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Using English debates to develop public speaking and persuasion skills
(11-сынып оқушыларына арналған)

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Түсінік хат

Жалпы сипаттама. «Using English debates to develop public speaking and persuasion skills» атты бағдарлама оқу жоспарының вариативті бөлігінің оқу бағдарламалары және элективті курстарды әзірлеу және әдістемелік қамтамасыз ету барысында барлық деңгейдегі мемлекеттік жалпыға міндетті стандарттарды басшылыққа ала отырып, «Оқу жоспарының вариативті бөлігінің оқу бағдарламалары және элективті курстарды сараптамадан өткізу және оларды жаңартылған білім беру мазмұны аясында әдістемелік қамтамасыз ету» туралы ереже ҚР-ң 2007 жылғы 27 шілдедегі №319-III «Білім туралы» Заңына (06.05.2020 жылы енгізілген толықтырулар мен өзгертулер негізінде) сәйкес әзірленді. Бағдарлама мазмұнына аптасына 1 сағат, жылына 34 сағат жүктеме берілген. Жалпы білім беретін мектептің 11-сыныбы, ағылшын тілі пәнінде қолдануға ұсынылған.

Бағдарламаның өзектілігі:

Әлемдік білім беру үдерісі бүгінгі таңда шығармашылық пен сыни ойлау дағдыларын дамытуға үлкен назар аударуда, бұл оқушыларды тұлғалық дамуға бағыттайды. Отандық білім беру жүйесі жаңартылған білім беру бағдарламаларын енгізу арқылы оқушылардың коммуникативтік және әлеуметтік дағдыларын жетілдіруді мақсат етіп отыр. Жаңартылған білім беру үдерісі қоғамның сұраныстарына жауап беретін, сыни тұрғыдан ойлай алатын, өз пікірін ашық және еркін жеткізе алатын тұлғаны қалыптастыруға бағытталған.

Бағдарламаның мақсаты:

Бұл бағдарлама ағылшын тілінде дебаттар арқылы оқушылардың қоғамдық сөйлеу, сендіру дағдылары мен сыни ойлау қабілетін дамытуға, олардың сөз сөйлеу мәдениетін арттыруға бағытталған.

Бағдарламаның міндеттері:

1. Оқушылардың ағылшын тіліндегі қоғамдық сөйлеу дағдыларын дамыту.
2. Сендіру және пікірталас тактикаларын үйрету.
3. Ағылшын тілінде сөз сөйлеу мәдениетін қалыптастыру.
4. Оқушыларды сыни ойлау дағдыларымен таныстыру.
5. Дебаттар арқылы оқушылардың шығармашылық қабілеттерін арттыру.
6. Командалық жұмыс пен топтық талқылауларды дамыту.
7. Әртүрлі дебат тақырыптарында дәлелдер келтіре білуге дағдыландыру.
8. Қарсы пікірлерді тыңдай отырып, өз пікірін дұрыс жеткізе білуге үйрету.

Бағдарламаның жаңалығы:

Педагогикалық жаңалығы: Бағдарлама ағылшын тілінде дебаттар өткізу арқылы оқушылардың сөйлеу дағдыларын ғана емес, олардың әлеуметтік дағдыларын да дамытуды көздейді. Оқушылар өз пікірлерін нақты, логикалық тұрғыдан жеткізу үшін пікірталас әдістерін қолдануды үйренеді. Бұл әдіс оқушылардың оқу мотивациясын арттырып, олардың жеке тұлғалық дамуында маңызды рөл атқарады.

Психологиялық жаңалығы: Бағдарлама оқушылардың өзіндік сенімділігін қалыптастыруға және топтық жұмыс кезінде пікірлердің әртүрлілігін құрметтеуге бағытталған. Оқушылар пікірталас кезінде әртүрлі көзқарастарды қабылдай отырып, толеранттылық пен эмпатия дағдыларын меңгереді. Осылайша, оқушылардың психологиялық қалыптасуына ықпал ететін орта қалыптасады.

Бағдарламаның бағыты:

Бағдарлама оқушыларды сөйлеу мәдениетін меңгеруге бағыттайды, олардың қоғамдық пікірталас дағдыларын арттырады. Оқушылар өз пікірлерін нақты және дәлелді түрде жеткізу арқылы сыни ойлау дағдыларын дамытады. Бұл бағдарлама коммуникациялық қабілеттерді арттыруға, топтық жұмыс пен қарым-қатынас дағдыларын қалыптастыруға ықпал етеді. Бағдарлама оқушыларға пікірталас жүргізу барысында логикалық ойлауды үйретеді. Сонымен қатар, бұл бағдарлама оқушылардың ағылшын тілін тиімді қолдану дағдыларын дамытуға көмектеседі.

Бағдарламаның ерекшеліктері:

Бағдарламаның басты ерекшелігі – оқушыларды ағылшын тілінде дебаттар өткізу арқылы сыни ойлау дағдыларын дамыту. Оқушылар тек теориялық біліммен шектелмей, практикалық тапсырмалар мен пікірталастар арқылы білімдерін жетілдіреді. Бағдарлама оқушыларға өз пікірлерін тұжырымдап, дәлелдер келтіруді үйретеді. Оқушылардың коммуникативтік дағдыларын дамыту үшін топтық жұмыстар мен рөлдік ойындар енгізілген. Бағдарламаның тағы бір ерекшелігі – оқушылардың өзіндік пікірін білдіруіне және өзіне сенімді болуына жағдай жасау.

Күтілетін нәтижелер:

1. Оқушылар ағылшын тілінде еркін сөйлеу дағдыларын меңгереді;
2. Оқушылардың сыни ойлау қабілеттері дамиды;
3. Оқушылар пікірталас жүргізу кезінде өз пікірлерін дәлелдермен қорғауды үйренеді;
4. Оқушылардың қоғамдық сөйлеу мәдениеті қалыптасады;
5. Оқушылар топтық жұмыста тиімді әрекет етеді;
6. Оқушылар тілдік және коммуникативтік дағдыларын жақсартады;
7. Оқушылар өз пікірін сенімді түрде жеткізе алады;
8. Оқушылардың әлеуметтік және эмоционалды дағдылары дамиды.

Авторлық бағдарламаның ғылымилығы:

Бағдарлама педагогикалық және психологиялық теорияларға негізделген, оқушылардың қоғамдық сөйлеу дағдыларын дамытуға бағытталған. Бұл бағдарлама оқушылардың сөйлеу қабілеттерін арттыруды ғылыми тұрғыдан негіздейді. Бағдарлама қоғамдағы әлеуметтік өзара әрекеттесуді жетілдіру үшін практикалық әдістерді қолдануды ұсынады.

Мәтінді талдау және түсіндіру әдісі:

Мәтінді талдау арқылы оқушылар ағылшын тіліндегі ақпаратты түсініп, нақты тұжырымдар жасайды. Олар мәтінді талдау арқылы дәлелдер келтіріп, өз пікірлерін қорғай алады.

Рефлексия және өзін-өзі бағалау әдісі:

Оқушылар әр сабақ соңында өздеріне кері байланыс жасап, өздерінің даму деңгейін бағалай алады. Рефлексия арқылы оқушылардың нәтижелері мен жетістіктері талқыланады.

Жобалық оқыту әдісі:

Жобалық әдіс арқылы оқушылар нақты дебат тақырыбы бойынша зерттеу жүргізіп, оны қорғайды. Бұл әдіс оқушылардың ғылыми-зерттеу дағдыларын дамытуға көмектеседі.

Проблемалық оқыту әдісі:

Проблемалық оқыту әдісі оқушыларды қиындықтарды шешуге бағыттайды, оларды пікірталас барысында қиын сұрақтар мен мәселелерді шешуге үйретеді.

Бейне және аудио контентпен жұмыс әдісі:

Бейнемазмұн мен аудио контенттерді қолдану арқылы оқушылар тілдік дағдыларын жетілдіреді, сөйлеу мен тыңдалым дағдылары дамиды.

Интерактивті оқыту әдістері:

Интерактивті әдістер оқушылардың топтық жұмыстарда белсенділігін арттырады және пікірталасқа қатысуын күшейтеді.

Авторлық бағдарламаның практикалық маңызы:

Бағдарлама қоғамдық сөйлеу және сендіру дағдыларын дамыту арқылы оқушылардың өмірге қажетті дағдыларын қалыптастырады. Оқушылар өз пікірлерін ашық әрі сенімді түрде білдіре алатын болады. Бұл бағдарлама кәсіби салада және қоғамдық өмірде тиімді коммуникация орнатуға көмектеседі. Оқушылар болашақта қоғамдық пікірталастарда белсенді қатысушы бола алады.

Пәнаралық байланыс:

Бағдарлама тіл, әдебиет, әлеуметтік ғылымдар мен психология пәндерімен тығыз байланыста жүзеге асырылады. Оқушылар қоғамдық сөйлеу дағдыларын ағылшын тілінде дамыту арқылы басқа пәндерде де өздерінің коммуникативтік дағдыларын жақсартады. Сонымен қатар, дебаттар арқылы оқушылардың сыни ойлау қабілеттері мен әлеуметтік жауапкершіліктері қалыптасады.

Тұрақталу бөлім
(аптасына – 1 сағат, барлығы – 34 сағат)

№	Тақырып	Сағат саны	Негізгі ұғымдар
I-БӨЛІМ: Debates and Public Speaking Fundamentals			
1	The Importance and Definition of Debates	1	Дебат, қоғамдық сөйлеу, пікірталас
2	Development of Public Speaking Skills	1	Сөйлеу, сенімділік, коммуникативті дағдылар
3	Defending and Proving One's Opinion in a Debate	1	Аргумент, дәлелдеме, тұжырым
4	Rhetoric and Its Role in Debates	1	Риторика, сөз өнері, әсер ету
5	Types and Rules of Debates	1	Парламенттік дебат, пікірталас ережелері
6	Review: Debates and Public Speaking	1	Қорытындылау, дебаттың негізгі ережелері
II-БӨЛІМ: Preparing for Debates and Practical Skills			
7	Stages of Preparing for a Debate	1	Дайындық, зерттеу, ақпарат жинау
8	Topic Selection and Research for Debates	1	Тақырып, зерттеу, материалдар
9	Constructing Effective Words and Arguments	1	Аргументтеу, сөйлем құрылымы, дәлелдеу
10	Responding to the Opponent's Arguments	1	Қарсы пікір, қарсы тұру, жауап беру
11	Managing Emotions in a Debate	1	Эмоция, қарым-қатынас, әсер ету
12	Review: Preparing for a Debate	1	Жоспарлау, сөйлеу дайындығы
III-БӨЛІМ: Persuasion and Manipulation in Debates			
13	Psychological Methods of Persuasion	1	Сендіру, психология, әсер ету
14	Manipulation Techniques and How to Recognize Them	1	Манипуляция, әсер ету, түсінік
15	Using Emotional and Logical Arguments	1	Эмоция, логика, аргументтер
16	Managing the Audience During Persuasion	1	Аудитория, тыңдаушылар, назар аударту
17	Targeted Arguments for a Specific Audience	1	Аудитория, мақсат, аргументтер
18	Review: Persuasion and Manipulation	1	Қорытындылау, сендіру дағдылары

IV-БӨЛІМ: Communication and Listening Skills in Debates			
19	Listening and Understanding Skills	1	Тыңдау, түсіну, назар аудару
20	Listening to and Evaluating Opponent's Arguments	1	Қарсы пікір, бағалау, аргументтер
21	Responding and Countering Opponent's Arguments	1	Қарсы тұру, дәлелдер, жауап беру
22	Developing Communication Skills	1	Қарым-қатынас, белсенді тыңдау, сұрақ қою
23	Speaking Confidently and Effectively in Debates	1	Сенімділік, сөздер, сөйлеу
24	Review: Listening and Communication Skills	1	Қорытындылау, қарым-қатынас дағдылары
V-БӨЛІМ: Critical Thinking and Decision-Making in Debates			
25	Critical Thinking and Its Importance in Debates	1	Сыни ойлау, талдау, шешім қабылдау
26	Making Logical Conclusions in Debates	1	Логика, тұжырым, дәлелдер
27	Decision-Making Process and Defending It	1	Шешім қабылдау, қорғай білу, дәлелдер
28	Developing Creative Thinking Skills in Debates	1	Шығармашылық, ойлау, дебатқа жаңа көзқарас
29	Giving and Responding to Critical Opinions	1	Пікір айту, сыни көзқарас, жауап беру
30	Review: Critical Thinking and Decision-Making	1	Қорытындылау, сыни ойлау дағдылары
VI-БӨЛІМ: Final Work and Practical Debates			
31	The Conclusion Stage of a Debate: Summarizing and Opinions	1	Қорытынды, пікірлер, қорытындылау
32	Formulating and Defending One's Opinion in a Debate	1	Тұжырым, пікір қорғау, жинақтау
33	Conducting a Practical Debate	1	Дебат, практикалық жұмыс, пікірталас
34	Final Evaluation and Reflection	1	Бағалау, рефлексия, жеке пікір

Нормативтік бөлім
(аптасына – 1 сағат, барлығы - 34 сағат)

№	Тақырып ағылшынша	Оқу мақсаты	Сағат саны			Нәтиже
			Барлығы	Теория	Практика	
1	The Importance and Definition of Debates	Дебаттардың маңызы мен анықтамасын түсіндіру	1	1		Оқушылар дебаттың маңызы мен анықтамасын түсінеді.
2	Development of Public Speaking Skills	Қоғамдық сөйлеу дағдыларын дамыту	1	1		Оқушылар сөйлеу және сенімділік дағдыларын дамытады.
3	Defending and Proving One's Opinion in a Debate	Өз пікірін қорғау және дәлелдеу дағдыларын қалыптастыру	1	1		Оқушылар пікір қорғауды және дәлелдеуді үйренеді.
4	Rhetoric and Its Role in Debates	Риториканың дебаттағы рөлін түсіндіру	1		1	Оқушылар риториканы қолдануды және оның әсерін ұғынады.
5	Types and Rules of Debates	Дебаттың түрлері мен ережелерімен таныстыру	1		1	Оқушылар дебат ережелерін және түрлерін біледі.
6	Review: Debates and Public Speaking	Дебаттар мен қоғамдық сөйлеу дағдыларын қайталау	1	1		Оқушылар дағдыларын қорытындылап, қорытынды жасайды.
7	Stages of Preparing for a Debate	Дебатқа дайындық кезеңдерін үйрену	1	1		Оқушылар дебатқа дайындықты жүйелі түрде жасайды.
8	Topic Selection and Research for Debates	Тақырып таңдау және зерттеу дағдыларын дамыту	1	1		Оқушылар тақырыпты таңдап, зерттеу жүргізуді үйренеді.
9	Constructing Effective Words and Arguments	Аргументтерді тиімді құруды үйрену	1	1		Оқушылар сөздер мен аргументтерді дұрыс құра алады.
10	Responding to the Opponent's Arguments	Қарсы пікірлерге жауап беру дағдыларын дамыту	1		1	Оқушылар қарсы пікірлерге тез және дәл жауап беруді үйренеді.
11	Managing Emotions in a Debate	Дебатта эмоцияны басқаруды үйрену	1		1	Оқушылар эмоцияларды басқаруды меңгереді.

12	Review: Preparing for a Debate	Дебатқа дайындықты қорытындылау	1	1		Оқушылар дайындық кезеңін дұрыс қорытындылайды.
13	Psychological Methods of Persuasion	Сендірудің психологиялық әдістерін түсіндіру	1	1		Оқушылар сендіру әдістерін дұрыс қолдануды үйренеді.
14	Manipulation Techniques and How to Recognize Them	Манипуляция әдістері мен оларды тану дағдыларын дамыту	1		1	Оқушылар манипуляция әдістерін тануға дағдыланады.
15	Using Emotional and Logical Arguments	Эмоциялық және логикалық аргументтерді тиімді қолдану	1	1		Оқушылар аргументтерді тиімді түрде қолдануды үйренеді.
16	Managing the Audience During Persuasion	Аудиторияны басқаруды үйрену	1		1	Оқушылар аудиториямен тиімді байланыс орнатуды меңгереді.
17	Targeted Arguments for a Specific Audience	Мақсатты аудиторияға арналған аргументтерді құру	1	1		Оқушылар аудиторияға сәйкес аргументтер құрады.
18	Review: Persuasion and Manipulation	Сендіру және манипуляция дағдыларын қорытындылау	1	1		Оқушылар сендіру және манипуляция дағдыларын қорытындылайды.
19	Listening and Understanding Skills	Тыңдау және түсіну дағдыларын дамыту	1	1		Оқушылар тыңдау дағдыларын жетілдіреді.
20	Listening to and Evaluating Opponent's Arguments	Қарсы пікірлерді тыңдап, бағалауды үйрену	1		1	Оқушылар қарсы пікірлерді тыңдап, дұрыс бағалауды үйренеді.
21	Responding and Countering Opponent's Arguments	Қарсы пікірлерге жауап беру дағдыларын дамыту	1		1	Оқушылар қарсы пікірлерге тиімді жауап беруді үйренеді.
22	Developing Communication Skills	Қ а р ы м - қ а т ы н а с дағдыларын дамыту	1	1		Оқушылар қарым-қатынас дағдыларын жақсартады.
23	Speaking Confidently and Effectively in Debates	Сенімді және тиімді сөйлеу дағдыларын дамыту	1	1		Оқушылар сөйлеу барысында сенімділік пен әсер етуді меңгереді.
24	Review: Listening and Communication	Тыңдау және қарым-қатынас дағдыларын	1	1		Оқушылар тыңдау және қ а р ы м - қ а т ы н а с

	Skills	қорытындылау				дағдыларын қорытындылайды.
25	Critical Thinking and Its Importance in Debates	Сыни ойлау және оның дебаттағы маңызы	1	1		Оқушылар сыни ойлауды дебатта қолдануды үйренеді.
26	Making Logical Conclusions in Debates	Логикалық тұжырымдар жасау дағдыларын дамыту	1		1	Оқушылар логикалық тұжырымдар жасауды меңгереді.
27	Decision-Making Process and Defending It	Шешім қабылдау процесін түсіну және оны қорғай білу	1		1	Оқушылар шешім қабылдау мен оны қорғай білуді үйренеді.
28	Developing Creative Thinking Skills in Debates	Шығармашылық ойлауды дамыту	1	1		Оқушылар шығармашылық тұрғыдан ойлау дағдыларын дамытады.
29	Giving and Responding to Critical Opinions	Сыни пікір айту және оған жауап беру дағдыларын дамыту	1	1		Оқушылар сыни пікір айту және жауап беру дағдыларын меңгереді.
30	Review: Critical Thinking and Decision-Making	Сыни ойлау және шешім қабылдауды қорытындылау	1	1		Оқушылар сыни ойлау мен шешім қабылдау дағдыларын қорытындылайды.
31	The Conclusion Stage of a Debate: Summarizing and Opinions	Дебаттың қорытынды кезеңінде пікірлерді жинақтау	1	1		Оқушылар дебатта қорытынды жасау дағдыларын меңгереді.
32	Formulating and Defending One's Opinion in a Debate	Өз пікірін тұжырымдап, қорғауды үйрену	1	1		Оқушылар пікірді тұжырымдап, оны қорғауды үйренеді.
33	Conducting a Practical Debate	Практикалық дебат өткізу дағдыларын қалыптастыру	1		1	Оқушылар дебатты тәжірибе жүзінде өткізуді меңгереді.
34	Final Evaluation and Reflection	Қорытынды бағалау және рефлексия жүргізу	1		1	Оқушылар өздерінің дебаттағы жұмысын бағалап, рефлексия жасайды.

Ақпараттық-әдістемелік бөлім
(аптасына – 1 сағат, барлығы - 34 сағат)

I-БӨЛІМ: Debates and Public Speaking Fundamentals

Бұл бөлімде оқушылар дебаттардың маңызын және қоғамдық сөйлеу дағдыларын дамытуға қажетті негізгі ұғымдармен танысады. Дебат – пікірталас жүргізудің әдісі ретінде, оқушыларға өз көзқарастарын дәлелдеп, қарсы пікірлерге жауап беру дағдыларын меңгеруге көмектеседі. Риторика мен сөз өнері туралы білімдер де назарға алынған, бұл оқушыларға әсерлі сөйлеу дағдыларын жетілдіруге мүмкіндік береді. Сонымен қатар, дебаттың түрлері мен ережелері түсіндіріліп, бұл ережелерді тиімді қолдану арқылы оқушылар қоғамдық пікір алмасу дағдыларын жетілдіреді.

II-БӨЛІМ: Preparing for Debates and Practical Skills

Бұл бөлімде оқушылар дебатқа дайындық кезеңдерін, тақырыпты таңдау және зерттеу әдістерін үйренеді. Оларға аргументтерді тиімді құру, қарсыластың дәлелдеріне жауап беру әдістері мен дебатта эмоцияны басқару дағдылары ұсынылады. Дебатқа дайындық кезінде ақпарат жинау, тақырыпты зерттеу, дәлелдерді дәл ұсыну маңызды дағдылар болып табылады. Бұл бөлім оқушыларға дебатқа жүйелі түрде дайындалуды және өз пікірлерін сенімді түрде қорғауды үйретеді.

III-БӨЛІМ: Persuasion and Manipulation in Debates

Бұл бөлімде оқушылар сендіру және манипуляция әдістері туралы білім алады. Оқушыларға логикалық және эмоционалды аргументтерді қолдану, аудиторияны басқару және мақсатты аудиторияға арналған дәлелдер дайындау дағдылары үйретіледі. Сендіру дағдыларын меңгеру арқылы оқушылар тек өз пікірлерін білдіріп қана қоймай, тыңдаушыларды сендіру қабілетін де дамытады. Бұл бөлімде манипуляция әдістері де қарастырылады, оларды тану және болдырмау дағдылары да оқушыларға ұсынылады.

IV-БӨЛІМ: Communication and Listening Skills in Debates

Бұл бөлімде оқушылар тыңдау және түсіну дағдыларын дамытуға бағытталған. Тыңдаушылардың пікірлерін тыңдап, дұрыс бағалау қабілеті дебатта маңызды рөл атқарады. Қарсы пікірлерді тыңдап, оларды талдай отырып жауап беру және қарым-қатынас дағдыларын дамытуға арналған тапсырмалар беріледі. Оқушылар өз пікірлерін сенімді түрде айтуға үйреніп, сондай-ақ қарым-қатынаста белсенді тыңдау мен сұрақ қою дағдыларын жетілдіреді.

V-БӨЛІМ: Critical Thinking and Decision-Making in Debates

Бұл бөлім сыни ойлау және шешім қабылдау дағдыларын дамытуға арналған. Оқушылар логикалық тұжырымдар жасап, оларды дәлелдей

отырып, шешім қабылдау процесін меңгереді. Шығармашылық ойлау қабілеті арқылы оқушылар дебатқа жаңа көзқараспен қарай алады. Сыни пікірлер мен дәлелдерді тиімді пайдалану арқылы оқушылар өз көзқарастарын қорғап, қарсы пікірлерге қарсы тұру дағдыларын меңгереді.

VI-БӨЛІМ: Final Work and Practical Debates

Бұл бөлімде оқушылар өз білімдерін практикалық дебаттар арқылы көрсетеді. Дебаттың қорытынды кезеңі ретінде олар өз пікірлерін тұжырымдап, оны дәлелдеп қорғайды. Практикалық дебат өткізу барысында оқушылар өз пікірін жинақтап, оны қорғай білу дағдыларын дамытады. Қорытынды бағалау мен рефлексия арқылы оқушылар өз жетістіктерін бағалап, даму жолдарын анықтайды.

ОҚУ ҰЙЫМДАСТЫРУ БОЙЫНША ӘДІСТЕМЕЛІК НҰСҚАУЛАР

1. Сабақты ұйымдастыру

Сабақты бастау кезінде оқушылардың назарын аудару және олардың белсенділігін арттыру маңызды. Сабақтың құрылымы анық және логикалық түрде жүйеленген болуы керек, барлық кезеңдер бір-бірімен байланысты болуы қажет. Құралдар мен материалдарды сабаққа алдын ала дайындап, оларды сабақ барысында тиімді пайдалану керек. Бұл оқушылардың оқу процесіне қатысуын жеңілдетеді.

