer.
- ▶ Click *Reply* to post the response.



If the audience member opens the debate and clicks *Open comment history*,  they will see the response(s).

Tips and Suggestions:

- Be brief.
- Stay on point.
- Do not provide information that is not related to the question.

Sentence starters:

It is important to realize...

A recent study shows...

Although this may be the case...

An example is...

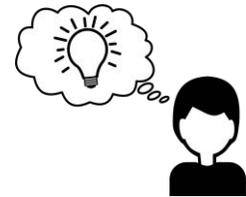
Yes, I think this because...

There is evidence to suggest...

Log out of Google Drive

Extension Activity 1: Debate Topics

Are you having difficulty picking a topic to debate?
 Complete this activity to get your creativity flowing!
 Make a list of possible debate topics. Which idea do you like the most?



1. Rate your level of interest in a topic area:

	not interested	somewhat interested	very interested
school policy			
community activities			
environmental issues			
animal rights			
current events			
government policy			
scientific research			
health and wellness			
technology			
sports			
fashion			
pop culture			

Which areas did you select as *somewhat interested* or *very interested*?

For each one list possible issues you could debate:

2. Still need a question to debate? Complete each sentence.
 Do you like any of these ideas?

- Which is better _____ or _____ ?
- Is _____ more harmful than good ?
- Are _____ a better option ?
- Do you agree or disagree that _____ should be changed ?
- Should _____ be banned ?

3. Are you still having trouble picking a topic? Use the words below to trigger an idea.

gun control	social media	standardized testing	better or worse
copyright	internet privacy	drugs or alcohol	good or bad
cosmetic surgery	cloning	offshore drilling	start or stop
eating habits	space exploration	stem cell research	keep or change
beauty pageants	pet care	stereotypes	necessary or optional
role models	urban development	climate change	permit or ban
reality TV	celebrities	ethics	increase or decrease
curfews	free trade	drones	right or wrong

Debate Rubric

Student Names

Topic:

	Poor – 1	Fair – 2	Good – 3	Excellent – 4
Statement	Position is unclear and/or arguments are missing.	Position is stated with some arguments outlined.	Position is stated with arguments outlined.	Position is clearly stated with arguments outlined.
Constructive Speech	Many arguments are illogical and lack evidence or have major inaccuracies.	Most arguments are logical but a few lack evidence or are inaccurate.	Arguments are logical and provide relevant, accurate evidence.	Arguments are logical and provide a range of evidence that is relevant, accurate, and convincing.
Rebuttal	Counterargument is unrelated to opponent's claims.	Counter argument identifies a weakness in opponent's argument but lacks relevant evidence to refute claim.	Counter argument identifies a weakness in opponent's argument and provides relevant evidence to refute claim.	Counter argument identifies a weakness in opponent's argument and provides relevant evidence to refute claim using persuasive logic.
Summary	Summary lacks a review of arguments and does not justify position to an audience.	Summary provides a review of some arguments but does not justify position to an audience.	Summary provides a concise review of arguments that justifies position to an audience.	Summary provides a concise review of arguments that justifies position to an audience, using phrasing that appeals to their intellect or emotion.
Cross-Examination	Response to audience questions provides information that does not adequately defend position.	Response to audience questions provides information that somewhat defends position.	Response to audience questions provides information that adequately defends position.	Response to audience questions provides information that strongly defends position.
Organization	Ideas lack organization and debate is not well sequenced.	Ideas are somewhat organized and/or debate is not sequenced correctly.	Ideas are organized and debate is sequenced correctly.	Ideas are very well organized, and debate is sequenced correctly.
Knowledge	Debate demonstrates a poor understanding of topic.	Debate demonstrates a limited understanding of the topic.	Debate demonstrates a proficient understanding of the topic.	Debate demonstrates an in-depth understanding of topic.
Design	The design does not enhance the message.	The design somewhat enhances the message.	The design enhances the message.	The design strongly enhances the message. Design is original and creative.



Should bike lanes be added to city streets?

PRO: Sara Cyclor
CON: Dan Driver

The purpose of this debate is to determine if bike lanes should be added to city streets. There is no doubt that bike lanes should be added. They help to reduce air pollution, decrease traffic congestion, and increase cyclist safety.

