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Four corners debate questions

The 61. Debate of the Quattro Corners (debate) ã, Description: This is a post-reading strategy that deepens the understanding of an argument or a problem by the student, forcing him to formulate judgments about it.ã, Application: This activity is used when students need to take a particular topic. ã Topic and determine the problem to be treated to create ten statements that force students to deeply reflect on the topic or question. Label the four corners of the room with signs that read: strongly in agreement, from the agreement, in disagreement, in strong disagreement. While students listen to statements, direct them to the corner that best represents their opinion. Once the students are in their corners, attract a volunteer from every corner to justify their position. After listening to all the positions, ask if someone wants to move based on one of the statements of the volunteer. To clarify the ideas shared during the discussion, trace the main arguments, pros and cons, on the blackboard or as an activity of the whole class., Reference, graphics, and / or for further information: 61. Four Corners Dibattitohttp://www.facinghistory.org/resources/strategies/four-corners Enter the Facebook group The active strategies of Learning for educator nurses. Share the content area and all the variants you made that made it impressive! I had a lasting lesson this week.ã, it was virtual, my breakout rooms didn't work, it was strange to talk to a computer's screen. Disney movie called ã «Mars Needs Moms» which is the worst performance in history with about 130 million losses. You should check if it's on Disney +. . . In the conversation activity of the Four Corner debate ESL, students move into different parts of the room depending on their point of view.4 + 15-30 minutesinternet and projector or prepared topics; Recycled paper you need a series of statements to allow students to discuss (eg voting age should be lowered to sixteen years). If you have a projector and internet access, try using our discussion topics generator. Enter a sheet of paper recycled in every corner of the room, each with one of the following sentences: heavily in agreement, a bit 'dã € ã agreement, a little disagree, strongly disagree. Students are all in the middle of the classroom. Exceptional the student must move to the angle that corresponds to the point of view of her. Students have to choose ã ã «What is by middle! "When all the students have chosen, ask every corner to explain their position. Often this will naturally lead to a debate throughout the classroom, but it may be necessary to encourage it. If everyone Students go to a corner, try to change / reformulate the statement slightly. Repeat for all the topics of discussion that you want to speak too much of the Four Corner conversation activity Debate ESL is a great way to stimulate discussion and debate with the classes that otherwise would not be willing to contribute. The opportunity to get up and move is a one If you have studied the language to give/justify opinions, you may also include incentives (points, candies) for the use of key expressions. There is also the possibility to adapt your discussions to a particular topic of vocabulary (this is possible in our discussion topic generator). For example, you could focus on education, politics, science and technology. Do you have a photo or video of this activity in action? How about we take one next time you use it? We would like to show your proposals- learn more here. Thank you for your participation! Breve Description This debate strategy makes children think and move. Discussion topics are included for all grades. Objectives Students will hear a statement on a controversial subject and decide whether they are fully in agreement, agree, disagree or disagree with the statement. work in group to record information in support of their location. reconsider their position in the light of new information. write a concise paragraph that expresses their opinion on the statement. Keywords debate, four corners, agree, disagreement, persuasive. point of view, summary, writing, strategy Materials necessary four posters, each labeled in large letters with one of the following: Strongly agreed, in disagreement, strongly disagrees with a list generated by the teacher of statements for discussion (supplied) paper and pencils the active strategy helps students focus on discussion topics while preparing to write a well-supported paragraph that puts their position. Before the lesson Create four posters/signs printed in large letters with the following labels, a label for each sign: Strongly agreed disagreement Strongly in disagreement Place each poster in a different corner of the classroom. The Lesson To present students a statement that takes place on a matter of interest to students or of importance to the world. Education World has collected a handful of Web sites that constitute a good source of current debate topics and of great interest in class. The New York Times - A comprehensive list of topical topics for debate and persuasive writing. IDEA Debatatabase - This research database/engineer links students to debate resources on topics related to animal culture, environment and well-being, science and technology, sports and more. Intelligence Squared Debates USA - A series of debates that provide opposite views on a number of controversial political and cultural issues. Ideas for debate topics - A list of debate topics oriented towards younger students. Topics include: «Your class should have the permission to go on a tripanð "Should you be allowed to have or attend a