2. Оқу әдістері мен тәсілдері

- **Түсіндіру және талқылау:** Сабақ барысында түсіндіру әдісін пайдаланып, жаңа ақпаратты түсіндіру керек. Талқылау барысында оқушылар өз ойларын айтып, пікір алмасып, топтық жұмыс арқылы материалды меңгереді.
- **Практикалық жұмыстар:** Оқушылардың алған білімдерін практикада қолдану үшін түрлі тапсырмалар мен эксперименттер ұйымдастыру қажет. Бұл оқушылардың шығармашылық дағдыларын дамытуға көмектеседі.
- **Жобалық тәсіл:** Оқушыларды топтарға бөліп, олардың шығармашылық жобаларды әзірлеуіне мүмкіндік беру керек. Бұл тәсіл оқушылардың ұжымда жұмыс істеу дағдыларын және сын тұрғысынан ойлау қабілеттерін арттырады.
- **Интерактивті тәсілдер:** Сабақ барысында оқушылармен тікелей өзара әрекет ету арқылы білім беру тиімділігін арттыруға болады. Бұл тәсіл оқушылардың пәнге деген қызығушылығын арттырады және белсенділіктерін қамтамасыз етеді.

3. Материалдық-техникалық қамтамасыз ету

- **Құралдар:** Сабақ үшін қажетті барлық құрал-жабдықтарды алдын ала дайындау маңызды. Бұл уақытты үнемдейді және сабақ барысында ешқандай кедергілер туындамайды.
- **Технология:** Оқушылардың білімін толықтыру үшін әртүрлі ақпараттық технологияларды қолдану тиімді. Бұл тәсіл сабаққа жаңа көзқарас пен динамика қосады.

- **Көрнекі материалдар:** Көрнекі құралдар мен материалдар сабақтың мазмұнын түсінуге көмектеседі, сондай-ақ оқушылардың назарын аударады. Олар тақырыпты меңгеруді жеңілдетеді.

4. Жеке және топтық жұмыс

- **Жеке жұмыс:** Оқушыларға тапсырмаларды жеке орындауға мүмкіндік беру олардың дербес ойлау дағдыларын дамытуға көмектеседі. Бұл әдіс әр оқушының жеке ерекшеліктерін ескеруге мүмкіндік береді.
- **Топтық жұмыс:** Топтық жұмыс оқушылардың ұжымдық дағдыларын дамытады және ақпаратты топ болып талқылау арқылы түсінуді жеңілдетеді. Бұл тәсіл ынтымақтастықты дамытуға көмектеседі.
- **Дифференциация:** Әрбір оқушының қабілетіне қарай тапсырмаларды дифференциациялау оқу нәтижесін жақсартады. Оқушылардың оқу деңгейлерін ескере отырып, тапсырмалар беру тиімді.

5. Бағалау және кері байланыс







- **Қалыптастырушы бағалау:** Оқушылардың сабақ барысындағы жұмысы үнемі бағаланып, оларға кері байланыс беріледі. Бұл олардың білім деңгейін жақсартуға мүмкіндік береді
- **Жиынтық бағалау:** Жиынтық бағалау оқушылардың сабақ барысында алған білімін жалпы бағалауға мүмкіндік береді. Ол оқушылардың білімін кеңінен тексеруге көмектеседі.
- **Өзін-өзі бағалау:** Оқушылар өздерінің жетістіктері мен кемшіліктерін талдай отырып, өзін-өзі бағалау дағдыларын дамытуға тиіс. Бұл олардың рефлексиялық қабілеттерін арттырады.
- **Қорытынды жұмыс пен таныстырулар:** Сабақтың қорытындысында оқушылар өз жұмыстарының нәтижелерін таныстырып, алған білімдерін бекітеді. Бұл әдіс оқушылардың өз жұмыстарына жауапкершілікпен қарауына ықпал етеді.





6. Уақытты тиімді бөлу





- **Әр сабақтың уақытын тақырыпқа сәйкес дұрыс жоспарлау:** Теориялық бөлім сабақтың жалпы уақытынан 30%-дан аспауы тиіс, ал практикалық бөлім уақыттың 70%-ын қамтуы қажет. Бұл оқушылардың шығармашылық жұмысын орындауына жеткілікті уақыт бөлуге мүмкіндік береді.
- **Үзіліс кезінде білім алушыларға дұрыс сөйлеу дағдысын сақтауға бағыттау:** Үзіліс кезінде оқушылардың дұрыс сөйлеу дағдыларын дамыту үшін жаттығулар ұйымдастыру пайдалы. Бұл сабақтың барысында оқушылардың назарын сақтау үшін маңызды.

ҚЫСҚА МЕРЗІМДІ ЖОСПАР

Сабақ № 1




Unit:		Section I: Debates and Public Speaking Fundamentals		
Date:		Teacher's Name:		
Grade:		Number present:		Number absent:
Theme of the lesson:		Lesson 1: The Importance and Definition of Debates		
Learning Objectives:		Students will understand the importance of debates and how they help in developing public speaking and persuasion skills. Students will learn to construct logical arguments and communicate persuasively in English.		
Lesson objectives:		Understand the definition and importance of debates. Learn how to structure a debate and use effective public speaking skills. Develop their ability to express their opinions and persuade others in a clear and structured manner.		
Lesson Procedure				
Planned timings	Planned activities	Learners' activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet students, ask how they are feeling, and set the tone for the lesson.	Student Activity: Students listen to the introduction and understand the objective of the lesson.	 evaluated by the "flag" method Assessment: Assess student engagement with a brief check-in on prior knowledge of debates.	Resources: Interactive whiteboard Presentation slides
Middle (35 min) 	Task 1: Understanding the Importance of Debates Theory: A debate is a formal discussion where two or more opposing arguments are presented. Debates help to develop critical thinking, public speaking, and listening skills. Importance of debates: Improves reasoning skills. Encourages active listening and respect for others' opinions. Builds public speaking skills and confidence. Task: Ask students, "Why do you think debates are important?" Encourage them to share their opinions on how debates help in improving communication. Example: Example 1: A debate on whether technology has a positive or negative	Student Activity: Students participate in the discussion, share their thoughts, and listen to peers' responses.	 evaluated by the "flag" method Assessment: Observe students' participation in the discussion. Provide feedback on the depth of their responses and their ability to explain the importance of debates.	Individual Work  Resources: PowerPoint slides explaining the importance of debates. Handout with key points on the benefits of debates. Group Work 






	<p>impact on society. Students express their views while defending their position with evidence.</p> <p>Question: "Why are debates important in developing public speaking skills?"</p> <p>Answer: Debates are important because they encourage logical thinking, improve communication skills, and build confidence in speaking.</p> <p>Descriptor: Students will explain the importance of debates and discuss how they can enhance public speaking and reasoning skills.</p>			
	<p>Task 2: Learning Debate Rules and Structure</p> <p>Theory: A debate typically has three main parts:</p> <p>Introduction: Introduce the topic and present your position.</p> <p>Body: Present supporting arguments and evidence.</p> <p>Conclusion: Summarize key points and reinforce your stance.</p> <p>Task: Divide students into small groups and assign them to prepare a part of the debate (Introduction, Body, or Conclusion). Each group will present their section to the class.</p> <p>Example: Example 2: Topic: "Should school uniforms be mandatory?" Group 1 presents the introduction, stating the topic and explaining why school uniforms are important. Group 2 presents arguments for school uniforms, while Group 3 argues against them.</p> <p>Question: "What are the main components of a debate structure?"</p> <p>Answer: A debate has three parts: introduction, body (arguments), and conclusion.</p> <p>Descriptor: Students will understand the structure of a debate and effectively organize their arguments for each</p>	<p>Student Activity: Groups collaborate to prepare and present their part of the debate.</p>	 <p>evaluated by the "flag" method</p> <p>Assessment: Evaluate the clarity and structure of each group's presentation. Provide feedback on how well they followed the debate structure.</p>	<p>Individual Work</p>  <p>Resources: Debate structure handout. Visual aids on debate components (interactive whiteboard).</p> <p>Group Work</p> 





	section.			
	<p>Task 3: Practical Debate</p> <p>Theory: Practicing debates helps students apply theoretical knowledge to real-life situations. It develops persuasive speaking skills and boosts confidence.</p> <p>Task: Organize a short debate on a simple topic such as, "Is social media good for society?" Students will be split into two groups: one for and one against the topic. Each group will present their arguments and respond to the opposing group.</p> <p>Example: Example 3: Group A argues that social media is beneficial for communication, education, and entertainment. Group B argues that social media can have negative impacts, such as spreading misinformation and reducing face-to-face interaction.</p> <p>Question: "What strategies can you use to persuade others in a debate?"</p> <p>Answer: Use logic, clear evidence, and examples to support your arguments. Address counterarguments respectfully.</p> <p>Descriptor: Students will participate in a live debate, present well-reasoned arguments, and respond to opposing points of view.</p>	<p>Student Activity: Students actively engage in a live debate, presenting and defending their positions while responding to the opposing team.</p>	 evaluated by the "flag" method Assessment: Provide feedback on students' performance, focusing on their ability to make strong arguments, handle rebuttals, and present ideas confidently.	<p>Individual Work</p>  Resources: Timer for managing speaking time. Notes on effective debate strategies.
End of the Lesson	<p>Summary: Recap the main points discussed in the lesson: the importance of debates, the structure of debates, and the process of participating in a debate.</p> <p>Homework: Students are assigned to research a new debate topic and prepare their arguments for the next lesson.</p>	<p>Student Activity: Students reflect on their learning and prepare for the next class.</p>	<p>Feedback: Ask students to share what they learned from the lesson and how they feel about debating. Provide general feedback on their performance throughout the lesson.</p>	<p>Resources: Debate topic list for homework. Research guidelines for preparing arguments.</p> 

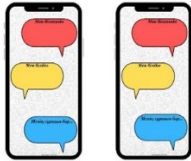
ҚЫСҚА МЕРЗІМДІ ЖОСПАР

Сабақ № 2

Unit:		Section I: Debates and Public Speaking Fundamentals		
Date:		Teacher's Name:		
Grade:		Number present:		Number absent:
Theme of the lesson:		Lesson 2: Development of Public Speaking Skills		
Learning Objectives:		Understand the key elements of public speaking. Practice speaking with confidence, clarity, and persuasion in English. Develop techniques for engaging their audience and improving speech delivery.		
Lesson objectives:		Students will learn how to structure a speech. Students will practice using body language, tone, and rhetoric to engage their audience. Students will improve their ability to present ideas in a clear and compelling manner.		
Lesson Procedure				
Planned timings	Planned activities	Learners' activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet students and ask how they feel about public speaking.	Student Activity: Students share their feelings and expectations about improving their public speaking skills.	Бағалау:  It is evaluated using the "traffic light" method. Assessment: Quick check on students' prior knowledge of public speaking techniques (e.g., asking if they've ever given a speech before).	Resources: Interactive whiteboard Presentation slides introducing the topic.
Middle (35 min) 	Task 1: Understanding the Key Elements of Public Speaking Theory: The key elements of public speaking include: Voice Control: Using pitch, pace, and tone effectively. Body Language: Using gestures, posture, and eye contact to engage the audience. Clarity of Message: Ensuring the message is clear and well-structured. Engagement with the Audience: Creating a connection with the listeners. Importance of these elements: They	Student Activity: Students reflect on an effective speech and discuss it with the class.	Бағалау:  It is evaluated using the "traffic light" method. Assessment: Assess students based on their participation in the discussion and their understanding of the key elements of public	 Resources: Handouts summarizing the key elements of public speaking. Video clips of effective public speeches. Group Work


	<p>help speakers present confidently, hold the audience's attention, and communicate their ideas persuasively.</p> <p>Task: Ask students to reflect on a time they have heard a powerful speech. What made the speaker effective? Discuss how voice, body language, and engagement influenced the effectiveness of the speech.</p> <p>Example:</p> <p>Example 1: A famous speech like Martin Luther King Jr.'s "I Have a Dream" – pay attention to his tone, body language, and how he engaged the audience.</p> <p>Question:</p> <p>"What are the key elements that make a speech effective?"</p> <p>Answer:</p> <p>Effective public speaking includes good voice control, confident body language, clear messaging, and audience engagement.</p> <p>Descriptor:</p> <p>Students will identify the key elements of effective public speaking and explain how they contribute to a successful presentation.</p>		speaking.	
	<p>Task 2: Practicing Voice Control and Body Language</p> <p>Theory:</p> <p>Voice Control: Effective public speakers vary their pitch, speed, and volume to keep the audience engaged.</p> <p>Body Language: Body language includes gestures, posture, and eye contact. These help emphasize key points and show confidence.</p> <p>Task: Have students practice reading a short speech aloud, focusing on voice modulation and body language. Ask them to experiment with different speeds and volumes to see how it affects the impact of their speech.</p> <p>Example:</p> <p>Example 2: A short speech on the importance of education. Encourage students to try speaking in different</p>	<p>Student Activity:</p> <p>Students practice reading a speech, focusing on tone, pace, volume, and body language.</p>	<p>Бағалау:</p>  <p>It is evaluated using the "traffic light" method.</p> <p>Assessment:</p> <p>Evaluate students based on their ability to use voice modulation and body language to improve their speech delivery.</p>	<p>Individual Work</p>  <p>Resources:</p> <p>Short speech texts for practice.</p> <p>Mirror or camera for self-evaluation.</p> <p>Group Work</p> 






	<p>ways, such as faster with higher pitch or slower with a deeper tone.</p> <p>Question: "How does voice modulation and body language affect the impact of a speech?"</p> <p>Answer: Varying pitch, speed, and volume can make a speech more engaging. Using appropriate body language can reinforce the speaker's message and demonstrate confidence.</p> <p>Descriptor: Students will practice varying their tone and using purposeful body language to enhance their public speaking.</p>			
	<p>Task 3: Engaging the Audience through Persuasion</p> <p>Theory: Persuasion is a critical component of public speaking. To persuade, speakers must use effective arguments, rhetorical techniques (such as ethos, pathos, and logos), and appeal to the audience's emotions and logic.</p> <p>Ethos: Establishing credibility or trustworthiness.</p> <p>Pathos: Appealing to the audience's emotions.</p> <p>Logos: Using logical reasoning and evidence.</p> <p>Task: Students will deliver a 2-minute persuasive speech on a topic of their choice (e.g., the importance of exercise, the need for environmental protection). Encourage them to use at least one persuasive technique (ethos, pathos, or logos) in their speech.</p> <p>Example: Example 3: A persuasive speech on "Why you should read more books." A student may appeal to ethos by establishing their own love of reading, pathos by sharing an emotional story about how reading changed their life, and logos by presenting statistical evidence about the benefits of reading.</p> <p>Question:</p>	<p>Student Activity: Students deliver a 2-minute persuasive speech, using at least one persuasive technique.</p>	<p>Бағалау:</p>  <p>It is evaluated using the "traffic light" method.</p> <p>Assessment: Assess students based on their use of persuasive techniques, their ability to structure arguments logically, and their delivery (confidence, clarity, and engagement).</p>	<p>Individual Work</p>  <p>Resources: Persuasive speech templates or examples. Rubric for assessing persuasive speeches.</p> <p>Group Work</p> 





	<p>"How can you use ethos, pathos, and logos to make your speech more persuasive?"</p> <p>Answer: Ethos builds trust with the audience, pathos connects emotionally, and logos provides logical evidence to support your argument.</p> <p>Descriptor: Students will identify and use persuasive techniques (ethos, pathos, or logos) in their speeches.</p>			
End of the Lesson	<p>Summary: Recap the key elements of public speaking: voice control, body language, and persuasion techniques (ethos, pathos, logos). Discuss how practicing these skills can improve students' confidence and effectiveness in speaking publicly.</p> <p>Homework: Students are tasked with preparing a 3-minute persuasive speech for the next class, using at least two of the techniques learned today (voice modulation, body language, and persuasive techniques).</p>	<p>Student Activity: Students reflect on the lesson and prepare their speeches for the next class.</p>	<p>Feedback: Ask students how they felt about practicing their public speaking skills and what they found challenging or useful.</p>	<p>Resources: Speech preparation guide for homework. Rubric for persuasive speech assessment.</p> 





ҚЫСҚА МЕРЗІМДІ ЖОСПАР







Сабақ № 3








Unit:		Section I: Debates and Public Speaking Fundamentals		
Date:		Teacher's Name:		
Grade:		Number present:		Number absent:
Theme of the lesson:		Lesson 3: Defending and Proving One’s Opinion in a Debate		
Learning Objectives:		Learn how to defend their opinion during a debate. Practice constructing logical arguments and using evidence to support their position. Understand the strategies to effectively respond to opposing viewpoints.		
Lesson objectives:		Students will learn how to build and defend their arguments effectively in a debate. Students will practice using various strategies to prove their opinion in an organized manner. Students will enhance their ability to respond to counterarguments with clear evidence.		
Lesson Procedure				
Planned timings	Planned activities	Learners’ activities	Assessment	Resources
Beginning (5 min)	Greeting: Greet students and set a positive tone for the lesson.	Student Activity: Ask students to share any		Resources: Interactive whiteboard



		<p>experiences they have had in defending their opinions in a debate or discussion.</p>	<p>evaluated by the method. Assessment: Briefly ask students what strategies they think are important when defending an opinion.</p>	<p>Presentation slides introducing the topic of defending opinions in a debate.</p>
<p>Middle (35 min)</p> 	<p>Task 1: Understanding How to Defend One's Opinion Theory: Defending an opinion in a debate involves presenting logical reasons, using evidence, and countering opposing views. Key strategies for defending an opinion: Use evidence: Facts, statistics, and credible sources to support your argument. Logical reasoning: Make sure your argument is logical and coherent. Stay calm and respectful: Responding to opposing views with respect while maintaining a clear stance. Refute counterarguments: Addressing and discrediting the opposing side's arguments. Task: Ask students to think about a topic they feel strongly about and write down three reasons why they hold that opinion. Then, they should find one piece of evidence for each reason to support their position. Example: Topic: "Should schools have longer lunch breaks?" Reason 1: Longer breaks improve student focus. Evidence: Studies show that students who take longer breaks perform better academically. Reason 2: It allows for better social interaction. Evidence: Social interactions during breaks help students build stronger relationships. Reason 3: It promotes better mental health.</p>	<p>Student Activity: Students write down three reasons for a topic and find supporting evidence for each reason.</p>	 <p>evaluated by the method. Assessment: Assess students on how well they can identify valid reasons and provide supporting evidence.</p>	<p>Individual Work</p>  <p>Resources: Handouts with debate structure and tips for defending opinions. Access to online resources for finding credible evidence (optional).</p> <p>Group Work</p> 

	<p>Evidence: Research shows that longer breaks reduce stress and improve well-being.</p> <p>Question: "Why is it important to use evidence and logical reasoning when defending your opinion?"</p> <p>Answer: Using evidence and reasoning makes your argument more convincing and credible, showing that your opinion is based on facts rather than feelings or assumptions.</p> <p>Descriptor: Students will identify key reasons for their opinion and find evidence to support each one.</p>			
	<p>Task 2: Practicing Defending an Opinion</p> <p>Theory: In a debate, it's essential not only to present your opinion but to respond to opposing views effectively.</p> <p>Refutation techniques:</p> <p>Pointing out logical fallacies: Identifying flaws in the opponent's reasoning.</p> <p>Providing counter-evidence: Presenting stronger or contradicting evidence to challenge the opponent's points.</p> <p>Clarifying misunderstandings: Offering clear explanations when the opponent has misinterpreted your argument.</p> <p>Task: Divide students into pairs and have them practice defending their opinion on a given topic. One student will be the "defender" of their opinion, and the other will play the role of the "opponent." The defender will try to defend their position with evidence, while the opponent will challenge their points with counterarguments.</p> <p>Example: Topic: "Should homework be banned?" Student A (Defender): "Homework helps reinforce what we learn in class." Student B (Opponent): "But it</p>	<p>Student Activity: Students engage in pairs, with one defending their opinion and the other presenting counterarguments.</p>	 <p>evaluated by the method.</p> <p>Assessment: Evaluate students based on their ability to defend their position clearly and respond effectively to counterarguments.</p>	<p>Individual Work</p>  <p>Resources: Debate topic cards with suggested issues for discussion. Handouts on logical fallacies and counterargument strategies.</p> <p>Group Work</p> 

	<p>increases stress and doesn't always help students understand the material."</p> <p>Question: "What strategies can you use to effectively respond to counterarguments in a debate?"</p> <p>Answer: You can respond by providing stronger evidence, pointing out flaws in the opponent's logic, or clarifying misunderstandings.</p> <p>Descriptor: Students will practice defending their opinions and responding to counterarguments using logical reasoning and evidence.</p>			
	<p>Task 3: Responding to Counterarguments in a Debate</p> <p>Theory: Responding to counterarguments is a critical aspect of debating. It's essential to stay calm, listen carefully, and refute opposing points logically.</p> <p>Effective rebuttals:</p> <p>Acknowledge the counterargument: Show that you understand the other side's perspective.</p> <p>Reaffirm your position: Restate your opinion and present more evidence to reinforce your argument.</p> <p>Provide a solution: Suggest ways to resolve the disagreement or find common ground.</p> <p>Task: In small groups, students will take turns debating a topic. After each argument, the opposing group will respond with a counterargument, and the original group will then defend their opinion. The goal is for each group to practice acknowledging, rebutting, and defending their position.</p> <p>Example: Topic: "Is online education as effective as traditional schooling?" Group 1: "Online education provides more flexibility and accessibility." Group 2 (counterargument): "However, it lacks the social</p>	<p>Student Activity: Students practice defending their opinion and responding to counterarguments in small groups.</p>	 <p>evaluated by the method.</p> <p>Assessment: Evaluate students on their ability to engage with counterarguments and defend their opinion persuasively.</p>	<p>Individual Work</p>  <p>Resources: Timer for managing speaking time. Debate topic cards for practice.</p> <p>Group Work</p> 

		Students will practice incorporating rhetorical strategies into their own arguments.		
Lesson Procedure				
Planned timings	Planned activities	Learners' activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet the students and briefly ask if they have ever noticed the use of persuasive language in real-life discussions, media, or advertisements.	Student Activity: Students reflect on how persuasive techniques are used in their daily lives (e.g., advertisements, speeches, political debates).	 +1 ҚАМИЛЫ evaluated by the method. Assessment: Quick assessment of students' familiarity with rhetoric by asking if they know what rhetoric is and its purpose.	Resources: Interactive whiteboard Presentation slides introducing rhetoric and its role in debates.
Middle (35 min) 	Task 1: Understanding Rhetoric and Its Importance Task: Ask students to think of an example where they saw rhetoric used effectively in an argument, speech, or advertisement. Discuss how ethos, pathos, and logos were used in those examples. Example: Example 1: A political campaign speech. Ethos: The politician talks about their experience and qualifications. Pathos: The politician evokes emotions by telling a story that resonates with voters. Logos: The politician presents statistics and facts to support their argument. Question: "Why do you think rhetoric is so important in debates?" Answer: Rhetoric helps speakers effectively persuade the audience, create trust, appeal to emotions, and support their arguments with logic and evidence. Descriptor: Students will define rhetoric and explain the importance of using	Student Activity: Students share examples of rhetoric used in real life and discuss how ethos, pathos, and logos were used.	 +1 ҚАМИЛЫ evaluated by the method. Assessment: Assess students on their ability to define rhetoric and explain how it is used in debates.	Individual Work  Resources: Handouts defining rhetoric and explaining the three appeals (ethos, pathos, logos). Video clips of famous speeches (optional). Group Work 