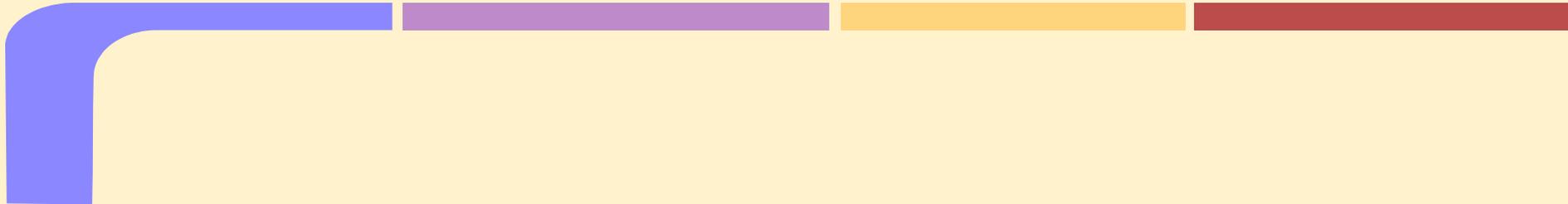
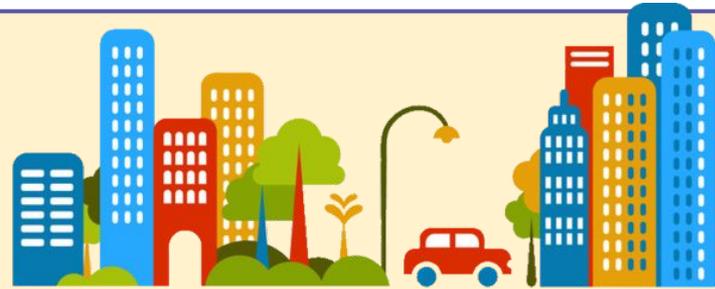


One of the reasons bike lanes should be added to city streets is that this will help the environment. Cycling is an environmentally friendly way to travel. The *Green Earth Group* states that vehicles are a top contributor to air pollution by emitting carbon monoxide, nitrogen oxides, and hydrocarbons into our air. These toxins have been linked to health issues such as cancer and respiratory problems. Bike paths will make cycling an attractive option for travelling. Instead of driving a car, people will ride bikes. This will benefit the environment and people. The city needs to get started right away adding bike lanes.





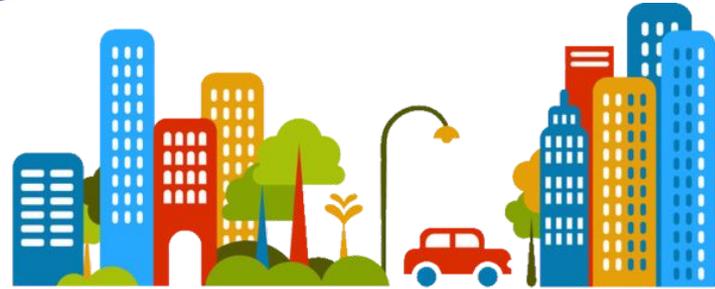
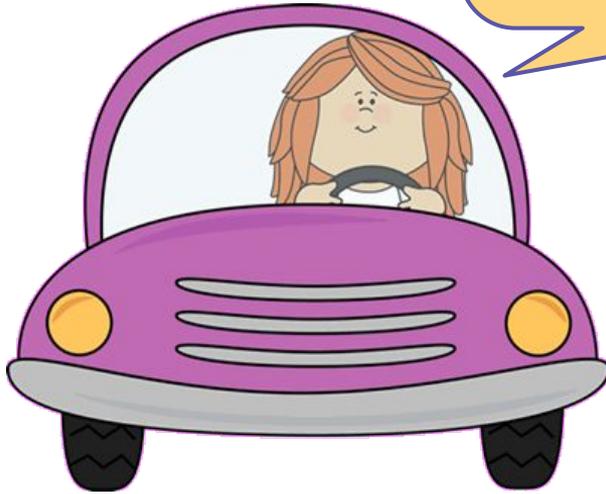
Another reason the city should add bike lanes to city streets is they will reduce traffic on streets. Instead of commuting by car, people will ride their bikes. Studies in similar cities with a network of bike paths have found bike lanes increase the number of cyclists. For example in Cycle Town, the addition of bike lanes increased the number of trips by bike by 40%. This will happen in our city once bike lanes are added.