party to sleep out?" For this lesson, you could use one of the following statements as a starting point for a class discussion. Some of the statements are not appropriate for starting a discussion for elementary level students; choose an appropriate sentence that involves your students. Alternatively, you Choose to make a statement on a controversy in news or a problem of interest for people in your area. Students should wear uniforms at school. Children should be able to have TV in their bedrooms. Beauty is just deep skin. Wear a helmet when driving a bicycle needs to be mandatory. The Pledge of Allegiance should be started at school every day. Because many children need more sleep, the school should start two hours later than what it is now. Chewing gum should be prohibited by schools. Scientists should be allowed to use animals to test new drugs. Children should be able to spend their indemnity in any way. Et old children under 18 should be able to make their own decisions about whether to get a body piercing. Select an appropriate statement for your students, read the statement aloud, and give 5 minute students to collect their thoughts about the topic. Then ask students if I strongly agree, agree, disagreement, or strongly disagree with the statement. Direct those who strongly agree to move to the corner of the class where the sign strongly agree is posted, those who agree to move to the corner of the class where the AGREE sign is published, and so off. . . We hope, you have four groups gathered in different corners of the class. Name a student in every corner to be the Taker Note, and give students 5-10 minutes to discuss with the other students in their corner the reasons that I strongly agree, agree, disagreement, or strongly disagreement. At the end of the period of discussion, ask a student of each group to share some of the ideas that discussed in their group with the class. Perhaps one of the four groups made a case so strong that some students have changed their mind about their reaction to the declaration. If this is the case, at this point in the activity to give students the opportunity to change the corners. Provide 5-10 minutes more for students to continue their group discussions. At this point, each group student should take notes. At the end of the discussion time, each student uses these notes to write a concise paragraph that indicates the position of her on the problem. (For example, I strongly agree with the declaration [Declaration goes here] because) Students should include in their paragraphs the four strongest points that support their position. Extension Activities Find students with their arguments of discussion. During a couple of class periods, use the four-angle strategy to discuss three or four different statements. Then students write a position document statement of which they have the strongest feelings. Provide time for students to read aloud their documents. Then provide time for peer reaction. First, ask students to share only positive comments on the documents of their classmates; then provide time for students to share only constructive criticism. You can do it differently. Evaluation students' paragraphs follow the correct form and include at least four solid reasons supporting their position on the topicdebate. Class program Source World Education Submitted by Gary Hopkins Find more debate resources or click to return to this week's lesson planning article, It's Up for Debate! Last update 20.01.2017 Forming an opinion does not take much time, but a careful examination of the factors affecting such opinions yes. Using logic is the key to making an informed decision on events or ideas that impact life. Four corners is a strategy that allows a first, impulsive statement of opinion followed by discussion and support of ideas. The use of logical thinking that makes Four Corners effective in guiding students to think more critically about issues. ImplementationPrepare and view labels in advance for each angle (1) Strongly disagreed, 2) disagree, 3) Agree and 4) Strongly agree. Find several controversial statements on which students are very sensitive, but which must carefully reflect to explain their attitudes, feelings or beliefs. You need space to allow students to move to a selected corner. 4. Fix a time limit for the initial discussion of three or four minutes depending on the size of the groups. isA Limit the time of the first group discussions to develop logical support helps management. It's... The size of the groups can be balanced or not, so keeping the order is easier with a limited time. 5. Allow students to move multiple times. The topics presented should be convincing, and students will feel the need to rethink their positions. 6. Students should write a discussion document or a persuasive essay following this activity. Room management 1. After submitting a controversial prompt, each student moves to the appropriate angle. 2. Each group prepares a justification for its position and submits for a minute. It's... After each presentation, other students can move to that corner if they are convinced of that location. It's... Students can choose to move to a different angle that better represents their feeling on the subject and explain what changed their point of view. 3. After the final argument for which curve lasts, each group should represent their strongest statements of support to its position. 4. Each group can generate a list of defenses after the Four Corners is finished. These lists can become the first sketch for a discussion essay. 5. All support must be verifiable from reading, research, and class notes. notes.

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