	<p>rhetorical techniques in debates.</p> <p>Task 2: Identifying Ethos, Pathos, and Logos in Speeches Task: Show a short video or play an excerpt from a famous speech (e.g., Martin Luther King Jr.'s "I Have a Dream") and ask students to identify where the speaker uses ethos, pathos, and logos. Example: Example 2: In MLK's speech: Ethos: MLK talks about his experiences and his fight for equality, establishing credibility. Pathos: MLK appeals to the emotions of his audience by describing the struggles of African Americans. Logos: MLK uses logical reasoning, citing the promises of the Declaration of Independence and the U.S. Constitution. Question: "Can you identify an example of ethos, pathos, or logos in this speech? How did it make the argument stronger?" Answer: The use of ethos built credibility, pathos connected emotionally, and logos provided reasoned evidence to support the argument. Descriptor: Students will identify examples of ethos, pathos, and logos in a speech or argument.</p>	<p>Student Activity: Students listen to or read a famous speech and identify examples of rhetorical appeals.</p>	 +1 ҚАМИИБЫ evaluated by the method. Assessment: Assess students based on their ability to identify and explain the use of ethos, pathos, and logos in the speech.	<p>Individual Work</p>  <p>Resources: Video clips or speech excerpts for analysis. A worksheet to help students identify the rhetorical appeals.</p> <p>Group Work</p> 
	<p>Task 3: Applying Rhetorical Appeals in Their Own Arguments Task: Have students prepare a 1-minute persuasive speech on a topic of their choice (e.g., "Should social media be regulated?" or "Is online education as effective as traditional schooling?"). They should aim to use at least one example of ethos, pathos, and logos in their speech. Example: Topic: "Is climate change a global crisis?" Ethos: Cite scientific studies and expert opinions to establish credibility.</p>	<p>Student Activity: Students prepare and deliver a short persuasive speech using ethos, pathos, and logos.</p>	 +1 ҚАМИИБЫ evaluated by the method. Assessment: Evaluate students based on their ability to effectively use rhetorical appeals in their speeches.	<p>Individual Work</p>  <p>Resources: Rhetorical appeal template to help students organize their speech. Timer for managing speaking time.</p> <p>Group Work</p>









	<p>Pathos: Share personal stories or emotional appeals about the impact of climate change on communities.</p> <p>Logos: Present statistics and scientific data supporting the claim that climate change is real and urgent.</p> <p>Question: "How can you use ethos, pathos, and logos to make your argument more persuasive?"</p> <p>Answer: Ethos adds trust and authority to your argument, pathos connects emotionally with the audience, and logos makes your argument logically sound and evidence-based.</p> <p>Descriptor: Students will practice incorporating ethos, pathos, and logos in a short persuasive speech.</p>			
End of the Lesson	<p>Summary: Recap the three main rhetorical appeals: ethos, pathos, and logos. Discuss their importance in constructing persuasive arguments and how they were used in the speeches today.</p> <p>Homework: Students are tasked with writing a 3-minute persuasive speech on a given topic (e.g., "The benefits of recycling" or "The importance of learning foreign languages"). They should use all three rhetorical appeals: ethos, pathos, and logos.</p>	<p>Student Activity: Students reflect on the lesson, ask questions, and discuss how they can improve their use of rhetoric in their speeches.</p>	<p>Feedback: Ask students for feedback on how they felt about using rhetorical techniques and how confident they feel about applying them in future debates.</p>	<p>Resources: Homework guidelines for writing a persuasive speech. Rhetoric checklist for reviewing speeches.</p> 

ҚЫСҚА МЕРЗІМДІ ЖОСПАР

Сабақ № 5

Unit:	Section I: Debates and Public Speaking Fundamentals	
Date:	Teacher's Name:	
Grade:	Number present:	Number absent:
Theme of the lesson:	Lesson 5: Types and Rules of Debates	
Learning Objectives:	<p>Understand the different types of debates.</p> <p>Learn the rules and structure of debates.</p> <p>Practice participating in different types of debates while following the established rules.</p>	
Lesson objectives:	<p>Students will identify and understand the various types of debates (e.g., formal, informal, parliamentary, etc.).</p> <p>Students will understand the rules and structure of debates.</p>	


		Students will participate in a short debate, adhering to the rules and structure.		
Lesson Procedure				
Planned timings	Planned activities	Learners' activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet students and ask them about their experiences with debates. Have they ever participated in one or observed one?	Student Activity: Encourage students to share any previous experiences with debating, either in school or through media.	 evaluated by the method. Assessment: Quick check on students' understanding of debates. For instance, ask, “What do you think are the main components of a debate?”	Resources: Interactive whiteboard Presentation slides introducing the types of debates.
Middle (35 min) 	Task 1: Understanding Types of Debates Task: Divide students into small groups and assign each group a type of debate to research. They should identify the key characteristics, rules, and examples of their assigned type. Example: Example 1: In a formal debate , each side has a set time to speak, and the argument must be supported with evidence. Example 2: In parliamentary debate , each side speaks for a limited time, and members of the opposing party must respond to arguments made during the debate. Question: "What is the main difference between formal and informal debates?" Answer: Formal debates are highly structured with strict rules, while informal debates are less rigid and allow for more spontaneous conversation. Descriptor: Students will research and present their findings on different types of debates, highlighting their unique characteristics and rules.	Student Activity: Students work in groups to research and present their findings about a specific type of debate.	 evaluated by the method. Assessment: Assess students based on the completeness and clarity of their research presentation on different types of debates.	Individual Work  Resources: Handouts with descriptions of different types of debates. Access to online resources for researching debate formats. Group Work 






	<p>Task 2: Learning Debate Rules and Structure</p> <p>Task: Present a short video of a formal debate (e.g., a parliamentary debate or Oxford-style debate). Ask students to observe the structure and rules followed by the participants, such as time limits, turn-taking, and the use of evidence.</p> <p>Example:</p> <p>Example 2: In a parliamentary debate, after an opening statement, each side has the chance to present their arguments and counter the opposing side. At the end, each team will deliver a closing statement.</p> <p>Question:</p> <p>"Why is it important to have time limits and rules in a formal debate?"</p> <p>Answer:</p> <p>Time limits ensure that every participant has an equal opportunity to speak, and rules help maintain order and prevent interruptions.</p> <p>Descriptor:</p> <p>Students will identify the rules and structure of formal debates and understand their importance in ensuring fairness and order.</p>	<p>Student Activity:</p> <p>Students watch the debate video, take notes on the structure and rules, and participate in a class discussion about the importance of these rules.</p>	 <p>evaluated by the method.</p> <p>Assessment:</p> <p>Assess students on their ability to recognize and explain the rules of formal debates based on the video and discussion.</p>	<p>Individual Work</p>  <p>Resources:</p> <p>Video clips of formal debates. Debate rules handouts.</p> <p>Group Work</p> 
	<p>Task 3: Practicing a Short Debate</p> <p>Task: Organize a short class debate using a simple topic. Divide the class into two teams, ensuring that each team has equal time to present arguments. Students should practice adhering to the debate rules: taking turns, speaking within the time limit, and supporting their arguments with evidence.</p> <p>Example:</p> <p>Example 3: Topic: "Should mobile phones be banned in schools?"</p> <p>Team 1 argues for banning mobile phones, using evidence related to distraction and academic performance.</p> <p>Team 2 argues against banning mobile phones, citing their usefulness for learning and safety.</p> <p>Question:</p> <p>"How do the rules and structure of a debate help in presenting a strong</p>	<p>Student Activity:</p> <p>Students participate in a short debate, adhering to the rules and presenting arguments with evidence.</p>	 <p>evaluated by the method.</p> <p>Assessment:</p> <p>Assess students based on their ability to follow the debate rules, present well-structured arguments, and respect time limits.</p>	<p>Individual Work</p>  <p>Resources:</p> <p>Timer for managing speaking time. Debate topic cards for practice.</p> <p>Group Work</p> 








	<p>argument?"</p> <p>Answer:</p> <p>The structure and rules help ensure that each side is heard, that arguments are well-supported by evidence, and that the debate remains organized and respectful.</p> <p>Descriptor:</p> <p>Students will actively participate in a debate, using the rules and structure learned in class.</p>			
End of the Lesson	<p>Summary:</p> <p>Recap the types of debates discussed in the lesson (formal, informal, parliamentary, team debates) and emphasize the importance of following debate rules and structure. Discuss how students felt about participating in the short debate and what strategies they found useful.</p> <p>Homework:</p> <p>Assign students to write a reflection on what type of debate they would prefer to participate in and why, explaining how they would use the rules to strengthen their arguments.</p>	<p>Student Activity:</p> <p>Students reflect on the lesson, ask any remaining questions, and prepare for the homework assignment.</p>	<p>Feedback:</p> <p>Ask students to share what they learned about debate types and rules, and how they might apply these rules in future debates.</p>	<p>Resources:</p> <p>Debate reflection template for homework. Rubric for evaluating the debate.</p>


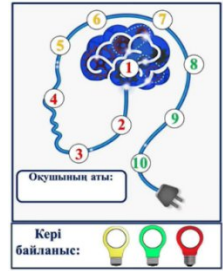
ҚЫСҚА МЕРЗІМДІ ЖОСПАР

Сабақ № 6

Unit:		Section I: Debates and Public Speaking Fundamentals		
Date:		Teacher's Name:		
Grade:		Number present:	Number absent:	
Theme of the lesson:		Lesson 6: Review: Debates and Public Speaking		
Learning Objectives:		Review the key concepts and skills learned in previous lessons regarding debates and public speaking. Reinforce their understanding of effective public speaking techniques and the structure of debates. Practice and improve their debating and speaking skills through review activities and exercises.		
Lesson objectives:		Students will recall the types of debates and the rules associated with them. Students will practice public speaking techniques such as using rhetoric, logical reasoning, and emotional appeals. Students will participate in a short debate to apply the skills learned in previous lessons.		
Lesson Procedure				
Planned timings	Planned activities	Learners' activities	Assessment	Resources
Beginning (5 min)	Greeting: Greet the students and ask them how they feel about their progress in public speaking and	Student Activity: Students share one thing they have		Resources: Interactive whiteboard

	debating skills so far.	learned in the past lessons that they feel has improved their public speaking or debating skills.	evaluated by the method. Assessment: Quick check on students' understanding of what has been covered in previous lessons (e.g., types of debates, rhetorical strategies, debate rules).	Review slides summarizing key points.
<p>Middle (35 min)</p> 	<p>Task 1: Reviewing Key Concepts Task: Ask students to answer the following questions as a group to review the key concepts:</p> <ol style="list-style-type: none"> 1. "What are the main types of debates we've learned about?" 2. "Can you explain the difference between ethos, pathos, and logos?" 3. "Why is it important to follow debate rules such as time limits and turn-taking?" <p>Example: Example 1: A formal debate structure involves opening statements, arguments, rebuttals, and closing statements. Example 2: In a persuasive speech, you might use ethos by referencing expert opinions, pathos by telling an emotional story, and logos by presenting statistical evidence. Question: "Why do we need to use all three rhetorical appeals—ethos, pathos, and logos—in a debate?" Answer: Using all three appeals helps create a balanced argument that is credible, emotionally engaging, and logically sound, making it more persuasive. Descriptor: Students will recall and explain key concepts about types of debates, rhetorical strategies, and debate rules.</p>	<p>Student Activity: Students answer the review questions in groups and discuss the concepts learned in previous lessons.</p>	 <p>evaluated by the method. Assessment: Assess students based on their ability to recall and explain the key concepts from the previous lessons.</p>	<p>Individual Work</p>  <p>Resources: Review slides summarizing the types of debates and rhetorical appeals. Handouts with key concepts.</p> <p>Group Work</p> 

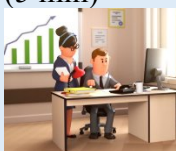


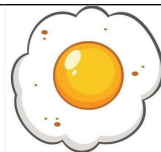


	<p>Task 2: Practicing Public Speaking Skills</p> <p>Task: Ask students to deliver a 1-minute speech on a simple topic (e.g., “The benefits of learning a second language” or “Why we should recycle”). During the speech, students should focus on using:</p> <ol style="list-style-type: none"> 1. Voice modulation (changing tone, pace, and volume). 2. Body language (gestures, posture, eye contact). 3. Rhetoric (ethos, pathos, and logos). <p>Example:</p> <p>Example 2: A student delivering a speech on the importance of physical exercise might use logos by presenting statistics about health, pathos by sharing a personal story about how exercise improved their well-being, and ethos by referencing a well-known health expert.</p> <p>Question:</p> <p>"How does using body language and voice modulation help in making your speech more engaging?"</p> <p>Answer:</p> <p>Body language and voice modulation help to emphasize key points, maintain the audience's attention, and convey emotion, making the speech more persuasive and effective.</p> <p>Descriptor:</p> <p>Students will practice delivering a speech with effective voice modulation, body language, and rhetorical strategies.</p>	<p>Student Activity:</p> <p>Students deliver 1-minute speeches, focusing on voice modulation, body language, and rhetorical appeals.</p>	 <p>evaluated by the method.</p> <p>Assessment:</p> <p>Assess students based on their use of voice modulation, body language, and rhetorical strategies in their speech delivery.</p>	<p>Individual Work</p>  <p>Resources:</p> <p>Timer for managing speaking time. Rubric for evaluating public speaking.</p> <p>Group Work</p> 
	<p>Task 3: Mini-Debate: Applying What We’ve Learned</p> <p>Task: Divide the class into two teams and assign a topic (e.g., "Should homework be abolished?"). Each team will have 2 minutes to prepare their arguments and 3 minutes to present them. Afterward, each team will have 2 minutes to respond to the opposing team’s arguments.</p> <p>Example:</p> <p>Example 3: Team 1 argues that</p>	<p>Student Activity:</p> <p>Students participate in a mini-debate, practicing their argumentation and speaking skills.</p>	 <p>evaluated by the method.</p> <p>Assessment:</p> <p>Assess students based on their ability to structure their arguments, use rhetoric</p>	<p>Individual Work</p>  <p>Resources:</p> <p>Timer for managing speaking time. Debate topic cards.</p> <p>Group Work</p>





	<p>homework should be abolished because it causes stress and limits free time, using studies about student mental health.</p> <p>Team 2 argues against abolishing homework, stating that it reinforces learning and improves academic performance.</p> <p>Question: "How can you use rhetoric to strengthen your argument in a debate?"</p> <p>Answer: You can use ethos to establish credibility, pathos to engage the audience's emotions, and logos to present logical, fact-based arguments.</p> <p>Descriptor: Students will participate in a short debate, following the rules and structure learned in previous lessons and using rhetorical techniques.</p>		effectively, and respond to counterarguments.	
End of the Lesson	<p>Summary: Recap the key concepts learned about debates, public speaking, and rhetorical techniques. Discuss how these skills can be applied in real-life situations, both inside and outside of the classroom.</p> <p>Highlight any improvements or areas for further development in students' public speaking and debating skills.</p> <p>Homework: Assign students to prepare a short persuasive speech on a topic of their choice, ensuring they use at least two rhetorical appeals (ethos, pathos, logos). This will be presented in the next class.</p>	Student Activity: Students reflect on the lesson and think about what aspects of public speaking and debating they still want to improve.	Feedback: Ask students for feedback on how they felt about their progress in debating and public speaking and whether they feel more confident in these areas.	<p>Resources: Speech preparation guidelines. Rubric for evaluating persuasive speeches.</p> 





ҚЫСҚА МЕРЗІМДІ ЖОСПАР


Сабақ № 7

Unit:	Section II: Preparing for Debates and Practical Skills	
Date:	Teacher's Name:	
Grade:	Number present:	Number absent:
Theme of the lesson:	Lesson 7: Stages of Preparing for a Debate	
Learning Objectives:	<p>Understand the key stages involved in preparing for a debate.</p> <p>Learn how to structure their preparation process effectively.</p> <p>Practice gathering evidence, structuring arguments, and planning responses to opposing viewpoints.</p>	
Lesson objectives:	Students will identify and describe the key stages in preparing for	

		a debate (research, organizing arguments, practicing delivery). Students will practice organizing their arguments and supporting them with evidence. Students will learn how to anticipate counterarguments and plan rebuttals.		
Lesson Procedure				
Planned timings	Planned activities	Learners' activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet the students and ask how they feel about preparing for debates.	Student Activity: Ask students what steps they think are necessary when preparing for a debate.	 evaluated by the method. Assessment: Briefly assess students' prior knowledge of debate preparation by asking questions like, "What is the first step in preparing for a debate?"	Resources: Interactive whiteboard Presentation slides outlining the stages of debate preparation.
Middle (35 min) 	Task 1: Understanding the Key Stages of Debate Preparation Theory: Preparing for a debate involves several stages, each of which is essential for forming a strong, logical argument and responding to opposition. The key stages of preparing for a debate include: Researching the Topic: Gathering relevant information, statistics, and evidence to support your position. Organizing Your Arguments: Structuring your arguments logically and ensuring they are supported by evidence. Preparing Rebuttals: Anticipating the opposing side's arguments and preparing responses. Practicing Delivery: Rehearsing your speech to ensure clear delivery and confident presentation. Task: Ask students to work in pairs to brainstorm what kind of research would be necessary for a debate on a simple topic (e.g., "Should students wear uniforms?"). Each pair will list	Student Activity: Pairs of students brainstorm types of research and evidence needed for a debate.	 evaluated by the method. Assessment: Assess the students on how effectively they brainstormed relevant sources and types of evidence for their debate topic.	Individual Work  Resources: Handouts with examples of sources for researching debate topics. Online resources for finding statistics and studies. Group Work 

	<p>the types of sources and evidence they would need.</p> <p>Example:</p> <p>Example 1: For the topic of school uniforms, students might need research on:</p> <p>Studies on the impact of uniforms on academic performance.</p> <p>Opinions from educators, students, and parents.</p> <p>Examples of schools that have adopted uniform policies.</p> <p>Question:</p> <p>"What types of evidence would be useful in a debate on whether students should wear uniforms?"</p> <p>Answer:</p> <p>Research on academic performance, psychological studies, and testimonies from people who support or oppose the idea of uniforms.</p> <p>Descriptor:</p> <p>Students will identify key sources and types of evidence needed for their debate topic.</p>			
	<p>Task 2: Organizing Your Arguments</p> <p>Theory:</p> <p>Organizing your arguments is crucial for making a persuasive case. Effective debaters structure their arguments in a clear and logical manner, focusing on key points supported by evidence.</p> <p>Argument Structure:</p> <p>Claim: The statement you are trying to prove.</p> <p>Evidence: Data, facts, or examples that support your claim.</p> <p>Warrant: The reasoning that connects the evidence to the claim.</p> <p>Task: Students will work individually to organize an argument on a given topic. For example, the topic could be "Should schools provide free lunch for all students?" Students should outline their claim, provide evidence, and explain the reasoning behind their argument.</p> <p>Example:</p> <p>Claim: "Schools should provide free lunch for all students."</p>	<p>Student Activity:</p> <p>Students outline their arguments for a given debate topic, including claim, evidence, and reasoning.</p>	 <p>evaluated by the method.</p> <p>Assessment:</p> <p>Assess the clarity and strength of the argument students create, checking if they include a clear claim, relevant evidence, and appropriate reasoning.</p>	<p>Individual Work</p>  <p>Resources:</p> <p>Argumentation templates to help students structure their arguments. Sample argument examples.</p> <p>Group Work</p> 

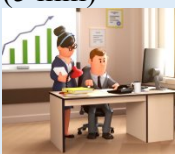





	<p>Evidence: “Studies show that students perform better academically when they have access to nutritious meals.”</p> <p>Warrant: “Providing free lunch ensures that all students, regardless of background, have access to proper nutrition, which positively affects their ability to focus and learn.”</p> <p>Question: "Why is it important to provide both evidence and reasoning to support your claim?"</p> <p>Answer: Evidence backs up your claim with facts, while reasoning explains why that evidence is relevant and strengthens your argument.</p> <p>Descriptor: Students will organize a clear argument using the structure of claim, evidence, and reasoning.</p>			
	<p>Task 3: Preparing Rebuttals</p> <p>Theory: A strong debater must be able to anticipate the opposition's arguments and prepare responses. Rebuttals are critical in weakening the opposing side's case while strengthening your own.</p> <p>Rebuttal Strategies:</p> <p>Refute the Evidence: Show that the opposing side's evidence is flawed or irrelevant.</p> <p>Undermine the Reasoning: Point out flaws in the logic or reasoning behind the opponent's argument.</p> <p>Counter-Claim: Present a stronger argument that challenges the opposing claim.</p> <p>Task: Students will work in pairs, with each pair given a debate topic. One student will present an argument, and the other will practice delivering a rebuttal, attempting to weaken the argument and strengthen their own position.</p> <p>Example: Topic: “Should animals be used for scientific research?” Argument 1: “Animal testing is essential for medical advancements.”</p>	<p>Student Activity: Students engage in a mini-debate, practicing rebuttal strategies.</p>	 <p>evaluated by the method.</p> <p>Assessment: Assess the students on their ability to deliver strong rebuttals that address the opposing side's arguments and present a counterpoint.</p>	<p>Individual Work</p>  <p>Resources: Rebuttal templates for students to organize their responses. Debate topic cards for practice.</p> <p>Group Work</p> 








	<p>Rebuttal: “While animal testing has contributed to some advances, alternatives like computer simulations are now available and more ethical.”</p> <p>Question: "Why is it important to anticipate and prepare rebuttals before a debate?"</p> <p>Answer: Preparing rebuttals ensures that you can defend your position effectively and weaken the opposing side’s argument.</p> <p>Descriptor: Students will practice delivering rebuttals, using strategies to challenge the opposing side’s arguments.</p>			
End of the Lesson	<p>Summary: Recap the key stages of preparing for a debate: researching the topic, organizing arguments, preparing rebuttals, and practicing delivery. Emphasize the importance of each stage in making a successful argument and being prepared for opposition.</p> <p>Homework: Assign students to prepare a full debate outline for a given topic, including research, a structured argument (claim, evidence, reasoning), and rebuttals to potential counterarguments.</p>	<p>Student Activity: Students reflect on their progress in preparing for debates and how they can improve each stage of their preparation.</p>	<p>Feedback: Ask students how they feel about the preparation process and if they have any questions about organizing arguments or preparing rebuttals.</p>	<p>Resources: Debate preparation checklist for homework. Rubric for evaluating debate preparation.</p> 


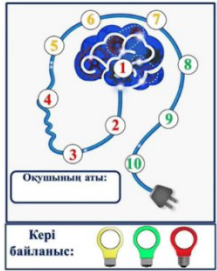
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Сабақ № 8

Unit:	Section II: Preparing for Debates and Practical Skills	
Date:	Teacher's Name:	
Grade:	Number present:	Number absent:
Theme of the lesson:	Lesson 8: Topic Selection and Research for Debates	
Learning Objectives:	<p>Learn the process of selecting a suitable debate topic.</p> <p>Understand the importance of researching a debate topic to gather evidence and support arguments.</p> <p>Develop skills in identifying credible sources and extracting relevant information.</p>	
Lesson objectives:	<p>Students will practice selecting appropriate topics for debates.</p> <p>Students will learn how to conduct research and find credible sources.</p> <p>Students will begin gathering evidence to support their positions on chosen debate topics.</p>	

Lesson Procedure				
Planned timings	Planned activities	Learners' activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet the students and ask them how they feel about preparing for debates, particularly about choosing a good topic and researching it.	Student Activity: Have students share one debate topic they think would be interesting and explain why.	 «+1 алма» әдісі evaluated by the method. Assessment: Brief check on students' understanding of what makes a good debate topic.	Resources: Interactive whiteboard Presentation slides with steps on topic selection and research guidelines.
Middle (35 min) 	Task 1: Understanding How to Select a Good Debate Topic Task: Ask students to work in pairs to brainstorm debate topics based on current issues (e.g., social media, climate change, or education). They should focus on selecting topics that meet the criteria of being controversial, relevant, and researchable. Example: Example 1: "Should social media platforms be regulated by the government?" Example 2: "Is climate change the most urgent issue facing humanity today?" Question: "What makes a topic suitable for a debate? Can you give an example of a topic that would not work?" Answer: A topic needs to have clear opposing viewpoints, be relevant to current events, and be supported by enough research material. For example, "What's your favorite color?" would not work because it does not have two opposing sides. Descriptor: Students will identify and choose a suitable debate topic, ensuring it is controversial, relevant, researchable, and focused.	Student Activity: Students work in pairs to choose a debate topic and explain why they think it is suitable.	 «+1 алма» әдісі evaluated by the method. Assessment: Assess students based on the quality of the topics they choose and whether they meet the criteria discussed in class.	Individual Work  Resources: List of example debate topics. Topic selection guidelines. Group Work 