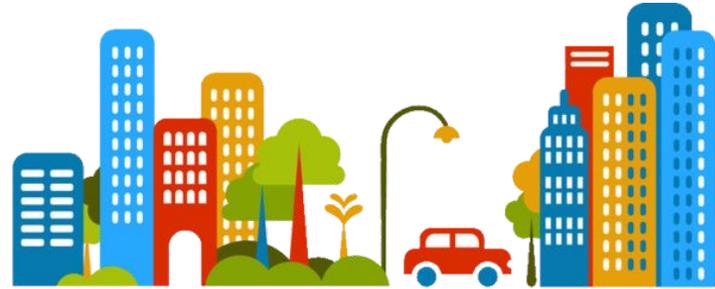
One of the major benefits of bike paths is that they provide a safe way for cyclists to travel. In our city there are three bike-car accidents a week. Bike paths will prevent death, injury, and property damage. There is an urgent need to protect people's safety. For this reason, building the bike paths needs to happen now.



Bikes lanes on streets is an important issue for the people living in our city. It is my opinion that bike lanes should not be added to city streets. They are too expensive, restrict traffic flow, and only help a few people living in the city.



One of the main reasons not to add bike lanes to city streets is the high cost. The one mile bike lane along Cycle Street was \$800,000. It will cost another \$200,000 each year to maintain. This is too much money for a bike lane that is only a short distance. Imagine the costs for a network of bike lanes!



Too Expensive!

It is important to consider another major problem with bike lanes on city streets. The bike lanes take away road space for cars. This causes delays at intersections and creates traffic congestion. People need to be able to drive through the city quickly and easily. For this reason, bike paths should not be added to city streets.



Another issue with bike lanes on city streets is how few people they benefit. There are over 500,000 people living in the city. The majority commute each day by bus or car. To build bike lanes for only a few cyclists does not make sense. For example, the existing bike lane on Cycle Street is used by less than 1% of the population. To add even more bike lanes does not help enough people.



The point has been made that bike lanes on city streets do not help enough people. This argument ignores the fact that a car is a luxury many parents cannot afford. In our city, one quarter of children and youth live in poverty. Bike lanes offer families living in poverty a means to get to work and school. The bike lanes will improve the lives of many people living in our city.

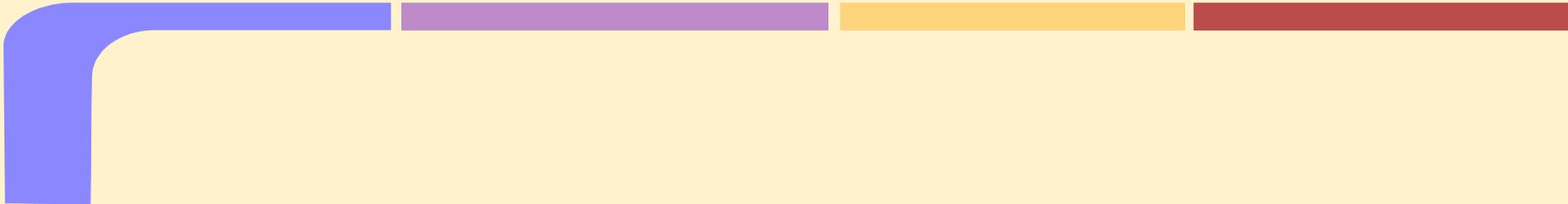


My opponent has stated that bike lanes will increase the number of cyclists. Since more people will be riding bikes, there will be less cars on the streets, which will reduce traffic congestion and air pollution. This argument ignores an important factor - weather! In our city, the winter months have lots of snow and freezing temperatures. Very few people are going to ride their bikes in this type of weather. Our city does not have the climate that encourages a daily commute to school and work using bikes.





Many arguments have been presented for and against bike lanes. What must remain at the forefront of this debate is how important bike lanes are to the people living in this city. Bike lanes on city streets improve safety for cyclists which makes cycling a more attractive commuting option. When more people ride their bikes instead of drive cars, traffic congestion decreases and harmful emissions that create air pollution are reduced. In summary, bike lanes are environmentally friendly, improve the health of citizens, and increase traffic flow. Say “yes” to bike lanes on our city streets!



It is difficult to ignore the problems bike lanes on our city streets will create. The opposition has tried to convince you that bike lanes will increase the amount of cyclists and reduce the amount of drivers on streets. This won't happen! Our climate does not support year-round commuting by bike. To build expensive bike lanes, that create traffic congestion and benefit only a few people in the city does not make financial sense. I am sure you will agree, bike lanes on city streets are a waste of money.