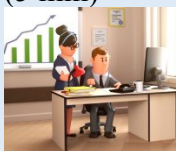





	<p>Task 2: Conducting Research for a Debate Topic</p> <p>Task: Have students select a topic from the ones they brainstormed earlier and start researching it. They should focus on finding at least three credible sources: one primary, one secondary, and one tertiary. Students will document where they found the information and summarize the key points.</p> <p>Example:</p> <p>Topic: "Should social media platforms be regulated by the government?"</p> <p>Primary Source: A direct interview with an expert on internet privacy.</p> <p>Secondary Source: A news article discussing recent regulations in Europe.</p> <p>Tertiary Source: A book summarizing internet policies across different countries.</p> <p>Question:</p> <p>"Why is it important to use different types of sources when researching for a debate?"</p> <p>Answer:</p> <p>Using a variety of sources allows you to gather a well-rounded perspective, build strong evidence, and ensure your argument is credible.</p> <p>Descriptor:</p> <p>Students will practice researching their debate topics and documenting key points from credible sources.</p>	<p>Student Activity:</p> <p>Students research their chosen topic, find at least three credible sources, and summarize key findings.</p>	 <p>«+1 алма» әдісі</p> <p>evaluated by the method.</p> <p>Assessment:</p> <p>Evaluate students on their ability to identify credible sources and summarize the key information relevant to their topic.</p>	<p>Individual Work</p>  <p>Resources:</p> <p>Online databases (e.g., Google Scholar, library resources). Research guidelines and source evaluation tips.</p> <p>Group Work</p> 
	<p>Task 3: Organizing Research and Preparing for Argumentation</p> <p>Task: Ask students to organize the research they have collected into an outline for a debate. They should include their claim, supporting evidence, counterarguments, and a brief conclusion.</p> <p>Example:</p> <p>Topic: "Should schools implement a year-round academic calendar?"</p> <p>Claim: Year-round schooling improves student retention and reduces the summer learning loss.</p> <p>Evidence: Research studies showing</p>	<p>Student Activity:</p> <p>Students create an outline for their debate, organizing their research into claims, evidence, counterarguments, and a conclusion.</p>	 <p>«+1 алма» әдісі</p> <p>evaluated by the method.</p> <p>Assessment:</p> <p>Assess students on how clearly and logically they organize their research into a coherent outline.</p>	<p>Individual Work</p>  <p>Resources:</p> <p>Outline templates for debate preparation. Example debate outline for reference.</p> <p>Group Work</p>





	<p>better performance among students with year-round schooling.</p> <p>Counterargument: Opponents argue it disrupts family schedules.</p> <p>Rebuttal: Scheduling flexibility allows families to plan vacations during off-peak times.</p> <p>Question: "What is the purpose of organizing your research into an outline before the debate?"</p> <p>Answer: Organizing research into an outline helps clarify the argument structure, ensuring that all points are covered, and counterarguments are addressed.</p> <p>Descriptor: Students will organize their research into a structured outline for their debate.</p>			
End of the Lesson	<p>Summary: Recap the process of selecting a debate topic and conducting research. Emphasize the importance of using credible sources and organizing research effectively. Discuss how students can refine their research and arguments as they continue preparing for debates.</p> <p>Homework: Students are tasked with continuing their research and completing a full outline for the debate, including their introduction, arguments, counterarguments, and conclusion. They should bring their outline to the next class.</p>	<p>Student Activity: Students reflect on their research process and how they can improve their argument preparation.</p>	<p>Feedback: Ask students what they found most challenging in the research process and how they can improve in the future.</p>	<p>Resources: Homework guidelines for completing a debate outline. Research checklist for evaluating sources.</p> 





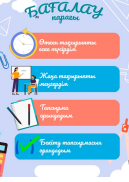
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Сабақ № 9

Unit:	Section II: Preparing for Debates and Practical Skills	
Date:	Teacher's Name:	
Grade:	Number present:	Number absent:
Theme of the lesson:	Lesson 9: Constructing Effective Words and Arguments	
Learning Objectives:	<p>Understand how to construct persuasive and well-structured arguments for debates.</p> <p>Learn how to use effective language, including rhetorical techniques, to strengthen their arguments.</p> <p>Practice presenting their arguments in a clear, compelling manner.</p>	
Lesson objectives:	Students will learn how to construct strong arguments using logical reasoning, evidence, and persuasive language.	







		Students will understand the role of rhetorical techniques (ethos, pathos, logos) in constructing arguments. Students will practice organizing and delivering arguments in a structured, persuasive way.		
Lesson Procedure				
Planned timings	Planned activities	Learners' activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet the students and ask how they feel about constructing effective arguments for a debate.	Student Activity: Ask students to recall a memorable argument or debate they've heard and what made it persuasive.	 evaluated by the method. Assessment: Briefly check students' understanding of the importance of clear, strong arguments in debates.	Resources: Interactive whiteboard Presentation slides with key points on constructing arguments.
Middle (35 min) 	Task 1: Understanding the Structure of Effective Arguments Task: Ask students to break down a sample argument (e.g., "Schools should require uniforms") into its basic components: claim, evidence, reasoning, and warrant. They should also identify any rhetorical techniques used (ethos, pathos, logos). Example: Claim: "Schools should require uniforms." Evidence: "Studies show that students perform better academically when they have uniforms." Reasoning: "Uniforms reduce distractions and promote equality." Warrant: "When students are not concerned with fashion, they focus more on learning." Question: "What makes an argument strong and persuasive?" Answer: A strong argument is clear, logical, supported by relevant evidence, and demonstrates a logical connection between the evidence and the claim. Using rhetorical techniques such as	Student Activity: Students analyze and break down a sample argument into its components.	 evaluated by the method. Assessment: Evaluate students based on their ability to identify and explain the components of the argument and the rhetorical techniques used.	Individual Work  Resources: Argument breakdown template. Example debate arguments. Group Work 





	<p>ethos, pathos, and logos further strengthens the argument.</p> <p>Descriptor: Students will break down an argument into its components (claim, evidence, reasoning, and warrant) and identify rhetorical techniques used.</p>			
	<p>Task 2: Crafting Your Own Argument</p> <p>Task: Have students work in pairs to craft an argument on a given topic (e.g., "Is it important for schools to teach financial literacy?"). Each pair should create a claim, provide evidence to support it, explain the reasoning, and anticipate at least one counterargument.</p> <p>Example: Claim: "Schools should teach financial literacy." Evidence: "Studies show that students who take financial literacy courses are more likely to manage their money effectively as adults." Reasoning: "Teaching financial literacy equips students with essential life skills and prepares them for financial independence." Counterargument: "Some argue that financial literacy should be learned at home, not in school." Response: "However, not all students have access to financial education at home, so schools must fill this gap." Question: "Why is it important to anticipate counterarguments when constructing your own argument?" Answer: Anticipating counterarguments allows you to address potential weaknesses in your argument, strengthen your position, and make your argument more convincing to the audience.</p> <p>Descriptor: Students will craft a well-structured argument, incorporating evidence and reasoning, and anticipate counterarguments.</p>	<p>Student Activity: Students work in pairs to craft and outline a persuasive argument on a given topic.</p>	 <p>evaluated by the method.</p> <p>Assessment: Evaluate students based on the clarity and strength of their arguments, their use of evidence, and how they anticipate counterarguments.</p>	<p>Individual Work</p>  <p>Resources: Argument construction templates. List of debate topics for practice.</p> <p>Group Work</p> 





	<p>Task 3: Practicing Persuasive Delivery</p> <p>Task: Have students practice delivering their crafted argument from Task 2 in front of the class or in small groups. Encourage them to focus on voice modulation, body language, and eye contact.</p> <p>Example: A student delivering an argument on "financial literacy" might use hand gestures to emphasize key points and vary their tone when discussing the benefits of financial education.</p> <p>Question: "Why is it important to use body language and voice modulation when presenting an argument?"</p> <p>Answer: These techniques help emphasize important points, keep the audience engaged, and make the speaker appear more confident and persuasive.</p> <p>Descriptor: Students will practice delivering their argument with a focus on effective delivery techniques.</p>	<p>Student Activity: Students deliver their arguments in front of the class, practicing effective delivery techniques.</p>	 <p>evaluated by the method.</p> <p>Assessment: Assess students on their delivery, including voice modulation, body language, and engagement with the audience.</p>	<p>Individual Work</p>  <p>Resources: Rubric for evaluating speech delivery. Timer for managing speaking time.</p> <p>Group Work</p> 
<p>End of the Lesson</p>	<p>Summary: Recap the key elements of constructing effective arguments: clear claim, supporting evidence, logical reasoning, and anticipation of counterarguments. Emphasize the importance of delivery techniques such as voice modulation and body language in making arguments more persuasive.</p> <p>Homework: Assign students to choose a new debate topic, craft a well-structured argument (with evidence, reasoning, and counterarguments), and practice delivering it with effective body language and voice modulation.</p>	<p>Student Activity: Students reflect on what they learned about constructing effective arguments and how they can improve their delivery.</p>	<p>Feedback: Ask students for feedback on the lesson, focusing on what aspects of argument construction and delivery they found most challenging.</p>	 <p>Resources: Argument construction checklist for homework. Speech delivery tips for practice.</p>


ҚЫСҚА МЕРЗІМДІ ЖОСПАР
Сабақ № 10

Unit:	Section II: Preparing for Debates and Practical Skills	
Date:	Teacher's Name:	
Grade:	Number present:	Number absent:
Theme of the lesson:	Lesson 10: Responding to the Opponent's Arguments	

Learning Objectives:		Learn strategies for responding to the arguments presented by their opponents in debates. Practice formulating rebuttals and counterarguments. Understand how to strengthen their own position while weakening the opposition’s argument.		
Lesson objectives:		Students will identify different methods of responding to an opponent’s argument. Students will practice crafting rebuttals and counterarguments using evidence and logical reasoning. Students will develop the ability to remain calm and respectful while addressing opposing viewpoints.		
Lesson Procedure				
Planned timings	Planned activities	Learners’ activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet the students and introduce the lesson by asking how they feel about responding to opposing arguments.	Student Activity: Ask students to reflect on a time when they had to disagree with someone. How did they respond? What strategies did they use to make their case?	 evaluated by the method. Assessment: Quick check on students’ understanding of the importance of responding to counterargument s in a debate.	Resources: Interactive whiteboard Presentation slides with key strategies for responding to arguments.
Middle (35 min) 	Task 1: Understanding Different Methods of Responding to Arguments Task: Ask students to break down an example argument and suggest a way to respond. For example, if the opponent argues, "Social media is harmful because it causes mental health problems," how can we respond? Example: Opponent’s Argument: "Social media is harmful to mental health because it causes depression and anxiety." Possible Response: "While some studies show a correlation between social media and mental health issues, others suggest that the problem lies more in the way social media is used rather than the platform itself. For example, using social media for social connection	Student Activity: Students discuss and suggest ways to respond to an example opponent’s argument.	 evaluated by the method. Assessment: Assess students based on their ability to identify and describe effective methods of responding to arguments.	Individual Work  Resources: Handouts on different rebuttal techniques. Examples of refutation and counterargume nts Group Work 





	<p>can actually help reduce feelings of isolation."</p> <p>Question: "What are the benefits of using a counterargument to respond to an opponent's claim?"</p> <p>Answer: Counterarguments introduce new perspectives that may weaken the opponent's position and provide an alternative view, making your argument more convincing.</p> <p>Descriptor: Students will identify and describe different methods of responding to an opponent's argument.</p>			
	<p>Task 2: Crafting Rebuttals and Counterarguments</p> <p>Task: Provide students with an opponent's argument and ask them to write a rebuttal and counterargument. For example:</p> <p>Opponent's Argument: "Online learning is less effective than traditional learning because it lacks face-to-face interaction."</p> <p>Student's Task: Craft a rebuttal and counterargument, using evidence and reasoning to support the opposing position.</p> <p>Example:</p> <p>Rebuttal: "While face-to-face interaction is valuable, research has shown that online learning can be equally effective when well-designed, offering greater flexibility and accessibility to students."</p> <p>Counterargument: "Additionally, online learning platforms often use interactive tools and technologies, such as video conferences, discussion forums, and group projects, which foster communication and engagement."</p> <p>Question: "What makes a rebuttal effective in weakening the opponent's argument?"</p> <p>Answer: An effective rebuttal directly addresses the opponent's points and provides strong, evidence-backed</p>	<p>Student Activity: Students write and share their rebuttals and counterarguments in pairs or small groups, providing feedback to one another.</p>	 <p>evaluated by the method.</p> <p>Assessment: Evaluate the strength and clarity of students' rebuttals and counterarguments, ensuring they are based on logical reasoning and evidence.</p>	<p>Individual Work</p>  <p>Resources: Rebuttal and counterargument worksheets. Access to research materials for evidence.</p> <p>Group Work</p> 







	<p>counterpoints that weaken the validity of the original argument.</p> <p>Descriptor: Students will practice crafting rebuttals and counterarguments based on an opponent's position.</p>			
	<p>Task 3: Practicing Rebuttals in a Mini-Debate</p> <p>Task: Divide students into pairs and assign them opposing debate topics (e.g., "Should school uniforms be mandatory?" or "Is social media beneficial for society?"). Each student will present a brief argument, and their partner will then practice delivering a rebuttal. Students should aim to keep their responses concise and based on logic and evidence.</p> <p>Example: Debate Topic: "Should plastic bags be banned?" Student A (Argument): "Plastic bags are harmful to the environment because they take hundreds of years to decompose and cause pollution." Student B (Rebuttal): "While plastic bags do pose environmental risks, banning them without providing alternatives might harm low-income families who rely on cheap plastic bags for basic needs. A better solution would be to promote reusable bags and improve recycling systems." Question: "How can practicing rebuttals in a debate improve your skills for responding to real opponents?" Answer: Practicing rebuttals helps you think on your feet, organize your thoughts quickly, and respond effectively to opposing arguments during a debate.</p> <p>Descriptor: Students will practice delivering rebuttals in a mini-debate, applying the skills and techniques learned in the lesson.</p>	<p>Student Activity: Students engage in mini-debates, practicing rebuttals and counterarguments in pairs.</p>	 <p>evaluated by the method.</p> <p>Assessment: Assess students based on how effectively they deliver rebuttals and respond to their opponent's arguments in the mini-debate.</p>	<p>Individual Work</p>  <p>Resources: Timer for managing speaking time. Debate topic cards for practice.</p> <p>Group Work</p> 
End of the Lesson	<p>Summary: Recap the key strategies for responding to an opponent's arguments: refutation,</p>	<p>Student Activity: Students reflect on what they learned about responding to</p>	<p>Feedback: Ask students for feedback on how they feel</p>	<p>Resources: Rebuttal and counterargument guidelines for</p>





	<p>counterarguments, undermining evidence, and questioning assumptions.</p> <p>Emphasize the importance of remaining calm, logical, and respectful when addressing opposing viewpoints.</p> <p>Homework:</p> <p>Assign students to prepare a rebuttal for a given debate topic, focusing on using evidence and reasoning to disprove an opponent's argument.</p>	<p>opposing arguments and how they can improve their rebuttal skills.</p>	<p>about rebuttals and whether they feel more confident in responding to opposing arguments.</p>	<p>homework.</p> <p>Rubric for evaluating rebuttal skills.</p> 
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ҚЫСҚА МЕРЗІМДІ ЖОСПАР

Сабақ № 11

Unit:		Section II: Preparing for Debates and Practical Skills		
Date:		Teacher's Name:		
Grade:		Number present:		Number absent:
Theme of the lesson:		Lesson 11: Managing Emotions in a Debate		
Learning Objectives:		Learn the importance of managing emotions during a debate. Understand techniques for staying calm and composed when faced with strong opposition. Practice controlling emotions while debating in a respectful and professional manner.		
Lesson objectives:		Students will identify common emotional triggers in debates. Students will learn techniques to stay calm and composed when faced with emotional or challenging arguments. Students will practice responding to debates while managing their emotions.		
Lesson Procedure				
Planned timings	Planned activities	Learners' activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet students and introduce the topic of managing emotions during debates. Ask how they feel about debates in general, especially when the conversation becomes heated.	Student Activity: Have students reflect on a time when they became emotional during a debate or disagreement. What happened, and how did it affect the outcome?	 evaluated by the method. Assessment: Quick check on students' experiences with emotions in debates. Ask, "What emotions do you think are most common during debates?"	Resources: Interactive whiteboard Presentation slides on managing emotions in debates.
Middle (35 min)	Task 1: Understanding Emotional Triggers in Debates Task: Ask students to brainstorm what might trigger strong emotional reactions in a debate (e.g., unfair	Student Activity: Students participate in a discussion, brainstorming potential emotional	 evaluated by the method.	Individual Work 






	<p>arguments, personal attacks). Discuss how these emotions can impact the quality of the debate.</p> <p>Example: Example 1: An opponent says, "You clearly don't understand the topic because of your lack of experience." This personal attack may trigger frustration or anger.</p> <p>Question: "What emotional triggers might occur in a debate, and how can they affect your performance?"</p> <p>Answer: Emotional triggers like personal attacks or false information can cause frustration, stress, or defensiveness, leading to less effective communication and arguments.</p> <p>Descriptor: Students will identify common emotional triggers in debates and discuss how they can impact performance.</p>	<p>triggers in debates and sharing how these could impact their performance.</p>	<p>Assessment: Assess students based on their ability to identify emotional triggers and understand their impact on debating effectiveness.</p>	<p>Resources: Handouts listing common emotional triggers in debates. Group brainstorming activity guidelines.</p> <p>Group Work </p>
	<p>Task 2: Techniques for Managing Emotions Task: Students will practice the breathing technique together. Ask them to sit comfortably, take a deep breath, hold for a few seconds, and slowly exhale. Repeat this process three times. Encourage them to use this technique during their debates to manage stress.</p> <p>Example: Example 2: When feeling attacked, instead of responding immediately, take a deep breath, focus on the argument, and then respond logically and respectfully.</p> <p>Question: "How can breathing and focusing on the argument help you stay calm in a heated debate?"</p> <p>Answer: Deep breathing helps to calm the nervous system, and focusing on the argument keeps the mind on the task at hand, avoiding emotional escalation.</p> <p>Descriptor:</p>	<p>Student Activity: Students practice breathing techniques and self-talk strategies to manage emotions during debates.</p>	<p> evaluated by the method. Assessment: Observe how well students engage with the emotional management techniques, especially the breathing practice.</p>	<p>Individual Work </p> <p>Resources: Breathing technique guide. Examples of positive self-talk for managing emotions in debates.</p> <p>Group Work </p>

	Students will practice emotional management techniques such as deep breathing and positive self-talk.			
	<p>Task 3: Practicing Calm and Composed Debate Responses</p> <p>Task: Students will participate in a short mock debate, practicing their ability to respond calmly to emotionally charged arguments. One student will present an argument, and the other will practice delivering a composed rebuttal, using the emotional management techniques discussed.</p> <p>Example:</p> <p>Example 3:</p> <p>Opponent: “You clearly don’t know what you’re talking about.”</p> <p>Response: “I understand you disagree, but I’d like to focus on the evidence supporting my point, which shows...”</p> <p>Question:</p> <p>"Why is it important to stay calm when responding to personal attacks in a debate?"</p> <p>Answer:</p> <p>Staying calm helps maintain the professionalism of the debate, ensures that you stay focused on the topic, and prevents you from reacting emotionally, which can weaken your argument.</p> <p>Descriptor:</p> <p>Students will practice delivering calm, composed responses during a mock debate.</p>	<p>Student Activity:</p> <p>Students participate in a mock debate, practicing calm and composed responses to emotionally charged arguments.</p>	 evaluated by the method. <p>Assessment:</p> <p>Assess students on how effectively they manage their emotions during their rebuttals, focusing on clarity, respect, and professionalism.</p>	<p>Individual Work</p>  <p>Resources:</p> <p>Debate scenario cards.</p> <p>Rubric for evaluating composure during debate responses.</p> <p>Group Work</p> 
End of the Lesson	<p>Summary:</p> <p>Recap the techniques for managing emotions during debates: breathing techniques, positive self-talk, focusing on the argument, and staying respectful.</p> <p>Emphasize the importance of staying calm and logical in order to present strong, persuasive arguments.</p> <p>Homework:</p> <p>Assign students to prepare for a debate on a given topic. They should incorporate emotional management techniques into their preparation and plan how to stay calm during the</p>	<p>Student Activity:</p> <p>Students reflect on their experience of practicing emotional management techniques and how they can apply these strategies in their debates.</p>	<p>Feedback:</p> <p>Ask students how they feel about using the techniques learned today in their future debates and if they feel more confident managing their emotions.</p>	<p>Resources:</p> <p>Emotional management strategy checklist for homework.</p> <p>Rubric for evaluating calm and composed responses in debates.</p>





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ҚЫСҚА МЕРЗІМДІ ЖОСПАР


Сабақ № 12

Unit:		Section II: Preparing for Debates and Practical Skills		
Date:		Teacher's Name:		
Grade:		Number present:		Number absent:
Theme of the lesson:		Lesson 12: Review: Preparing for a Debate		
Learning Objectives:		Review the key steps involved in preparing for a debate. Reinforce their understanding of how to structure arguments, conduct research, and anticipate counterarguments. Practice applying the steps to prepare for a mock debate.		
Lesson objectives:		Students will review the stages of preparing for a debate (selecting a topic, researching, organizing arguments, preparing rebuttals). Students will strengthen their skills in argumentation and rebuttal by practicing preparation techniques. Students will participate in a mock debate to apply their preparation skills.		
Lesson Procedure				
Planned timings	Planned activities	Learners’ activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet the students and ask how they feel about the upcoming debates. What aspect of debate preparation do they find most challenging?	Student Activity: Ask students to share one key lesson they have learned about debate preparation.	<div>Басбармақ Басбармақ жоғарыға қарай = Мен түсіндім. Басбармақ төменге қарай = Мен түсінгендемын. Басбармақ тәмен қарай = Мен түсінбедім.</div> <div></div> <div>evaluated by the method.</div> <div>Assessment: Quick check on students’ understanding of the debate preparation process by asking questions like, “What are the first steps in preparing for a debate?”</div>	Resources: Interactive whiteboard Review slides summarizing the debate preparation process.
Middle (35 min) 	Task 1: Review of Key Steps in Preparing for a Debate Theory: Preparing for a debate involves several stages that contribute to a strong performance. The key steps in preparing for a debate are:	Student Activity: Students work in pairs to match the preparation steps with the descriptions.	<div>Басбармақ Басбармақ жоғарыға қарай = Мен түсіндім. Басбармақ төменге қарай = Мен түсінгендемын. Басбармақ тәмен қарай = Мен түсінбедім.</div> <div></div> <div>evaluated by the method.</div> <div>Assessment:</div>	<div></div> <div>Resources:</div>

<p>Choosing a Topic: Select a relevant, controversial, and researchable topic.</p> <p>Conducting Research: Gather credible evidence, facts, and statistics to support your arguments.</p> <p>Organizing Your Arguments: Structure your arguments logically (claim, evidence, reasoning).</p> <p>Preparing Rebuttals: Anticipate opposing arguments and prepare responses.</p> <p>Practicing Delivery: Rehearse the debate to ensure clear and confident delivery.</p> <p>Task: Ask students to work in pairs and match the debate preparation steps with the correct description. For example, "Choosing a Topic" = "Identifying a relevant issue with clear opposing views."</p> <p>Example:</p> <p>Choosing a Topic: "Should the use of plastic bags be banned?"</p> <p>Conducting Research: Gather statistics on plastic pollution and environmental damage.</p> <p>Organizing Arguments: Develop a claim (e.g., banning plastic bags is essential for reducing pollution), and support with facts and examples.</p> <p>Preparing Rebuttals: Anticipate opposition arguments (e.g., "Banning plastic bags will harm businesses") and develop responses.</p> <p>Question: "Why is it important to follow these steps systematically when preparing for a debate?"</p> <p>Answer: Following these steps ensures that your argument is well-supported, logical, and compelling. It also helps you anticipate and respond effectively to opposing views.</p> <p>Descriptor: Students will review and match each step of the debate preparation process with its corresponding activity.</p>		<p>Assess students based on their ability to correctly match the preparation steps with their descriptions.</p>	<p>Handouts summarizing the steps in debate preparation. PowerPoint slides for matching exercise.</p> <p>Group Work</p> 
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	<p>Task 2: Organizing an Argument and Rebuttal</p> <p>Theory: Organizing an argument and preparing rebuttals are essential for success in a debate. A strong argument follows a clear structure:</p> <p>Claim: State your main argument clearly.</p> <p>Evidence: Provide factual support, such as statistics, studies, or expert opinions.</p> <p>Reasoning: Explain how the evidence supports your claim. Rebuttals involve addressing and countering the opponent's arguments. Effective rebuttals require: Acknowledging the opponent's point. Disputing or refuting their argument using evidence and reasoning.</p> <p>Task: Give students a topic (e.g., "Should school uniforms be mandatory?") and ask them to outline one strong argument (claim, evidence, reasoning) and one rebuttal (disputing a common counterargument).</p> <p>Example: Claim: "School uniforms should be mandatory to reduce bullying based on clothing choices." Evidence: "A study by the National Association of School Psychologists found that students who wear uniforms report less bullying." Reasoning: "Uniforms eliminate the pressure to wear expensive or trendy clothing, which reduces social comparison and bullying." Rebuttal: "Some argue that uniforms restrict individuality. However, the goal of school uniforms is to create a focused academic environment, where students are judged based on their academic performance rather than appearance." Question: "Why is it important to include both evidence and reasoning in your argument?" Answer: Evidence supports your claim with</p>	<p>Student Activity: Students organize a strong argument and prepare a rebuttal for a given topic.</p>	<p>Басбармақ Басбармақ жасағыңа қарап « Мені түсінімді. Басбармақ жасағыңа « Мені түсінімді. Басбармақ жасағыңа « Мені түсінімді.</p>  <p>evaluated by the method.</p> <p>Assessment: Assess students on how well they structure their argument and the strength of their rebuttal.</p>	<p>Individual Work</p>  <p>Resources: Argument and rebuttal outline templates. Research materials for gathering evidence.</p> <p>Group Work</p> 
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	<p>facts, while reasoning explains why the evidence is relevant, making your argument more convincing.</p> <p>Descriptor: Students will organize an argument with evidence and reasoning and prepare a rebuttal for the opposing side.</p>			
	<p>Task 3: Practicing Debate Preparation in Pairs</p> <p>Theory: Practicing debate preparation in pairs helps reinforce the skills learned in the previous tasks. It allows students to simulate real debate conditions, test their arguments, and practice rebuttals in a supportive environment.</p> <p>During the preparation phase, students should:</p> <ul style="list-style-type: none"> Review their argument and research. Prepare rebuttals for likely counterarguments. Practice delivering their argument clearly and confidently. <p>Task: Pair students up and have them practice presenting their arguments and rebuttals to each other. Each student should have 3 minutes to present their argument, followed by a 2-minute rebuttal from the other student.</p> <p>Example: Topic: "Should students have homework?" Student A (Argument): "Homework helps reinforce what students learn in school and improves time management skills." Student B (Rebuttal): "But homework can cause unnecessary stress and reduces time for extracurricular activities." Question: "How does practicing with a partner help you improve your debate skills?" Answer: Practicing with a partner allows you to test your arguments, receive immediate feedback, and refine your rebuttal techniques.</p>	<p>Student Activity: Students practice presenting their arguments and rebuttals in pairs.</p>	<p>Басбармақ</p> <p>Басбармақ жолыға қарай = Мен түсінемін. Басбармақ жолыға қарай = Мен түсіне алмаймын. Басбармақ жолыға қарай = Мен түсіне алмаймын.</p>  <p>evaluated by the method.</p> <p>Assessment: Evaluate students based on the clarity of their arguments, the strength of their rebuttals, and their ability to stay focused during their partner's response.</p>	<p>Individual Work</p>  <p>Resources: Timer for managing speaking time. Debate topic cards for practice.</p> <p>Group Work</p> 






	Descriptor: Students will practice presenting arguments and rebuttals in pairs, refining their speaking and rebuttal skills.			
End of the Lesson	Summary: Recap the key stages of preparing for a debate: selecting a topic, researching, organizing arguments, preparing rebuttals, and practicing delivery. Reinforce the importance of each stage in ensuring a strong, well-prepared debate performance. Homework: Assign students to complete their full debate preparation for the next class, including their argument, evidence, reasoning, and rebuttal for a given topic.	Student Activity: Students reflect on what they learned today and prepare for their next debate.	Feedback: Ask students for feedback on the lesson, focusing on what they found most useful in preparing for a debate.	Resources: Homework preparation checklist. Rubric for evaluating debate preparation. 


ҚЫСҚА МЕРЗІМДІ ЖОСПАР

Сабақ № 13

Unit:		Section III: Persuasion and Manipulation in Debates		
Date:		Teacher's Name:		
Grade:		Number present:		Number absent:
Theme of the lesson:		Lesson 13: Psychological Methods of Persuasion		
Learning Objectives:		Understand psychological methods used in persuasion, such as cognitive biases, emotional appeals, and social influence. Learn how to apply these methods ethically to strengthen their arguments in debates. Practice using psychological techniques in mock debates to persuade the audience effectively.		
Lesson objectives:		Students will explore different psychological methods of persuasion, including appeals to emotion, logic, and authority. Students will learn to identify cognitive biases that can affect decision-making and use them to strengthen their arguments. Students will practice incorporating psychological techniques in their debates to persuade effectively without manipulation.		
Lesson Procedure				
Planned timings	Planned activities	Learners’ activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet students and introduce the lesson by asking, “What do you think makes someone persuasive in a debate? Is it their arguments, their delivery, or how they connect with the audience emotionally?”	Student Activity: Ask students to recall a time when they were persuaded by someone. What made that person convincing?	Шапалақ әдісі арқылы бағалау  evaluated by the method. Assessment: Quick check on students’ familiarity with	Resources: Interactive whiteboard Presentation slides on psychological methods of persuasion.

			the concept of persuasion in debates.	
<p>Middle (35 min)</p> 	<p>Task 1: Understanding Psychological Methods of Persuasion</p> <p>Task: Students will work in pairs to define and identify examples of each psychological technique. For example:</p> <p>Appeal to Emotion: "A personal story about overcoming adversity to inspire others."</p> <p>Appeal to Logic: "A study showing the correlation between regular exercise and improved mental health."</p> <p>Appeal to Authority: "A quote from a renowned scientist supporting your point."</p> <p>Cognitive Bias: "Using social proof, such as stating that '95% of experts agree' on your topic."</p> <p>Question:</p> <p>"How can understanding psychological methods make your arguments more persuasive?"</p> <p>Answer:</p> <p>Understanding psychological methods allows you to appeal to both the emotional and logical sides of your audience, making your arguments more compelling and engaging.</p> <p>Descriptor:</p> <p>Students will define and identify examples of psychological techniques used in persuasion.</p>	<p>Student Activity:</p> <p>Students work in pairs to define and identify examples of each psychological method of persuasion.</p>	<p>Шапалақ әдісі арқылы бағалау</p>  <p>evaluated by the method.</p> <p>Assessment:</p> <p>Evaluate students based on their ability to define and provide examples of psychological persuasion techniques.</p>	<p>Individual Work</p>  <p>Resources:</p> <p>Handouts with definitions and examples of persuasion techniques. Visual aids explaining cognitive biases and emotional appeals.</p> <p>Group Work</p> 
	<p>Task 2: Exploring Cognitive Biases in Persuasion</p> <p>Task: Provide students with a scenario where they need to recognize and apply a cognitive bias to strengthen an argument. For example:</p> <p>Scenario: "You are debating whether to implement a new law for public health. The opponent presents data showing that similar laws failed in other countries."</p> <p>Strategy: Use Confirmation Bias by highlighting examples of</p>	<p>Student Activity:</p> <p>Students work on identifying cognitive biases in a given scenario and discuss how they can apply them to their arguments.</p>	<p>Шапалақ әдісі арқылы бағалау</p>  <p>evaluated by the method.</p> <p>Assessment:</p> <p>Assess students based on how effectively they apply cognitive biases to their argumentation.</p>	<p>Individual Work</p>  <p>Resources:</p> <p>List of cognitive biases with examples. Debate scenario cards for practice.</p> <p>Group Work</p>







	<p>successful public health policies in other countries to reinforce your point.</p> <p>Example:</p> <p>Confirmation Bias: "While some countries have struggled with similar policies, many others, such as [country], have seen significant improvements in public health due to this very type of law."</p> <p>Question:</p> <p>"How can cognitive biases be used in a debate to strengthen your argument?"</p> <p>Answer:</p> <p>Cognitive biases can be leveraged to influence the audience's perception and guide them toward your conclusion, often by reinforcing existing beliefs or appealing to social influence.</p> <p>Descriptor:</p> <p>Students will identify how cognitive biases can be used to strengthen an argument and apply them to a debate scenario.</p>			
	<p>Task 3: Practicing Persuasive Techniques in Debates</p> <p>Task: Divide the class into pairs and assign each pair a debate topic. One student will present the argument using psychological persuasion techniques, and the other will practice responding by countering the emotional or logical appeals. Afterward, they will switch roles.</p> <p>Example:</p> <p>Topic: "Should students be required to take physical education classes?"</p> <p>Student A (Using Persuasion Techniques): "Imagine how much healthier and happier students would be if they were required to take PE classes. Studies show that physical activity reduces stress and improves academic performance."</p> <p>Student B (Responding): "While that may be true, some students are not interested in physical education and may feel forced into it, which could lead to resentment rather than improved health."</p>	<p>Student Activity:</p> <p>Students practice presenting persuasive arguments using psychological techniques in pairs, followed by feedback from their partner.</p>	<p>Шапалак әдісі арқылы бағалау</p>  <p>evaluated by the method.</p> <p>Assessment:</p> <p>Assess students on their use of psychological techniques in their arguments and how well they incorporate emotional, logical, and authoritative appeals.</p>	<p>Individual Work</p>  <p>Resources:</p> <p>Debate topic cards.</p> <p>Rubric for evaluating persuasive debate techniques.</p> <p>Group Work</p> 



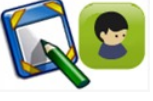





	<p>Question: "What makes using psychological persuasion techniques in debates more effective than simply presenting facts?"</p> <p>Answer: Psychological persuasion techniques appeal to the emotions and subconscious beliefs of the audience, making your argument more engaging and convincing.</p> <p>Descriptor: Students will practice using psychological persuasion techniques in their debate arguments and counterarguments.</p>			
End of the Lesson	<p>Summary: Recap the psychological methods of persuasion discussed in the lesson: emotional appeals (pathos), logical appeals (logos), authority appeals (ethos), and cognitive biases. Discuss how students can ethically apply these techniques to strengthen their arguments in debates.</p> <p>Homework: Assign students to prepare a short persuasive speech on a chosen topic, using at least two psychological persuasion techniques discussed in class.</p>	<p>Student Activity: Students reflect on how they can apply what they learned about persuasion to their future debates.</p>	<p>Feedback: Ask students for feedback on which psychological techniques they feel most confident using and which ones they would like to practice more.</p>	<p>Resources: Guidelines for persuasive speech preparation. Rubric for evaluating persuasive speeches.</p> 


ҚЫСҚА МЕРЗІМДІ ЖОСПАР

Сабақ № 14

Unit:		Section III: Persuasion and Manipulation in Debates		
Date:		Teacher's Name:		
Grade:		Number present:	Number absent:	
Theme of the lesson:		Lesson 14: Manipulation Techniques and How to Recognize Them		
Learning Objectives:		Understand the concept of manipulation in debates and how it differs from ethical persuasion. Learn common manipulation techniques used in debates. Gain skills to recognize and respond to manipulation in debates.		
Lesson objectives:		Students will identify common manipulation techniques used in debates. Students will learn how to differentiate between persuasion and manipulation. Students will practice recognizing manipulation techniques in sample debate scenarios and respond ethically.		
Lesson Procedure				
Planned	Planned activities		Learners' activities	Assessment
Resources				

timings				
<p>Beginning (5 min)</p> 	<p>Greeting: Greet the students and introduce the topic by asking, “Have you ever felt manipulated by someone in a debate or discussion? How did you feel, and what happened?”</p>	<p>Student Activity: Ask students to think of a time when they were persuaded in a way that didn’t feel entirely fair. What techniques were used?</p>	 <p>evaluated by the method. Assessment: Brief check on students’ understanding of the difference between persuasion and manipulation.</p>	<p>Resources: Interactive whiteboard Presentation slides defining manipulation and ethical persuasion.</p>
<p>Middle (35 min)</p> 	<p>Task 1: Understanding Manipulation Techniques Task: Ask students to break down each manipulation technique into its definition and an example. For instance: Ad Hominem: “You can’t trust Bob’s argument on climate change because he’s not a scientist.” False Dilemma: “Either we ban all plastic bags now, or our planet will be destroyed!” Example: Ad Hominem: "You’re wrong because you don’t have a degree in economics." False Dilemma: "Either we accept this law, or we will never see progress again." Question: "Why is it important to recognize manipulation techniques in debates?" Answer: Recognizing manipulation techniques allows us to maintain integrity, avoid being misled, and ensure that the debate stays focused on logic and ethics rather than unfair tactics. Descriptor: Students will identify manipulation techniques and provide examples of how they are used in debates.</p>	<p>Student Activity: Students work in pairs to define and identify manipulation techniques and give examples.</p>	 <p>evaluated by the method. Assessment: Evaluate students on their understanding of manipulation techniques and ability to provide relevant examples.</p>	<p>Individual Work</p>  <p>Resources: Handouts summarizing manipulation techniques with examples. Examples of debates or media clips showing manipulation.</p> <p>Group Work</p> 

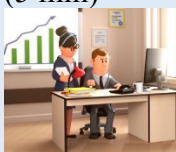





	<p>Task 2: Recognizing Manipulation in Debates</p> <p>Task: Present a few debate scenarios where students must identify which manipulation technique is being used. For example:</p> <p>Scenario 1: "We either let this new law pass, or the environment will collapse."</p> <p>Scenario 2: "You can't possibly understand this issue because you haven't been to law school like I have."</p> <p>Example:</p> <p>Scenario 1 uses the False Dilemma technique, presenting only two options when there are more choices available.</p> <p>Scenario 2 uses Ad Hominem, attacking the person's qualifications instead of addressing the argument.</p> <p>Question:</p> <p>"What might happen if we don't recognize and address manipulation techniques in debates?"</p> <p>Answer:</p> <p>If manipulation is not addressed, it can mislead the audience, distort the debate, and lead to unfair conclusions.</p> <p>Descriptor:</p> <p>Students will practice identifying manipulation techniques in sample debate scenarios.</p>	<p>Student Activity:</p> <p>Students discuss and identify manipulation techniques in provided debate scenarios.</p>	 <p>evaluated by the method.</p> <p>Assessment:</p> <p>Evaluate students based on how accurately they identify the manipulation techniques in the scenarios.</p>	<p>Individual Work</p>  <p>Resources:</p> <p>Debate scenario cards with examples of manipulation techniques. Rubric for evaluating identification of manipulation techniques.</p> <p>Group Work</p> 
	<p>Task 3: Ethical Responses to Manipulation</p> <p>Task: Students will practice responding to manipulation techniques in a mini-debate. One student will use a manipulation technique (e.g., Ad Hominem, Straw Man), and the other will respond by pointing out the manipulation and refocusing on the argument.</p> <p>Example:</p> <p>Opponent: "You can't trust her argument on climate change because she's not a scientist."</p> <p>Response: "While you may disagree with my qualifications, the facts and evidence presented by climate scientists all over the world support</p>	<p>Student Activity:</p> <p>Students practice debating, focusing on recognizing manipulation techniques and responding ethically.</p>	 <p>evaluated by the method.</p> <p>Assessment:</p> <p>Evaluate students based on their ability to recognize manipulation and respond effectively and respectfully.</p>	<p>Individual Work</p>  <p>Resources:</p> <p>Mini-debate scenario cards. Rubric for evaluating respectful responses to manipulation.</p> <p>Group Work</p> 





	<p>my point. Let's focus on the data, not the individuals."</p> <p>Question: "Why is it important to respond to manipulation in a calm and respectful manner?"</p> <p>Answer: Responding calmly and respectfully ensures that the debate remains focused on the issues and does not descend into personal attacks or unproductive arguments.</p> <p>Descriptor: Students will practice responding to manipulation with ethical rebuttals and return to logical argumentation.</p>			
End of the Lesson	<p>Summary: Recap the key manipulation techniques discussed in the lesson and the ethical ways to respond to them. Emphasize the importance of maintaining a respectful and logical approach in debates, regardless of manipulation tactics used by opponents.</p> <p>Homework: Assign students to prepare for a debate, identifying at least one manipulation technique they might encounter and planning how to respond ethically.</p>	<p>Student Activity: Students reflect on how they can ensure their debates remain ethical and free from manipulation.</p>	<p>Feedback: Ask students for feedback on the lesson and if they feel more confident in recognizing and responding to manipulation.</p>	<p>Resources: Homework guidelines for preparing for a debate, including identifying and responding to manipulation techniques. Rubric for evaluating ethical responses in debates.</p> 





ҚЫСҚА МЕРЗІМДІ ЖОСПАР


Сабақ № 15

Unit:	Section III: Persuasion and Manipulation in Debates	
Date:	Teacher's Name:	
Grade:	Number present:	Number absent:
Theme of the lesson:	Lesson 15: Using Emotional and Logical Arguments	
Learning Objectives:	<p>Understand the importance of emotional and logical arguments in debates.</p> <p>Learn how to effectively combine both emotional appeals (pathos) and logical appeals (logos) in their arguments.</p> <p>Practice using emotional and logical arguments in debate scenarios.</p>	
Lesson objectives:	<p>Students will identify emotional and logical arguments and understand when and how to use them effectively.</p> <p>Students will practice creating persuasive arguments that incorporate both emotional and logical appeals.</p> <p>Students will refine their ability to balance emotional appeals and</p>	

		logical reasoning in their debate arguments.		
Lesson Procedure				
Planned timings	Planned activities	Learners' activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet the students and introduce the lesson by asking, “In debates, what types of arguments do you think are most persuasive? Are emotional appeals as effective as logical ones?”	Student Activity: Have students reflect on the last debate or discussion they participated in. What emotional or logical arguments did they use?	 evaluated by the method. Assessment: Quick check on students' prior knowledge of emotional and logical appeals by asking, “Can you give an example of an emotional or logical argument from a debate?”	Resources: Interactive whiteboard Presentation slides outlining emotional and logical arguments.
Middle (35 min) 	Task 1: Understanding Emotional and Logical Appeals Theory: Emotional Appeal (Pathos): This involves persuading the audience by appealing to their emotions. Emotional appeals are often used to create a connection with the audience, evoke empathy, or generate passion. Example: A speech about animal cruelty might use graphic images or a touching story about a rescued animal to evoke feelings of sympathy. Logical Appeal (Logos): This involves persuading the audience through reason and evidence. Logical appeals focus on facts, statistics, and rational arguments. Example: A debate on climate change might present scientific data showing the rise in global temperatures and the impact of carbon emissions. Task: Ask students to work in pairs and brainstorm examples of emotional and logical arguments. They should identify situations	Student Activity: Students work in pairs to brainstorm examples of emotional and logical arguments and discuss where each would be most effective.	 evaluated by the method. Assessment: Assess students on their ability to correctly identify and explain emotional and logical appeals and provide relevant examples. Group brainstorming worksheet.	Individual Work  Resources: Handouts with definitions and examples of emotional and logical appeals. Group Work 

	<p>where emotional appeals would be more effective and situations where logical appeals would be more appropriate.</p> <p>Example Emotional Argument: “Think of the children who have to suffer because of climate change. We cannot allow our future generations to endure the consequences of our inaction.”</p> <p>Example Logical Argument: “Studies show that the global temperature has increased by 1.2°C over the last century, and continuing emissions are projected to raise this by another 2-3°C by 2100.”</p> <p>Question: "Why is it important to use both emotional and logical arguments in debates?"</p> <p>Answer: Emotional arguments help to connect with the audience on a personal level, while logical arguments provide credible evidence to support the speaker's position. Using both types of arguments ensures a balanced and persuasive case.</p> <p>Descriptor: Students will define emotional and logical appeals and provide examples of each in debate contexts.</p>			
	<p>Task 2: Balancing Emotional and Logical Appeals in Arguments</p> <p>Theory: While both emotional and logical appeals are important, it is crucial to balance them to ensure the argument remains persuasive and credible.</p> <p>The Importance of Balance: Too much emotion: The argument may appear manipulative or lacking in substance. Too much logic: The argument may come across as cold or detached, potentially alienating the audience.</p> <p>Task: Students will be given a debate topic (e.g., “Should social media be regulated?”). They will work in groups to create an argument that combines both emotional and logical appeals. Students will need to</p>	<p>Student Activity: Students work in groups to create a balanced argument, incorporating both emotional and logical appeals.</p>	 <p>Бағалау</p> <p>evaluated by the method.</p> <p>Assessment: Assess students on their ability to balance emotional and logical appeals in their arguments. Timer for managing time during group work.</p>	<p>Individual Work</p>  <p>Resources: Argument creation worksheet with sections for emotional and logical arguments.</p> <p>Group Work</p> 

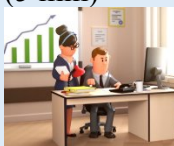





	<p>craft one emotional argument and one logical argument that supports their position.</p> <p>Example:</p> <p>Emotional Argument: “Think about the teenagers who are exposed to harmful content on social media. It affects their mental health, and we must protect them.”</p> <p>Logical Argument: “According to a study by the American Psychological Association, over 60% of teenagers report feeling anxious or depressed due to social media use, which has been linked to a lack of regulation on harmful content.”</p> <p>Question:</p> <p>"How can you ensure that your emotional appeal doesn't overshadow your logical argument?"</p> <p>Answer:</p> <p>By ensuring that the emotional appeal complements the logical argument and reinforces it without replacing or distracting from the evidence and reasoning.</p> <p>Descriptor:</p> <p>Students will create an argument using both emotional and logical appeals, ensuring a balanced approach.</p>			
	<p>Task 3: Practice Debate – Using Emotional and Logical Appeals Theory:</p> <p>The best way to strengthen your skills in using emotional and logical appeals is through practice. In this task, students will practice delivering their arguments in a mini-debate, using both types of appeals.</p> <p>Task: Divide the class into pairs and assign each pair a debate topic (e.g., “Should schools implement year-round schooling?” or “Is online learning as effective as in-person learning?”). Students will each have 3 minutes to present their argument, using both emotional and logical appeals. Afterward, the other student will give a rebuttal.</p> <p>Example:</p> <p>Student A (Argument): “Year-</p>	<p>Student Activity:</p> <p>Students engage in mini-debates, presenting their arguments using both emotional and logical appeals.</p>	 <p>evaluated by the method.</p> <p>Assessment:</p> <p>Assess students based on their use of emotional and logical appeals, the clarity of their arguments, and their ability to respond effectively to the rebuttal.</p>	<p>Individual Work</p>  <p>Resources:</p> <p>Debate topic cards. Timer for managing speaking time.</p> <p>Group Work</p> 








	<p>round schooling could reduce student stress by providing more breaks and preventing burnout during the summer months. Imagine the positive impact on students' mental health." (Emotional)</p> <p>"Research from the National Education Association shows that year-round schooling improves retention rates and reduces summer learning loss." (Logical)</p> <p>Question:</p> <p>"Why is it helpful to use both emotional and logical arguments in a live debate?"</p> <p>Answer:</p> <p>It ensures that your argument is both engaging and credible, increasing your chances of persuading your audience.</p> <p>Descriptor:</p> <p>Students will practice using both emotional and logical appeals in a live debate setting.</p>			
End of the Lesson	<p>Summary:</p> <p>Recap the key points discussed in the lesson: the difference between emotional and logical appeals, how to balance them effectively, and their role in strengthening arguments. Emphasize the importance of combining both types of appeals in a debate to make your argument more persuasive and well-rounded.</p> <p>Homework:</p> <p>Assign students to prepare a debate on a given topic, ensuring that they use both emotional and logical appeals in their argument. They should bring their written arguments to the next class.</p>	<p>Student Activity:</p> <p>Students reflect on the debate practice, asking themselves how they can improve their balance of emotional and logical appeals in future debates.</p>	<p>Feedback:</p> <p>Ask students for feedback on the lesson and if they feel more confident in using both emotional and logical appeals in their debates.</p>	<p>Resources:</p> <p>Homework guidelines for preparing a balanced debate argument. Rubric for evaluating debate performance.</p> 


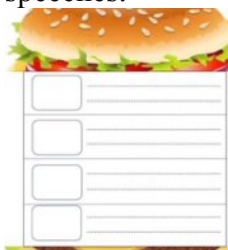
ҚЫСҚА МЕРЗІМДІ ЖОСПАР

Сабақ № 16

Unit:	Section III: Persuasion and Manipulation in Debates		
Date:	Teacher's Name:		
Grade:	Number present:	Number absent:	
Theme of the lesson:	Lesson 16: Managing the Audience During Persuasion		
Learning Objectives:	Understand the importance of managing and engaging the audience during persuasion. Learn strategies for connecting with and influencing the audience during a debate.		

		Practice applying these strategies in mock debates.		
Lesson objectives:		Students will explore different techniques for managing the audience’s attention and emotions during persuasive debates. Students will practice using verbal and non-verbal communication techniques to engage their audience effectively. Students will gain confidence in adjusting their approach based on the audience's reactions.		
Lesson Procedure				
Planned timings	Planned activities	Learners’ activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet the students and introduce the topic by asking, "What makes a speech or debate engaging? How do you think the speaker can influence the audience's opinions during a debate?"	Student Activity: Have students share examples of debates or public speeches they’ve seen where the speaker effectively managed the audience.	 evaluated by the method. Assessment: Brief check on students’ understanding of the role of the audience in persuasive debates.	Resources: Interactive whiteboard Presentation slides outlining key strategies for managing the audience during persuasion.
Middle (35 min) 	Task 1: Understanding Audience Engagement Techniques Task: Students will brainstorm and discuss in pairs how they have seen these techniques used effectively in public speaking or debates. Afterward, they will each give an example of how they might use one of these techniques in a debate. Example: Eye Contact: “When discussing the importance of voting in elections, I would look at different sections of the audience to create a personal connection.” Varying Tone and Pace: “When delivering an important point, I would slow down and use a lower tone to emphasize its significance.” Question: "Why is it important to use body language and tone to engage the audience?" Answer: Body language and tone help keep the audience focused, convey emotion, and make the speech more dynamic, ensuring the message is not	Student Activity: Students work in pairs to brainstorm and discuss techniques, then share their examples with the class.	 evaluated by the method. Assessment: Evaluate students based on their understanding and examples of audience engagement techniques.	 Resources: Handouts on audience engagement techniques. Visual aids illustrating body language and vocal modulation. Group Work 






	lost. Descriptor: Students will identify and describe various audience engagement techniques used in persuasive arguments.			
	<p>Task 2: Applying Audience Management Techniques Task: Students will practice responding to a "distracted" audience. One student will present an argument (e.g., "Should schools adopt a four-day workweek?"), while the other student will pretend to be distracted (e.g., looking away, checking their phone, yawning). The presenter must then adjust their approach using one of the techniques discussed (e.g., using humor, asking a rhetorical question, or adjusting their tone) to regain the audience's attention.</p> <p>Example: If the audience seems disengaged, the speaker could say, "I know we all have busy schedules, but imagine how much more time we could spend with family if we only had to work four days a week!"</p> <p>Question: "What should you do if you notice that your audience is not responding to your argument?"</p> <p>Answer: You should adjust your delivery style, possibly using techniques like asking a question, changing your tone, or introducing an emotional appeal to refocus the audience's attention.</p> <p>Descriptor: Students will practice adapting their arguments and delivery based on audience feedback to maintain engagement.</p>	<p>Student Activity: Students practice engaging a distracted audience and adjusting their delivery to maintain their attention.</p>	 <p>evaluated by the method. Assessment: Evaluate students based on their ability to adapt their presentation style and engage a distracted audience.</p>	<p>Individual Work</p>  <p>Resources: Debate scenario cards for practicing audience management. Timer for managing time during practice.</p> <p>Group Work</p> 
	<p>Task 3: Mock Debate – Managing the Audience Task: In small groups, students will participate in a mock debate on a topic of their choice. Each student must present their argument, ensuring they use at least two</p>	<p>Student Activity: Students participate in mock debates, focusing on using audience engagement techniques.</p>	 <p>evaluated by the method. Assessment:</p>	<p>Individual Work</p>  <p>Resources: Timer for</p>


	<p>audience engagement techniques discussed in class. After each presentation, the rest of the group will give feedback on how well the presenter managed the audience.</p> <p>Example: Topic: "Should technology be integrated into all aspects of education?" The debater might use eye contact with various audience members and incorporate a personal story about how technology helped them learn a new skill. Question: "How does audience management impact the effectiveness of your argument in a debate?" Answer: Effective audience management ensures that the audience remains engaged, which helps the speaker communicate their message more persuasively and makes the argument more memorable. Descriptor: Students will practice presenting arguments while using techniques to manage and engage the audience.</p>		<p>Assess students on their ability to use audience management techniques and the effectiveness of their delivery.</p>	<p>managing speaking time. Rubric for evaluating debate performance and audience management.</p> <p>Group Work</p> 
End of the Lesson	<p>Summary: Recap the key points: the importance of managing the audience, using emotional and logical appeals, and adjusting your approach based on audience feedback. Emphasize that effective audience management can significantly improve the persuasiveness of a debate.</p> <p>Homework: Assign students to prepare a short persuasive speech on a topic of their choice. They should use at least two techniques to engage the audience during their delivery.</p>	<p>Student Activity: Students reflect on how they can incorporate audience engagement techniques into their debates and speeches.</p>	<p>Feedback: Ask students for feedback on the lesson. How confident do they feel about engaging their audience during debates?</p>	<p>Resources: Speech preparation guidelines for homework. Rubric for evaluating audience engagement in persuasive speeches.</p> 





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


Сабақ № 17


Unit:	Section III: Persuasion and Manipulation in Debates
Date:	Teacher's Name:

Grade:		Number present:	Number absent:	
Theme of the lesson:		Lesson 17: Targeted Arguments for a Specific Audience		
Learning Objectives:		Understand the importance of tailoring arguments to suit the audience’s characteristics. Learn how to identify the values, needs, and expectations of different audiences. Practice creating and delivering targeted arguments based on the specific characteristics of an audience.		
Lesson objectives:		Students will learn to identify the key characteristics of an audience that can influence the type of argument presented (e.g., values, interests, knowledge level). Students will develop skills to create arguments that resonate with specific audiences. Students will practice delivering arguments aimed at different audiences, adjusting their approach as needed.		
Lesson Procedure				
Planned timings	Planned activities	Learners’ activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet the students and introduce the topic of the lesson by asking, “In debates, why is it important to consider who your audience is? How does knowing your audience influence the way you present your argument?”	Student Activity: Ask students to think about a time they heard an argument that really resonated with them. What was it about the argument or the speaker that made it effective?	 evaluated by the method. Assessment: Briefly assess students' understanding of audience awareness in debates. Ask, "What do you think would happen if a speaker doesn’t consider their audience’s values or background?"	Resources: Interactive whiteboard Presentation slides with examples of audience-targeted arguments.
Middle (35 min) 	Task 1: Identifying the Audience Theory: Why Know Your Audience?: Tailoring your argument to your audience’s values, needs, and expectations ensures that your message resonates with them. Effective speakers adjust their tone, content, and style based on who they are speaking to. Characteristics to Consider: Demographics: Age, gender, cultural background, profession,	Student Activity: Students work in pairs to brainstorm and adapt arguments based on their assigned audience type.	 evaluated by the method. Assessment: Evaluate students based on their ability to identify the audience's values and interests and	 Resources: Handouts with audience demographics and psychographics. Example debate

<p>education level, etc.</p> <p>Psychographics: Interests, values, attitudes, and beliefs.</p> <p>Knowledge Level: Is the audience familiar with the topic, or do they need background information?</p> <p>Emotional State: Is the audience likely to be receptive, skeptical, or emotional?</p> <p>Task: Ask students to divide into pairs. Provide each pair with a sample audience type (e.g., teenagers, business professionals, environmental activists, etc.). Have them brainstorm how the argument for the topic “Should the government regulate social media?” would change based on their assigned audience. Students should consider:</p> <p>What values or concerns does the audience have?</p> <p>What tone or language would be most appropriate?</p> <p>What specific examples or evidence would resonate most with them?</p> <p>Example:</p> <p>Audience: Teenagers</p> <p>Argument: "Social media regulation is essential to protect your mental health and privacy. With constant online pressures, it's important that the government ensures your safety on these platforms."</p> <p>Audience: Business Professionals</p> <p>Argument: "Government regulation of social media will foster a fair marketplace, prevent monopolies, and ensure that business data is protected from misuse."</p> <p>Question:</p> <p>"Why is it important to adjust your argument based on the audience's values and interests?"</p> <p>Answer:</p> <p>Adjusting your argument ensures that your message is relevant to the audience, increasing the likelihood that they will be persuaded and engaged.</p> <p>Descriptor:</p> <p>Students will identify the key characteristics of their audience and</p>		<p>adjust their arguments accordingly.</p>	<p>topics and scenarios for audience analysis.</p> <p>Group Work</p> 
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	adjust the argument to fit their specific needs.			
	<p>Task 2: Developing Targeted Arguments</p> <p>Theory: Once you have identified your audience, you need to develop arguments that resonate with them. To do this, consider:</p> <p>Appealing to Shared Values: Use values and beliefs that the audience shares to make the argument more relatable.</p> <p>Providing Relevant Evidence: Use data, statistics, or examples that are particularly meaningful to the audience.</p> <p>Adjusting the Emotional Appeal: Depending on the audience, you might emphasize different emotional appeals (fear, empathy, hope, etc.).</p> <p>Simplifying Complex Ideas: Tailor your language to the audience's knowledge level, explaining complex ideas in a way that resonates with them.</p> <p>Task: In small groups, students will be given a new topic (e.g., "Should schools implement a four-day workweek?"). Each group will choose a specific audience (e.g., teachers, students, parents) and develop an argument tailored to that audience. They should focus on: What key points would be most persuasive for this audience? What evidence or examples would be most relevant? How can the argument be framed to appeal to this specific audience's values and concerns?</p> <p>Example: Audience: Teachers Argument: "A four-day workweek would reduce teacher burnout, increase job satisfaction, and improve the quality of education by allowing teachers more time for planning and self-care." Audience: Parents Argument: "A four-day school week allows children more time to rest and</p>	<p>Student Activity: Students develop a targeted argument in small groups, tailoring it to the audience assigned.</p>	 <p>evaluated by the method.</p> <p>Assessment: Evaluate the quality and relevance of the targeted argument, ensuring that it aligns with the audience's concerns and values.</p>	<p>Individual Work</p>  <p>Resources: Argument development templates. Rubric for evaluating targeted arguments.</p> <p>Group Work</p> 







	<p>engage in extracurricular activities, which can improve their overall well-being and academic performance."</p> <p>Question: "How does knowing your audience's concerns help you build a stronger argument?"</p> <p>Answer: By addressing the audience's specific needs or concerns, you make the argument more relevant, personal, and compelling, which increases the chance of persuading them.</p> <p>Descriptor: Students will create a targeted argument based on a given audience type and a specific debate topic.</p>			
	<p>Task 3: Presenting Targeted Arguments</p> <p>Theory: Presenting targeted arguments requires effective communication skills. Adjusting your delivery style based on the audience can enhance the effectiveness of your argument.</p> <p>Tone and Language: Use the appropriate tone and language to match the audience (formal for business professionals, casual for teenagers, etc.).</p> <p>Use of Examples and Stories: Personalize your argument with examples or stories that your audience can relate to.</p> <p>Engaging the Audience: Ask questions, use humor, or evoke emotions to keep the audience engaged.</p> <p>Task: Students will present their targeted arguments to the class, who will act as the assigned audience. After each presentation, the class will give feedback on how well the argument was tailored to the audience, focusing on: The relevance of the points made. The use of appropriate evidence and examples. The engagement of the audience during the presentation.</p>	<p>Student Activity: Students present their targeted arguments to the class and receive feedback.</p>	<p>"Бағдаршам" әдісімен өзін - өзі бағалау</p>  <p>evaluated by the method.</p> <p>Assessment: Evaluate students on the effectiveness of their presentation, including how well they adapt to the audience and how persuasive their argument is.</p>	<p>Individual Work</p>  <p>Group Work</p> 

	<p>Example: Audience: Students Argument: "Imagine having an extra day off every week. A four-day workweek can reduce stress and allow you to focus better during class, ultimately improving your grades and mental health." Question: "Why is it important to adjust your presentation style, not just your content, for different audiences?" Answer: The way you present your argument—your tone, pace, and body language—can either engage or disengage the audience. Adapting to their expectations ensures they receive your message more effectively. Descriptor: Students will practice presenting their tailored arguments, adjusting their style and tone to suit the audience.</p>			
End of the Lesson	<p>Summary: Recap the importance of knowing your audience and tailoring your arguments to their specific needs, values, and expectations. Emphasize that successful persuasion is not just about the message, but how it's delivered based on who's listening. Homework: Assign students to prepare a persuasive speech on a new topic, ensuring that they tailor their argument to a specific audience (e.g., "Should schools implement later start times?" for students or parents).</p>	<p>Student Activity: Students reflect on how they might apply the techniques learned today in real-world situations or upcoming debates.</p>	<p>Feedback: Ask students for feedback on which techniques they found most helpful for targeting an audience and adapting their arguments.</p>	<p>Resources: Speech preparation guidelines for homework. Rubric for evaluating targeted arguments and presentations.</p> 





ҚЫСҚА МЕРЗІМДІ ЖОСПАР





Сабақ № 18


Unit:	Section III: Persuasion and Manipulation in Debates		
Date:	Teacher's Name:		
Grade:	Number present:	Number absent:	
Theme of the lesson:	Lesson 18: Review: Persuasion and Manipulation		
Learning Objectives:	Review the concepts of persuasion and manipulation in debates. Reinforce their understanding of ethical persuasion techniques and how to avoid manipulation. Practice applying their knowledge by identifying persuasion and		

	manipulation techniques in sample scenarios and using them in their own debates.			
Lesson objectives:	Students will revise the different types of persuasion and manipulation techniques used in debates. Students will practice distinguishing between ethical persuasion and manipulation. Students will participate in a mock debate, applying the concepts of persuasion and manipulation in real-life scenarios.			
Lesson Procedure				
Planned timings	Planned activities	Learners' activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet the students and introduce the lesson by asking, “What do you remember about the difference between persuasion and manipulation in debates? Why is it important to understand the difference?”	Student Activity: Ask students to recall a time when they experienced persuasive or manipulative arguments, either in debates or other discussions.	 evaluated by the method. Assessment: Quick review of key concepts related to persuasion and manipulation, asking questions like, “Can someone define persuasion and manipulation in the context of a debate?”	Resources: Interactive whiteboard PowerPoint slides summarizing key concepts of persuasion and manipulation.
Middle (35 min) 	Task 1: Review of Persuasion and Manipulation Techniques Theory: Persuasion is the use of logical reasoning, evidence, and emotional appeals to convince the audience to accept a certain viewpoint. It is ethical and respects the audience’s intelligence and choice. Manipulation , on the other hand, uses deceptive tactics to control or influence the audience without regard for fairness. It often involves misrepresenting facts, appealing to irrelevant emotions, or using logical fallacies. Key Persuasion Techniques: Emotional Appeal (Pathos): Connecting with the audience’s emotions to persuade them.	Student Activity: Students work in pairs to analyze debate statements and identify whether they use persuasion or manipulation techniques.	 evaluated by the method. Assessment: Evaluate students on their ability to identify the techniques and justify whether they are persuasive or manipulative.	Individual Work  Resources: Handouts with sample debate statements and a chart for identifying techniques. Group Work 

	<p>Logical Appeal (Logos): Using facts, statistics, and sound reasoning to make the argument more credible.</p> <p>Appeal to Authority (Ethos): Citing experts or credible sources to strengthen the argument.</p> <p>Key Manipulation Techniques:</p> <p>Ad Hominem: Attacking the person making the argument instead of addressing the argument itself.</p> <p>False Dilemma: Presenting only two extreme options when more exist.</p> <p>Straw Man: Misrepresenting the opponent's argument to make it easier to attack.</p> <p>Appeal to Fear: Using fear to manipulate the audience's emotions and decision-making.</p> <p>Bandwagon Fallacy: Encouraging the audience to accept an argument because "everyone else is doing it."</p> <p>Task: In pairs, students will review a list of debate statements or arguments (from previous lessons or examples) and identify whether they are using persuasion or manipulation. For each statement, students will:</p> <p>Explain the technique used (e.g., emotional appeal, false dilemma, ad hominem).</p> <p>Discuss whether the technique is ethical or manipulative.</p> <p>Example:</p> <p>Statement 1: "We need to ban all plastic bags, or our planet will be destroyed!"</p> <p>Technique: Appeal to Fear (Manipulation)</p> <p>Explanation: The argument uses fear without providing reasonable, evidence-based solutions.</p> <p>Question:</p> <p>"Why is it important to recognize when manipulation is used in debates?"</p> <p>Answer:</p> <p>Recognizing manipulation allows us to make informed decisions, and it ensures that debates remain based on facts and respectful dialogue, not deceit or emotional control.</p> <p>Descriptor:</p>			
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	<p>Students will identify persuasion and manipulation techniques in sample statements and explain their ethical implications.</p> <p>PowerPoint presentation summarizing persuasion and manipulation.</p>			
	<p>Task 2: Applying Persuasion and Manipulation in Debates</p> <p>Theory: Understanding how to apply persuasion and manipulation effectively in debates allows students to become better debaters. Persuasion techniques should be used to strengthen arguments and engage the audience, while manipulation should be avoided as it undermines credibility and fairness.</p> <p>Ethical Use of Persuasion: Appeal to Shared Values: Tailoring your argument to the audience's beliefs or concerns.</p> <p>Providing Evidence: Supporting arguments with facts, statistics, and expert testimony.</p> <p>Maintaining Respectful Tone: Engaging in respectful dialogue that encourages thoughtful reflection.</p> <p>Task: Students will participate in a mini-debate. They will be divided into two groups. One group will use persuasive techniques to support a position (e.g., "Social media should be regulated"), and the other group will try to use manipulative tactics to argue the opposite. After each group presents, the class will analyze whether the techniques used were persuasive or manipulative.</p> <p>Example: Persuasive Argument: "Studies show that regulating social media can prevent the spread of misinformation and protect vulnerable individuals from harmful content." Manipulative Argument: "If we don't regulate social media now, the future of our children is in danger because they will be exposed to harmful ideas that could ruin their</p>	<p>Student Activity: Students engage in a mini-debate, using persuasive techniques and analyzing the use of manipulation in the debate.</p>	 <p>evaluated by the method.</p> <p>Assessment: Evaluate students based on how effectively they apply persuasive techniques and avoid manipulative tactics in their debate presentations.</p>	<p>Individual Work</p>  <p>Resources: Debate topic cards. Timer for managing speaking time.</p> <p>Group Work</p> 

	<p>lives."</p> <p>Question: "What effect do manipulative techniques have on the credibility of a debater and the overall quality of the debate?"</p> <p>Answer: Manipulative techniques undermine the debater's credibility, distract from the real issues, and can lead to a breakdown in respectful dialogue.</p> <p>Descriptor: Students will participate in a mini-debate, using persuasive or manipulative techniques as assigned, and analyze their impact on the audience.</p>			
	<p>Task 3: Reflection and Discussion on Ethical Persuasion</p> <p>Theory: Persuasion, when used ethically, is a powerful tool in debates. It involves appealing to reason, emotion, and shared values, without distorting the truth or manipulating the audience. Recognizing the fine line between persuasion and manipulation helps ensure that debates remain constructive and fair.</p> <p>Task: After the mini-debate, hold a class discussion on the ethical implications of using manipulation in debates. Ask students to reflect on the following questions: How did the audience react to the use of manipulation versus ethical persuasion? Did the use of manipulative tactics make the argument stronger or weaker? How can you maintain the integrity of your argument while still being persuasive?</p> <p>Example: "In the mini-debate, the manipulative argument might have created an emotional response, but it lacked credibility and could be easily dismissed once the audience recognized the tactics used."</p> <p>Question: "How do you ensure your arguments</p>	<p>Student Activity: Students engage in a reflective discussion on ethical persuasion and manipulation.</p>	 <p>evaluated by the method.</p> <p>Assessment: Evaluate students based on their ability to reflect critically on the ethical aspects of persuasion and manipulation.</p>	<p>Individual Work</p>  <p>Resources: Reflection worksheet with guiding questions. PowerPoint summary of ethical persuasion.</p> <p>Group Work</p> 





	<p>stay ethical and persuasive without crossing into manipulation?"</p> <p>Answer: By sticking to logical evidence, respecting the audience's intelligence, and avoiding personal attacks or exaggerated emotional appeals.</p> <p>Descriptor: Students will reflect on their experience of using persuasion and manipulation, discussing the ethical implications of each approach.</p>			
End of the Lesson	<p>Summary: Recap the key points: the difference between persuasion and manipulation, how to recognize and avoid manipulation, and the importance of using ethical persuasion techniques in debates. Emphasize that ethical persuasion leads to more meaningful, respectful, and productive debates.</p> <p>Homework: Assign students to prepare a persuasive speech on a given topic, ensuring they use ethical persuasion techniques and avoid manipulation.</p>	<p>Student Activity: Students reflect on their learning and plan how to apply ethical persuasion in their future debates.</p>	<p>Feedback: Ask students for feedback on the lesson, especially about how they can improve their use of ethical persuasion in debates.</p>	<p>Resources: Speech preparation guidelines for homework. Rubric for evaluating the ethical use of persuasion.</p> 





ҚЫСҚА МЕРЗІМДІ ЖОСПАР


Сабақ № 19

Unit:		Section IV: Communication and Listening Skills in Debates		
Date:		Teacher's Name:		
Grade:		Number present:	Number absent:	
Theme of the lesson:		Lesson 19: Listening and Understanding Skills		
Learning Objectives:		Understand the importance of listening and comprehension skills during debates. Learn strategies to improve active listening and how to understand opponents' arguments effectively. Practice listening skills through interactive exercises and real-life debate scenarios.		
Lesson objectives:		Students will identify the importance of active listening in debates. Students will learn specific techniques to improve listening and comprehension. Students will practice applying active listening skills in a debate context by understanding and responding to opponents' arguments.		
Lesson Procedure				
Planned timings	Planned activities		Learners' activities	Assessment
Resources				

<p>Beginning (5 min)</p> 	<p>Greeting: Greet the students and introduce the lesson by asking, “In debates, why is listening just as important as speaking? What do you think happens when we don’t listen carefully to our opponents?”</p>	<p>Student Activity: Have students reflect on a time when they didn’t listen carefully to someone. How did it affect the conversation or outcome?</p>	 <p>evaluated by the method. Assessment: Quick check on students' understanding of listening in debates by asking, “What does active listening mean in a debate?”</p>	<p>Resources: Interactive whiteboard Presentation slides on active listening techniques.</p>
<p>Middle (35 min)</p> 	<p>Task 1: Understanding the Importance of Active Listening Theory: Active Listening is not just hearing the words being spoken, but fully concentrating, understanding, and responding thoughtfully. It involves: Focusing on the Speaker: Giving your full attention to the person speaking without distractions. Understanding the Message: Comprehending the meaning behind the words, including non-verbal cues (e.g., body language, tone of voice). Responding Appropriately: Asking clarifying questions, nodding, or paraphrasing the speaker's points to show you understand. Why Active Listening is Crucial in Debates: It helps you understand the opponent’s argument, identify weaknesses, and respond appropriately. Poor listening may lead to misunderstanding or missing the core of the argument. Good listening also shows respect for the opponent and their ideas, fostering a more constructive debate. Task: In pairs, students will role-play a debate scenario. One student will argue a position, and the other will listen actively and then summarize the main points of the</p>	<p>Student Activity: Students engage in a role-play debate, practicing active listening and summarizing key arguments.</p>	 <p>evaluated by the method. Assessment: Evaluate students based on their ability to summarize the main points and provide relevant responses.</p>	<p>Individual Work</p>  <p>Resources: Active listening handouts with key tips. Role-play scenario cards.</p> <p>Group Work</p> 







	<p>argument. Afterward, they will switch roles.</p> <p>Example:</p> <p>Topic: “Should school uniforms be mandatory?”</p> <p>Student A presents the argument for school uniforms, and Student B listens and summarizes the key points (e.g., benefits of equality, reduction in bullying).</p> <p>Question:</p> <p>"What can happen if you don't listen carefully during a debate?"</p> <p>Answer:</p> <p>If you don't listen carefully, you may misinterpret the argument, miss key points, or respond inappropriately, weakening your position in the debate.</p> <p>Descriptor:</p> <p>Students will practice active listening by summarizing the key points of an argument and responding with relevant feedback.</p>			
	<p>Task 2: Techniques for Improving Listening and Comprehension Theory:</p> <p>Techniques to Improve Listening and Comprehension:</p> <p>Note-Taking: Jotting down key points can help you keep track of the argument and avoid forgetting important details.</p> <p>Paraphrasing: Restating what the speaker has said in your own words ensures that you understand the message correctly.</p> <p>Asking Clarifying Questions: If something is unclear, asking the speaker to elaborate can help you understand their argument better.</p> <p>Avoiding Distractions: Turn off electronic devices, avoid side conversations, and maintain eye contact to stay focused.</p> <p>Task: Students will listen to a brief debate clip (e.g., a clip from a public debate or TED Talk) and take notes. After the clip, they will paraphrase the main arguments presented and discuss them with a partner.</p> <p>Example Clip: A debate on the pros</p>	<p>Student Activity:</p> <p>Students listen to a debate clip, take notes, and paraphrase the arguments before discussing them in pairs.</p>	 <p>evaluated by the method.</p> <p>Assessment:</p> <p>Evaluate students on how accurately they paraphrase the arguments and provide relevant feedback.</p>	<p>Individual Work</p>  <p>Resources:</p> <p>Debate video or audio clip.</p> <p>Note-taking templates for students to fill out during the clip.</p> <p>Group Work</p> 


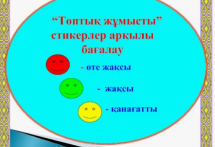






	<p>and cons of online education.</p> <p>Instructions: Listen carefully to the arguments. Take notes on the key points. Afterward, paraphrase the argument and explain it to your partner.</p> <p>Question: "How does paraphrasing what the other person says help in understanding their argument?"</p> <p>Answer: Paraphrasing confirms that you have understood their point, and it helps clarify any potential misunderstandings before responding.</p> <p>Descriptor: Students will practice paraphrasing and summarizing arguments after listening to a debate clip.</p>			
	<p>Task 3: Applying Listening and Understanding Skills in a Mock Debate</p> <p>Theory: In a debate, the ability to actively listen and understand the opponent's argument is key to delivering a strong, informed response. Effective listening allows you to identify weaknesses in the opponent's argument and use evidence or logical reasoning to counter their points.</p> <p>Task: Students will participate in a mock debate on a given topic. One student will present an argument, and the other will listen carefully and respond based on their understanding of the argument. After the initial debate, the students will switch roles.</p> <p>Example Debate Topic: "Should the government regulate social media?"</p> <p>Instructions: The first student will present their argument. The second student will actively listen, take notes, and then respond based on their understanding of the argument.</p> <p>Question: "How can active listening affect the quality of your response in a debate?"</p>	<p>Student Activity: Students engage in a mock debate, practicing listening and responding thoughtfully to their opponent's argument.</p>	 <p>evaluated by the method.</p> <p>Assessment: Evaluate students on their ability to listen actively, respond appropriately, and demonstrate understanding of their opponent's points.</p>	<p>Individual Work</p>  <p>Resources: Debate topic cards. Rubric for evaluating listening and response skills.</p> <p>Group Work</p> 


	<p>Answer: Active listening ensures that you understand the opponent's position, which helps you provide a thoughtful and relevant response that strengthens your argument.</p> <p>Descriptor: Students will practice delivering responses based on a careful understanding of their opponent's argument.</p>			
End of the Lesson	<p>Summary: Recap the key skills discussed: active listening, summarizing and paraphrasing arguments, and responding thoughtfully in a debate. Emphasize the importance of these skills in creating constructive and effective debates.</p> <p>Homework: Assign students to watch a debate (either a political debate or a TED Talk) and take notes. They should write a summary of the arguments presented and identify any techniques used for active listening.</p>	<p>Student Activity: Students reflect on how they can apply listening and comprehension skills to their future debates.</p>	<p>Feedback: Ask students for feedback on the lesson and how they plan to improve their listening and understanding in debates.</p>	<p>Resources: Homework guidelines for listening and note-taking. Rubric for evaluating listening and comprehension.</p> 

ҚЫСҚА МЕРЗІМДІ ЖОСПАР
Сабақ № 20

Unit:		Section IV: Communication and Listening Skills in Debates		
Date:		Teacher's Name:		
Grade:		Number present:	Number absent:	
Theme of the lesson:		Lesson 20: Listening to and Evaluating Opponent's Arguments		
Learning Objectives:		Understand the importance of listening carefully to opponents' arguments in debates. Learn techniques to evaluate the quality and strength of arguments presented by the opposition. Practice applying critical thinking skills to evaluate and respond to opponents' arguments effectively.		
Lesson objectives:		Students will develop skills to actively listen to and analyze an opponent's arguments during a debate. Students will learn to identify logical fallacies and weaknesses in an opponent's argument. Students will practice responding to opponents' arguments with well-reasoned counter-arguments.		
Lesson Procedure				
Planned timings	Planned activities	Learners' activities	Assessment	Resources

<p>Beginning (5 min)</p> 	<p>Greeting: Greet the students and introduce the topic by asking, “Why do you think it is important to listen carefully to your opponent in a debate? What might happen if you don’t evaluate their arguments critically?”</p>	<p>Student Activity: Ask students to recall a debate or discussion where they either listened carefully to the other side or failed to do so. How did it affect the outcome?</p>	 <p>evaluated by the method. Assessment: Brief check on students' understanding of the value of listening and evaluating arguments during debates.</p>	<p>Resources: Interactive whiteboard Presentation slides summarizing key points on evaluating arguments.</p>
<p>Middle (35 min)</p> 	<p>Task 1: Understanding the Importance of Listening and Evaluating Task: In pairs, students will listen to a short debate clip (e.g., from a TED Talk or political debate). One student will identify the key points made by the opponent, while the other will evaluate the strengths and weaknesses of those points based on logic and evidence. Example: Opponent’s Argument: "Social media should be banned for teenagers because it negatively affects their mental health." Evaluation: Is the evidence reliable? Does the argument ignore potential benefits of social media or offer an exaggerated perspective? Question: "How can evaluating your opponent’s argument help you prepare a better counter-argument?" Answer: By identifying weaknesses or fallacies in the opponent’s argument, you can craft a response that is logical, well-supported, and more persuasive. Descriptor: Students will identify and evaluate the strengths and weaknesses of an opponent's argument by assessing logic, evidence, and relevance.</p>	<p>Student Activity: Students engage in listening and evaluating an opponent’s argument, using the checklist to assess the logic, evidence, and fallacies.</p>	 <p>evaluated by the method. Assessment: Evaluate students based on their ability to critically assess an opponent's argument and identify weaknesses or fallacies.</p>	<p>Individual Work</p>  <p>Resources: Handouts with a checklist for evaluating arguments. Debate video clip or audio for analysis.</p> <p>Group Work</p> 







	<p>Task 2: Identifying Common Logical Fallacies</p> <p>Task: Provide students with examples of statements containing logical fallacies. Students will work in pairs to identify the fallacies and explain why they are logically flawed.</p> <p>Example 1: “You should believe that exercise is important because almost everyone does it.”</p> <p>Fallacy: Bandwagon.</p> <p>Example 2: “Either we ban plastic bags completely, or the environment will be destroyed in the next decade!”</p> <p>Fallacy: False Dilemma.</p> <p>Question: "Why is it important to recognize logical fallacies in your opponent’s argument?"</p> <p>Answer: Recognizing fallacies helps you avoid being misled and allows you to address weak points in the opponent’s argument during a rebuttal.</p> <p>Descriptor: Students will identify logical fallacies in examples and explain why they weaken an argument.</p>	<p>Student Activity: Students analyze examples of arguments, identify logical fallacies, and discuss their weaknesses in pairs.</p>	 <p>evaluated by the method.</p> <p>Assessment: Evaluate students on their ability to identify logical fallacies and provide clear explanations of why the arguments are flawed.</p>	<p>Individual Work</p>  <p>Resources: Handouts with definitions and examples of common logical fallacies. Example statements with logical fallacies for analysis.</p> <p>Group Work</p> 
	<p>Task 3: Responding to Opponent’s Arguments</p> <p>Task: In pairs, students will listen to a new debate clip and then practice responding to the opponent’s argument using the skills they’ve learned. Students should: Identify weaknesses in the opponent's argument (e.g., missing evidence, logical fallacies). Formulate a counter-argument using evidence, logic, and reasoning.</p> <p>Example:</p> <p>Opponent’s Argument: "Social media is the leading cause of depression among teenagers."</p> <p>Counter-Argument: "While some studies suggest a correlation between social media and depression, other research indicates that the issue lies more in how social media is used,</p>	<p>Student Activity: Students engage in responding to an opponent’s argument, developing counter-arguments based on their analysis.</p>	 <p>evaluated by the method.</p> <p>Assessment: Evaluate students based on their ability to listen critically, identify weaknesses, and provide a logical and well-supported counter-argument.</p>	<p>Individual Work</p>  <p>Resources: Debate video or audio clip for analysis. Counter-argument planning worksheet.</p> <p>Group Work</p> 





	<p>rather than its mere presence. For example, using social media for social connection can actually reduce feelings of isolation."</p> <p>Question: "What should you include in your counter-argument to make it strong and credible?"</p> <p>Answer: Your counter-argument should be based on logical reasoning, supported by credible evidence or examples, and directly address the opponent's points.</p> <p>Descriptor: Students will practice formulating and presenting a strong counter-argument, focusing on clarity and logical coherence.</p>			
End of the Lesson	<p>Summary: Recap the key points: the importance of listening and evaluating opponents' arguments, identifying logical fallacies, and crafting strong counter-arguments. Emphasize that effective listening and critical evaluation are essential skills for becoming a persuasive debater.</p> <p>Homework: Assign students to watch a debate and take notes on the arguments presented. They should identify the strengths and weaknesses of the arguments and prepare a brief counter-argument.</p>	<p>Student Activity: Students reflect on the importance of listening and evaluating during debates, thinking about how they can apply these skills in future debates.</p>	<p>Feedback: Ask students for feedback on how they can improve their listening and evaluation skills in debates.</p>	<p>Resources: Homework guidelines for evaluating arguments. Rubric for evaluating counter-arguments.</p> 





ҚЫСҚА МЕРЗІМДІ ЖОСПАР


Сабақ № 21

Unit:	Section IV: Communication and Listening Skills in Debates		
Date:	Teacher's Name:		
Grade:	Number present:	Number absent:	
Theme of the lesson:	Lesson 21: Responding and Countering Opponent’s Arguments		
Learning Objectives:	Understand the importance of responding effectively to an opponent's argument in debates. Learn how to construct a strong counter-argument based on logic, evidence, and reasoning. Practice responding to and countering opponents' arguments during debates.		
Lesson objectives:	Students will learn the techniques of responding to an opponent’s argument with respect and clarity.		

		Students will understand how to identify weaknesses or flaws in an opponent’s argument and use that information to build a strong counter-argument. Students will practice countering arguments during mock debates, applying the strategies learned in the lesson.		
Lesson Procedure				
Planned timings	Planned activities	Learners’ activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet the students and introduce the lesson by asking, “What is the most important part of responding to an opponent’s argument in a debate? Is it just about disagreeing, or is there more to it?”	Student Activity: Ask students to recall a time they had to counter an argument in a discussion or debate. How did they approach it? What techniques did they use to make their point effectively?	 evaluated by the method. Assessment: Quick check on students' prior understanding by asking, “What do you think is the difference between responding to an argument and countering it?”	Resources: Interactive whiteboard Presentation slides summarizing techniques for responding and countering arguments.
Middle (35 min) 	Task 1: Understanding How to Respond to an Opponent’s Argument Task: Students will listen to a short debate clip where one person presents an argument, and the other responds. After watching, students will identify whether the response effectively addresses the opponent's points and how it could be improved. Example Debate Clip: Argument: "Climate change is not a serious threat; the Earth’s temperature has fluctuated naturally for millions of years." Response: "While it is true that Earth’s temperature has fluctuated, the speed at which it is happening now, and the human role in this change, is unprecedented. The overwhelming scientific consensus supports the urgency of addressing this issue." Question: "Why is it important to acknowledge	Student Activity: Students analyze a debate clip, identifying strengths and weaknesses in the responses to the arguments.	 evaluated by the method. Assessment: Evaluate students on their ability to analyze the effectiveness of responses and suggest improvements.	 Resources: Handouts with tips on responding to arguments. Video or audio clip of a debate for analysis.  Group Work



	<p>the opponent's argument before presenting your counter-argument?"</p> <p>Answer: Acknowledging the opponent's argument shows that you have listened carefully and sets a respectful tone for the debate. It also allows you to position your argument more effectively by directly addressing the points made.</p> <p>Descriptor: Students will identify key points in a response and evaluate how effectively they address the opponent's argument.</p>			
	<p>Task 2: Building Strong Counter-Arguments</p> <p>Task: Students will be given a topic and an opponent's argument. They must create a strong counter-argument that directly addresses the weaknesses in the opponent's point.</p> <p>Example: Opponent's Argument: "We should not invest in renewable energy because it is too expensive and not practical." Counter-Argument: "While renewable energy infrastructure may require significant initial investment, studies show that the long-term savings from reduced energy costs and environmental damage make it not only practical but necessary for sustainable growth."</p> <p>Question: "What are some techniques you can use to strengthen your counter-argument and make it more persuasive?"</p> <p>Answer: Use credible evidence, logic, and clear reasoning to support your position. Anticipate the opponent's possible rebuttals and address them to strengthen your argument.</p> <p>Descriptor: Students will create a counter-argument based on the provided opponent's statement and support it with logic and evidence.</p>	<p>Student Activity: Students develop a counter-argument for a given debate topic and discuss their points with a partner.</p>	 <p>evaluated by the method.</p> <p>Assessment: Evaluate students based on how clearly and effectively they address the opponent's points and support their counter-argument with relevant information.</p>	<p>Individual Work</p>  <p>Resources: Argument development worksheet. Rubric for evaluating counter-arguments.</p> <p>Group Work</p> 








	<p>Task 3: Practicing Responses and Counter-Arguments in a Mock Debate</p> <p>Task: Students will participate in a mock debate, where they will present their arguments, and then their opponents will respond. After listening to their opponent, students will practice delivering a counter-argument based on what they've learned. Each student will have 2-3 minutes to present their response and counter-argument.</p> <p>Example Topic: "Should the voting age be lowered to 16?"</p> <p>Student A (Argument): "Allowing 16-year-olds to vote gives them a voice in decisions that directly affect their future, such as climate change policies."</p> <p>Student B (Response): "But many 16-year-olds lack the experience and understanding of complex political issues."</p> <p>Student A (Counter-Argument): "While it's true that some 16-year-olds may not be fully aware of every political issue, many are actively engaged in social and environmental movements, and they have the right to shape the policies that affect their lives."</p> <p>Question: "How can you ensure that your counter-argument is strong and addresses the opponent's points effectively?"</p> <p>Answer: By staying focused on their arguments, using evidence to support your points, and addressing weaknesses directly, you can ensure that your counter-argument is effective.</p> <p>Descriptor: Students will practice delivering responses and counter-arguments, focusing on clarity, logic, and relevance.</p>	<p>Student Activity: Students engage in a mock debate, practicing how to respond and counter arguments in real-time.</p>	 <p>evaluated by the method.</p> <p>Assessment: Evaluate students based on how well they respond to and counter their opponent's argument, ensuring their counter-arguments are well-supported and logical.</p>	<p>Individual Work</p>  <p>Resources: Timer for managing speaking time. Rubric for evaluating debate performance and counter-arguments.</p> <p>Group Work</p> 
<p>End of the Lesson</p>	<p>Summary: Recap the key points: the importance of responding to and countering</p>	<p>Student Activity: Students reflect on their performance</p>	<p>Feedback: Ask students for feedback on the</p>	<p>Resources: Homework guidelines for</p>






	<p>opponents' arguments effectively, using logic, evidence, and respect. Highlight the importance of staying focused, addressing weaknesses, and providing clear counter-arguments during debates.</p> <p>Homework: Assign students to watch a debate or read an article with opposing viewpoints on a topic of their choice. They should write a response to one argument and provide a counter-argument, using the strategies learned in class.</p>	<p>during the mock debate and think about areas for improvement in their response and counter-argument skills.</p>	<p>lesson. Which techniques did they find most helpful, and how can they improve their ability to counter arguments in future debates?</p>	<p>responding and countering arguments. Rubric for evaluating counter-arguments.</p> 
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ҚЫСҚА МЕРЗІМДІ ЖОСПАР

Сабақ № 22

Unit:		Section IV: Communication and Listening Skills in Debates		
Date:		Teacher's Name:		
Grade:		Number present:		Number absent:
Theme of the lesson:		Lesson 22: Developing Communication Skills		
Learning Objectives:		Understand the key components of effective communication in debates. Learn strategies to improve clarity, confidence, and persuasion in their speaking and listening. Practice applying these communication techniques in debate settings.		
Lesson objectives:		Students will develop key communication skills including clarity, confidence, and the ability to persuade an audience. Students will practice using vocal variety, body language, and active listening to communicate more effectively in debates. Students will engage in exercises and mock debates to apply the techniques learned in the lesson.		
Lesson Procedure				
Planned timings	Planned activities	Learners’ activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet the students and introduce the lesson by asking, “Why is effective communication important in debates? How do you think the way you communicate impacts how your message is received?”	Student Activity: Ask students to reflect on a time when they felt their message wasn’t understood during a conversation or debate. What could they have done differently?	 evaluated by the method. Assessment: Quick check on students' understanding of communication in debates by asking, “What are the key	Resources: Interactive whiteboard Presentation slides summarizing the components of effective communication.



			components of effective communication in a debate?"	
<p>Middle (35 min)</p> 	<p>Task 1: Key Components of Effective Communication</p> <p>Task: Students will work in pairs to create a short, clear statement on a debate topic (e.g., “Should students wear uniforms?”). Afterward, they will present the statement to their partner using confident body language and vocal variety. Their partner will provide feedback on clarity, confidence, and engagement.</p> <p>Example:</p> <p>Statement: “I believe that school uniforms are an essential part of creating equality among students, as they prevent discrimination based on clothing choices.”</p> <p>Presentation: Students will practice speaking clearly, with confidence, and using facial expressions or gestures to reinforce their message.</p> <p>Question:</p> <p>“What do you think happens if your message isn’t clear or if you don’t sound confident in a debate?”</p> <p>Answer:</p> <p>If your message isn’t clear or confident, the audience may not take your argument seriously, or they might misunderstand your point.</p> <p>Descriptor:</p> <p>Students will practice delivering their statement with clear communication, confidence, and vocal variety.</p>	<p>Student Activity:</p> <p>Students work in pairs to practice and evaluate each other’s communication skills.</p>	 <p>evaluated by the method.</p> <p>Assessment:</p> <p>Evaluate students on their ability to communicate clearly and confidently, using appropriate body language and vocal variety.</p>	<p>Individual Work</p>  <p>Resources:</p> <p>Handouts with tips for improving communication in debates. Rubric for evaluating clarity, confidence, and engagement.</p> <p>Group Work</p> 
	<p>Task 2: Active Listening and Responding Thoughtfully</p> <p>Task: Students will listen to a brief argument (either a pre-recorded clip or from a partner) and practice active listening. Afterward, they will respond with a thoughtful counter-argument based on what they heard.</p> <p>Example Argument:</p> <p>“Social media does more harm than good because it spreads misinformation and affects mental health.”</p>	<p>Student Activity:</p> <p>Students practice active listening and responding in pairs or small groups.</p>	 <p>evaluated by the method.</p> <p>Assessment:</p> <p>Evaluate students based on their ability to listen actively and respond thoughtfully,</p>	<p>Individual Work</p>  <p>Resources:</p> <p>Audio or video clip for practice. Rubric for evaluating active listening and response quality.</p>





	<p>Active Listening: Students will focus on the speaker's points and then respond with a counter-argument based on their understanding, showing respect for the opponent's perspective.</p> <p>Question: "Why is it important to listen actively before responding in a debate?"</p> <p>Answer: Active listening ensures you understand the argument before responding, allowing you to counter it effectively and demonstrate respect for the speaker's points.</p> <p>Descriptor: Students will demonstrate active listening by responding thoughtfully and respectfully to the argument presented.</p>		<p>demonstrating respect for the opponent's argument.</p>	<p>Group Work</p> 
	<p>Task 3: Body Language and Non-Verbal Communication</p> <p>Task: Students will practice delivering their debate arguments using purposeful body language. They will then evaluate each other on the effectiveness of their non-verbal communication, focusing on posture, gestures, and facial expressions.</p> <p>Example: Argument: "The benefits of renewable energy far outweigh the initial costs." Non-verbal Communication: Students will practice using confident body language (standing tall, making eye contact, using hand gestures to emphasize points).</p> <p>Question: "How can body language affect the way your argument is received by the audience?"</p> <p>Answer: Positive body language can make you appear more confident and credible, while poor body language can weaken your argument and make you seem less convincing.</p> <p>Descriptor: Students will demonstrate effective</p>	<p>Student Activity: Students practice delivering their arguments with effective body language and evaluate each other.</p>	 <p>evaluated by the method.</p> <p>Assessment: Evaluate students based on their use of body language, facial expressions, and eye contact during their presentation</p>	<p>Individual Work</p>  <p>Resources: Body language guide handout. Rubric for evaluating non-verbal communication.</p> <p>Group Work</p> 





	non-verbal communication during their argument presentations.			
End of the Lesson	<p>Summary: Recap the key points: effective communication in debates requires clarity, confidence, active listening, and non-verbal communication. All these components work together to enhance your ability to persuade and engage your audience.</p> <p>Homework: Assign students to prepare a short persuasive speech on a topic of their choice. They should focus on applying the communication skills learned in class, such as clarity, vocal variety, and body language.</p>	<p>Student Activity: Students reflect on their learning and think about how they can apply these communication skills in future debates.</p>	<p>Feedback: Ask students for feedback on the lesson, especially regarding which communication techniques they found most helpful.</p>	<p>Resources: Homework guidelines for speech preparation. Rubric for evaluating communication skills in persuasive speeches.</p> 





ҚЫСҚА МЕРЗІМДІ ЖОСПАР


Сабақ № 23

Unit:		Section IV: Communication and Listening Skills in Debates		
Date:		Teacher's Name:		
Grade:		Number present:		Number absent:
Theme of the lesson:		Lesson 23: Speaking Confidently and Effectively in Debates		
Learning Objectives:		Understand the importance of speaking confidently and effectively in debates. Learn strategies to build and improve their speaking confidence and clarity. Practice applying these techniques in debates to become more persuasive and effective speakers.		
Lesson objectives:		Students will learn techniques to improve speaking confidence, including posture, voice control, and managing nervousness. Students will develop skills to speak clearly and persuasively during debates. Students will practice speaking confidently in mock debates.		
Lesson Procedure				
Planned timings	Planned activities	Learners’ activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet the students and introduce the lesson by asking, “What makes someone seem confident when they speak? How do you feel about speaking in front of others?”	Student Activity: Ask students to reflect on a time they had to speak in front of an audience, whether in class or outside. How did they feel? What helped them feel more confident?	 evaluated by the method. Assessment: Briefly ask, “What do you think is the most important aspect	Resources: Interactive whiteboard Presentation slides summarizing techniques for speaking confidently.

			of speaking confidently in a debate?"	
<p>Middle (35 min)</p> 	<p>Task 1: Techniques for Building Confidence in Public Speaking Theory:</p> <p>Building Confidence in Speaking:</p> <p>Positive Body Language: Stand tall with shoulders back, make eye contact, and avoid crossing your arms to appear confident and open.</p> <p>Vocal Control: Speak clearly with an even pace. Use pauses for emphasis and breathe deeply to control your voice.</p> <p>Preparation: Practice your arguments and anticipate questions. The more prepared you are, the more confident you will feel.</p> <p>Managing Nervousness: Focus on the message, not the audience. Deep breathing and visualization can help calm nerves.</p> <p>Smile: A friendly expression can ease tension and create a more engaging presentation.</p> <p>Task: Students will practice a short speech on a given topic (e.g., "Why is it important to read books?") using positive body language, vocal control, and managing nervousness. Afterward, students will receive feedback from a partner about their posture, voice, and overall confidence.</p> <p>Example:</p> <p>Speech Topic: "Reading books opens new worlds for us, providing knowledge, entertainment, and empathy for others."</p> <p>Focus: Use an upright posture, clear speech, and controlled voice with varied tone and pacing.</p> <p>Question:</p> <p>"What do you think is the biggest challenge when trying to speak confidently in a debate?"</p> <p>Answer:</p> <p>Common challenges include nervousness, unclear speech, or being distracted by the audience, but these can be overcome with</p>	<p>Student Activity:</p> <p>Students practice their speech and receive feedback from their partner on their confidence and delivery.</p>	 <p>evaluated by the method.</p> <p>Assessment:</p> <p>Evaluate students based on their use of confident body language, vocal variety, and ability to speak clearly during the exercise.</p>	<p>Individual Work</p>  <p>Resources:</p> <p>Handouts with tips on building confidence in public speaking. Rubric for evaluating body language and vocal control.</p> <p>Group Work</p> 


	<p>preparation and practice.</p> <p>Descriptor: Students will practice speaking confidently, focusing on body language, voice control, and managing nervousness.</p>			
	<p>Task 2: Clarity and Persuasion in Speech</p> <p>Theory: Speaking Clearly and Persuasively: Speak Slowly and Clearly: Avoid rushing. Speaking at a moderate pace allows your audience to follow your argument and increases clarity. Emphasize Key Points: Use vocal variation to emphasize important points, making them stand out in the audience's mind. Use Simple Language: Avoid overly complex vocabulary that could confuse your audience. Speak in a way that anyone can understand. Engage with the Audience: Ask rhetorical questions, involve the audience emotionally, and make them feel connected to your argument. Use Pauses Effectively: Pausing briefly before and after important points gives the audience time to reflect and adds weight to your argument. Task: Students will select one of their previous debate topics and practice delivering a clear and persuasive argument. They should focus on using a steady pace, emphasis, and simple language. After practicing, they will get feedback on how well they engaged the audience and emphasized key points. Example: Topic: "Why is voting an essential part of democracy?" Focus: Use clear, simple language, maintain a steady pace, and emphasize key reasons why voting is important. Question: "Why is it important to speak clearly</p>	<p>Student Activity: Students practice delivering their argument clearly and persuasively, focusing on clarity, simplicity, and emphasis.</p>	 <p>+ИЗУЧЕНИЕ</p> <p>evaluated by the method.</p> <p>Assessment: Evaluate students on their ability to speak clearly and persuasively, making key points stand out through vocal emphasis.</p>	<p>Individual Work</p>  <p>Resources: Rubric for evaluating clarity and persuasion in speech. Speech practice worksheets.</p> <p>Group Work</p> 






	<p>and persuasively during a debate?"</p> <p>Answer: Speaking clearly helps the audience understand your message, while being persuasive helps convince them of the validity of your argument.</p> <p>Descriptor: Students will practice delivering a clear and persuasive argument with focus on clarity, tone, and emphasis.</p>			
	<p>Task 3: Overcoming Nervousness and Speaking with Confidence</p> <p>Theory:</p> <p>Overcoming Nervousness:</p> <p>Breathing Techniques: Deep, slow breaths can help calm nerves before speaking.</p> <p>Visualization: Imagine yourself speaking confidently and effectively before stepping in front of an audience.</p> <p>Preparation: Being well-prepared boosts confidence and reduces anxiety.</p> <p>Practice: The more you practice, the more comfortable you become with speaking.</p> <p>Focus on the Message, Not the Audience: Remind yourself that the focus should be on delivering your message, not worrying about how you are perceived.</p> <p>Task: Students will practice a brief speech while using breathing techniques and visualization to calm their nerves. Afterward, they will discuss how they felt before and after practicing these techniques.</p> <p>Example:</p> <p>Topic: "The impact of technology on education."</p> <p>Focus: Use breathing to calm nerves and focus on delivering the speech with clear voice and strong body language.</p> <p>Question: "What are some strategies you can use to manage nervousness before and during a debate?"</p> <p>Answer: Techniques like deep breathing,</p>	<p>Student Activity: Students practice their speeches while using techniques to manage nervousness and reflect on the experience.</p>	 <p>+1 КИЗҮЙ</p> <p>evaluated by the method.</p> <p>Assessment: Evaluate students based on their ability to use strategies to manage nerves and speak confidently.</p>	<p>Individual Work</p>  <p>Resources: Handout with techniques for overcoming nervousness. Timer for managing speech duration.</p> <p>Group Work</p> 





	<p>visualization, preparation, and focusing on the message rather than the audience can all help manage nervousness.</p> <p>Descriptor: Students will practice speaking while using techniques to manage nervousness, reflecting on how they felt before and after practicing.</p>			
End of the Lesson	<p>Summary: Recap the key points: effective speaking in debates involves building confidence, speaking clearly and persuasively, and overcoming nervousness. These skills are essential for engaging with the audience and making a strong case in any debate.</p> <p>Homework: Assign students to prepare a short persuasive speech on a new topic, applying the communication techniques they learned in class. They should focus on speaking with confidence and clarity.</p>	<p>Student Activity: Students reflect on the lesson and plan how they can apply the techniques in future debates or public speaking situations.</p>	<p>Feedback: Ask students for feedback on which communication techniques they found most helpful and which areas they still feel they need to improve on.</p>	<p>Resources: Homework guidelines for persuasive speech preparation. Rubric for evaluating speech confidence and clarity.</p> 





ҚЫСҚА МЕРЗІМДІ ЖОСПАР


Сабақ № 24

Unit:		Section V: Critical Thinking and Decision-Making in Debates		
Date:		Teacher's Name:		
Grade:		Number present:	Number absent:	
Theme of the lesson:		Lesson 24: Review: Listening and Communication Skills		
Learning Objectives:		Review the key listening and communication skills required for successful participation in debates. Reinforce the techniques for listening actively and responding effectively to opponents' arguments. Practice applying these skills in a review exercise to prepare for future debates.		
Lesson objectives:		Students will refresh their understanding of effective listening and communication techniques used in debates. Students will practice the key skills of active listening, critical thinking, and effective communication in a debate setting. Students will reflect on their communication strengths and areas for improvement.		
Lesson Procedure				
Planned timings	Planned activities	Learners’ activities	Assessment	Resources
Beginning (5 min)	Greeting: Greet the students and introduce the review session by asking, “What do you think makes someone an effective communicator	Student Activity: Have students briefly recall their experiences from	 «1 ПАЙЗА»	Resources: Interactive whiteboard Review slides

	<p>in a debate? How does active listening play a role in this?"</p>	<p>previous debates. Ask, "Which communication skill do you think was the most challenging to use in your debates?"</p>	<p>evaluated by the method. Assessment: Quick check on students' knowledge of the listening and communication skills covered in previous lessons.</p>	<p>summarizing key listening and communication techniques.</p>
<p>Middle (35 min)</p> 	<p>Task 1: Reviewing Active Listening Techniques Theory: Active Listening: In debates, active listening is crucial because it allows you to understand the opponent's argument fully before formulating a response. The key techniques for active listening include: Focus on the Speaker: Eliminate distractions, and give your full attention to the person speaking. Understand the Message: Don't just hear the words, but focus on the meaning behind them. Non-Verbal Cues: Use body language (like nodding) and facial expressions to show engagement. Clarify and Paraphrase: Ask questions or rephrase the argument to confirm your understanding. Why Active Listening is Important in Debates: It ensures you understand the opponent's argument fully, which allows for a more thoughtful and relevant response. It demonstrates respect for the opponent's viewpoint, fostering a constructive environment in the debate. Task: In pairs, students will take turns listening to their partner present a brief argument on a debate topic. After listening, the student will summarize and paraphrase the key points of the argument to confirm their understanding. The listener will then ask one clarifying question if needed. Example Topic: "Should plastic</p>	<p>Student Activity: Students engage in active listening, paraphrasing, and clarifying during their partner debates.</p>	 <p>оцeнeннaя</p> <p>evaluated by the method. Assessment: Evaluate students based on their ability to listen actively and respond by paraphrasing and asking relevant questions.</p>	<p>Individual Work</p>  <p>Resources: Handouts with active listening tips and paraphrasing guidelines. Rubric for evaluating listening and understanding.</p> <p>Group Work</p> 






	<p>bags be banned?"</p> <p>Student A presents their argument.</p> <p>Student B listens, paraphrases, and asks one clarifying question.</p> <p>Question:</p> <p>"Why is it important to confirm your understanding of an opponent's argument before responding?"</p> <p>Answer:</p> <p>It ensures you are addressing the correct points and avoids misunderstandings, leading to a more relevant and constructive response.</p> <p>Descriptor:</p> <p>Students will demonstrate active listening by paraphrasing their partner's argument and asking for clarification if needed.</p>			
	<p>Task 2: Reviewing Clear and Persuasive Communication Theory:</p> <p>Clear and Persuasive Communication: To persuade effectively in a debate, your argument must be clear and logically structured, and your delivery should be engaging. The key elements are:</p> <p>Clarity: Speak at a steady pace, use simple language, and avoid unnecessary jargon to ensure the audience understands your point.</p> <p>Confidence: Maintain a strong, steady voice and avoid using filler words (e.g., "um", "like").</p> <p>Vocal Variety: Vary the pitch, tone, and speed of your speech to emphasize important points.</p> <p>Body Language: Use open and confident body language to convey your message and engage the audience.</p> <p>Structure: Organize your argument logically—start with the main point, followed by supporting reasons and evidence, and conclude with a strong closing statement.</p> <p>Task: Students will select one of the previous debate topics and prepare a brief (2-minute) argument. They will focus on speaking clearly, confidently, and persuasively, while also using body language and vocal</p>	<p>Student Activity:</p> <p>Students practice delivering a brief argument with an emphasis on clarity and persuasive communication.</p>	 <p>«1 НАЙЗА</p> <p>evaluated by the method.</p> <p>Assessment:</p> <p>Evaluate students on their ability to speak clearly, confidently, and persuasively, and on their use of body language and vocal variety.</p>	<p>Individual Work</p>  <p>Resources:</p> <p>Handouts with tips on clear and persuasive speaking. Rubric for evaluating speech clarity, confidence, and persuasion.</p> <p>Group Work</p> 









	<p>variety to enhance their delivery.</p> <p>Example Topic: “Is online education as effective as in-person learning?”</p> <p>Instructions: Deliver your argument with clarity, vocal variety, and positive body language. Make sure to organize your ideas clearly and persuasively.</p> <p>Question: "How does vocal variety and body language help make your argument more persuasive?"</p> <p>Answer: Vocal variety keeps the audience engaged and emphasizes key points, while body language communicates confidence and helps connect with the audience emotionally.</p> <p>Descriptor: Students will deliver a short persuasive argument with a focus on clarity, confidence, and vocal/body language.</p>			
	<p>Task 3: Practicing Responding to Opponent’s Arguments</p> <p>Theory:</p> <p>Responding to Opponent’s Arguments: A successful debater must be able to listen to and evaluate their opponent’s arguments and then formulate a response that addresses their points. Key strategies include:</p> <p>Acknowledging the Opponent’s Argument: Start by showing that you understand and respect the opponent’s point of view.</p> <p>Providing a Counter-Argument: Offer a well-reasoned response based on logic, evidence, and facts.</p> <p>Being Respectful: Avoid personal attacks or emotional responses; focus on the argument, not the person.</p> <p>Using Evidence: Use facts, data, and expert opinions to support your counter-argument.</p> <p>Task: In pairs, students will engage in a mock debate. One student will present an argument, and the other will respond. After the response, the first student will listen carefully and provide a counter-argument.</p>	<p>Student Activity: Students engage in mock debates, practicing how to acknowledge and respond to an opponent’s arguments.</p>	 <p>+1 НАЙЗА</p> <p>evaluated by the method.</p> <p>Assessment: Evaluate students on their ability to acknowledge the opponent’s argument and provide a thoughtful, respectful counter-argument.</p>	<p>Individual Work</p>  <p>Resources: Rubric for evaluating responses and counter-arguments. Debate scenario cards for practice.</p> <p>Group Work</p> 



	<p>Students should practice acknowledging the opponent's argument before responding.</p> <p>Example Argument: "Social media is detrimental to society as it promotes unrealistic beauty standards."</p> <p>Example Response: "While there are concerns about beauty standards, social media also provides a platform for diverse voices and empowers people from marginalized communities."</p> <p>Question: "Why is it important to acknowledge your opponent's argument before providing a counter-argument?"</p> <p>Answer: Acknowledging the opponent's argument shows that you have listened attentively and are responding respectfully, which creates a more constructive debate atmosphere.</p> <p>Descriptor: Students will practice listening, acknowledging, and responding to an opponent's argument respectfully, using evidence and reasoning to support their counter-argument.</p>			
End of the Lesson	<p>Summary: Recap the key skills: active listening, clear and persuasive communication, and responding to opponents' arguments with respect and logic. Emphasize the importance of practicing these skills to become effective and confident debaters.</p> <p>Homework: Assign students to watch a debate or a talk (e.g., a TED Talk) and identify the key communication skills used by the speaker. They should take notes on how the speaker used active listening, clarity, and persuasion.</p>	<p>Student Activity: Reflect on the skills practiced today and how they can improve their debating performance in the future.</p>	<p>Feedback: Ask students for feedback on the lesson and what specific communication skills they would like to continue working on.</p>	<p>Resources: Homework guidelines for analyzing a debate or TED Talk. Rubric for evaluating communication skills.</p> 

ҚЫСҚА МЕРЗІМДІ ЖОСПАР
Сабақ № 25

Unit:	Section V: Critical Thinking and Decision-Making in Debates		
Date:	Teacher's Name:		
Grade:	Number present:	Number absent:	

Theme of the lesson:		Lesson 25: Critical Thinking and Its Importance in Debates		
Learning Objectives:		Understand the concept of critical thinking and its relevance in debates. Learn techniques to analyze, evaluate, and synthesize information critically during debates. Practice applying critical thinking skills to construct and deconstruct arguments in a debate setting.		
Lesson objectives:		Students will learn what critical thinking is and why it is important in debates. Students will explore different types of reasoning and logical fallacies that can affect debates. Students will practice using critical thinking skills to create more logical, evidence-based arguments in debates.		
Lesson Procedure				
Planned timings	Planned activities	Learners' activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet the students and introduce the lesson by asking, “What does it mean to think critically? Why do you think critical thinking is important during debates?”	Student Activity: Ask students to think about a time they had a disagreement or debate. What helped them reach a conclusion, and what made it difficult to make a decision?	 evaluated by the method. Assessment: Quick check on students’ understanding of critical thinking by asking, “Can someone give an example of critical thinking in everyday life?”	Resources: Interactive whiteboard Presentation slides introducing critical thinking and its importance.
Middle (35 min) 	Task 1: Understanding Critical Thinking Task: Students will discuss the following question in pairs: "Why is it important to question assumptions when preparing for a debate?" After discussion, each pair will share their thoughts with the class. Example: Assumption: "All online education is less effective than traditional in-person education." Critical Thinking: Questioning this assumption would involve considering the variety of online education formats, the effectiveness of certain programs, and the needs of	Student Activity: Pairs discuss the importance of questioning assumptions in debate preparation.	 evaluated by the method. Assessment: Evaluate students on their ability to explain the importance of questioning assumptions in debates.	Individual Work  Resources: Handouts explaining the components of critical thinking. Example debate topics for discussion. Group Work

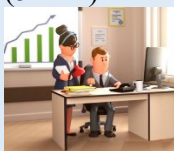




	<p>different students.</p> <p>Question: "How does questioning assumptions help in making stronger arguments?"</p> <p>Answer: Questioning assumptions leads to a more thorough analysis and helps uncover biases or weaknesses in the argument, allowing you to address them.</p> <p>Descriptor: Students will explain the importance of questioning assumptions and provide examples.</p>			
	<p>Task 2: Evaluating Evidence and Identifying Logical Fallacies</p> <p>Task: Students will analyze an argument to identify any logical fallacies. Each student will receive a short argumentative statement and must:</p> <p>Identify any logical fallacy present. Explain why it weakens the argument.</p> <p>Example Argument: "We shouldn't trust climate change scientists because they are funded by the government."</p> <p>Fallacy: Ad Hominem – Attacking the character of the scientist instead of addressing the scientific evidence.</p> <p>Question: "Why is it important to identify logical fallacies when evaluating an argument?"</p> <p>Answer: Identifying logical fallacies helps you avoid weak arguments and ensures that the debate remains based on reason and evidence rather than emotional manipulation or misinformation.</p> <p>Descriptor: Students will identify logical fallacies and explain how they weaken the argument.</p>	<p>Student Activity: Students analyze provided arguments, identifying any fallacies and explaining their impact.</p>	 <p>evaluated by the method.</p> <p>Assessment: Evaluate students on their ability to correctly identify logical fallacies and explain their significance.</p>	<p>Individual Work</p>  <p>Resources: Handouts with examples of common logical fallacies. Rubric for evaluating the identification of fallacies.</p> <p>Group Work</p> 
	<p>Task 3: Applying Critical Thinking in Debate Scenarios</p> <p>Task: Students will work in pairs to prepare a counter-argument to an opponent's position on a debate topic. They will:</p>	<p>Student Activity: Pairs engage in a mini-debate, applying critical thinking to evaluate and respond to</p>		<p>Individual Work</p>  <p>Resources:</p>






	<p>Identify the key points in the opponent's argument.</p> <p>Use critical thinking to evaluate the evidence and reasoning behind those points.</p> <p>Develop a response that challenges the weaknesses or gaps in the opponent's argument.</p> <p>Example Topic: "Should social media platforms be regulated by the government?"</p> <p>Opponent's Argument: "Social media platforms should not be regulated because they provide free speech and creativity."</p> <p>Counter-Argument: "While free speech is important, unchecked social media can spread misinformation, harassment, and hate speech. Regulation can ensure that platforms protect users and society."</p> <p>Question:</p> <p>"How does evaluating your opponent's argument help you craft a stronger counter-argument?"</p> <p>Answer:</p> <p>By analyzing your opponent's points, you can identify weaknesses or areas lacking evidence, allowing you to develop a more compelling and well-supported response.</p> <p>Descriptor:</p> <p>Students will practice applying critical thinking to develop counter-arguments in a debate scenario.</p>	<p>their opponent's argument.</p>	<p>evaluated by the method.</p> <p>Assessment:</p> <p>Evaluate students on their ability to identify weaknesses in their opponent's argument and construct a thoughtful, evidence-based counter-argument.</p>	<p>Debate scenario cards.</p> <p>Rubric for evaluating counter-arguments.</p> <p>Group Work</p> 
End of the Lesson	<p>Summary:</p> <p>Recap the importance of critical thinking in debates: questioning assumptions, evaluating evidence, identifying logical fallacies, and crafting well-reasoned arguments. Emphasize that critical thinking helps debaters make stronger, more logical arguments and respond effectively to the opposing side.</p> <p>Homework:</p> <p>Assign students to watch a debate and identify the critical thinking techniques used by the speakers. They should take notes on how the debaters evaluated evidence, responded to opposing arguments,</p>	<p>Student Activity:</p> <p>Reflect on how students can improve their critical thinking skills and apply them in future debates.</p>	<p>Feedback:</p> <p>Ask students for feedback on the lesson and what strategies they will focus on in their next debate.</p>	<p>Resources:</p> <p>Homework guidelines for analyzing a debate.</p> <p>Rubric for evaluating the use of critical thinking.</p> 





and avoided logical fallacies.


ҚЫСҚА МЕРЗІМДІ ЖОСПАР

Сабақ № 26

Unit:		Section V: Critical Thinking and Decision-Making in Debates		
Date:		Teacher's Name:		
Grade:		Number present:		Number absent:
Theme of the lesson:		Lesson 26: Making Logical Conclusions in Debates		
Learning Objectives:		Understand how to make logical conclusions based on the evidence and arguments presented in a debate. Learn how to support their conclusions with reasoned analysis and avoid making illogical or unsupported claims. Practice drawing logical conclusions from debate topics and presenting them clearly.		
Lesson objectives:		Students will learn the principles of drawing logical conclusions in debates. Students will practice using evidence and reasoning to form well-supported conclusions. Students will apply these skills in a mock debate setting, where they will develop and present logical conclusions based on the arguments presented.		
Lesson Procedure				
Planned timings	Planned activities	Learners’ activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet the students and introduce the lesson by asking, “What do you think it means to make a logical conclusion? How can drawing logical conclusions strengthen your argument in a debate?”	Student Activity: Ask students to recall a time when they had to make a decision or conclusion based on evidence or reasoning. What process did they follow to ensure their conclusion was sound?	 evaluated by the method. Assessment: Briefly check students’ understanding of logical reasoning by asking, “Why is it important to support your conclusions with logical evidence in a debate?”	Resources: Interactive whiteboard Presentation slides on making logical conclusions.
Middle (35 min) 	Task 1: Understanding Logical Conclusions Task: Students will be given a short debate scenario and asked to identify the logical conclusion based on the evidence and arguments presented. Example Scenario: Argument: “Social media has increased global communication,	Student Activity: Students identify the logical conclusion based on the scenario provided.	 evaluated by the method. Assessment: Evaluate students on their	Individual Work  Resources: Handouts with guidelines on drawing logical


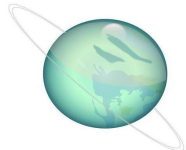
	<p>making it easier to connect with people across the world.”</p> <p>Counter-Argument: “However, social media also contributes to the spread of misinformation and makes it harder to distinguish between fact and opinion.”</p> <p>Logical Conclusion: “While social media has connected people globally, it also brings challenges like misinformation that need to be addressed.”</p> <p>Question: "Why is it essential that the conclusion is based on the evidence presented rather than assumptions?"</p> <p>Answer: Basing conclusions on assumptions weakens the argument because it lacks solid support and reasoning. Evidence-based conclusions are more reliable and persuasive.</p> <p>Descriptor: Students will identify the logical conclusion from the given debate scenario.</p>		<p>ability to identify the logical conclusion based on the evidence presented in the scenario.</p>	<p>conclusions. Sample debate scenarios for practice.</p> <p>Group Work</p> 
	<p>Task 2: Using Evidence to Support Conclusions</p> <p>Task: Students will be given a topic and a set of evidence (facts, data, and expert opinions). They will need to use this evidence to draw a logical conclusion on the topic.</p> <p>Example Topic: "Should school uniforms be mandatory?"</p> <p>Evidence: Studies show that school uniforms reduce bullying based on clothing choices. Some studies suggest that uniforms have no significant impact on academic performance. Experts in education claim that uniforms help students focus on learning rather than their appearance.</p> <p>Logical Conclusion: “School uniforms should be mandatory as they reduce bullying and promote a focused learning environment.”</p> <p>Question: "How does using evidence strengthen your conclusion?"</p>	<p>Student Activity: Students practice drawing logical conclusions using evidence provided in the handouts.</p>	 <p>evaluated by the method.</p> <p>Assessment: Evaluate students on how effectively they use the provided evidence to draw a logical conclusion.</p>	<p>Individual Work</p>  <p>Resources: Handouts with evidence for practice scenarios. Rubric for evaluating conclusions based on evidence.</p> <p>Group Work</p> 


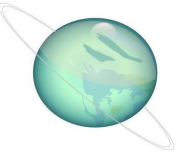





	<p>Answer: Evidence strengthens your conclusion by backing it up with factual data and expert opinion, making it more persuasive and harder to refute.</p> <p>Descriptor: Students will draw a logical conclusion based on the evidence provided.</p>			
	<p>Task 3: Avoiding Illogical Conclusions</p> <p>Task: Students will review a set of conclusions and identify which ones are logical and which are illogical. They will explain why the illogical conclusions are flawed.</p> <p>Example: Conclusion 1: “Social media is harmful because some teenagers are addicted to it.” (Illogical - overgeneralization based on a small subset of people.) Conclusion 2: “Social media has positive and negative effects, but overall, it can be beneficial when used responsibly.” (Logical - balanced and evidence-based.)</p> <p>Question: "How can overgeneralizing or ignoring counter-evidence harm the credibility of your argument?"</p> <p>Answer: Overgeneralizing or ignoring counter-evidence weakens the argument, as it shows a lack of critical thinking and an unwillingness to engage with all aspects of the issue.</p> <p>Descriptor: Students will evaluate conclusions based on logic and evidence, identifying any errors in reasoning.</p>	<p>Student Activity: Students review conclusions and identify logical fallacies or errors in reasoning.</p>	 <p>evaluated by the method.</p> <p>Assessment: Evaluate students on their ability to identify illogical conclusions and explain why they are flawed.</p>	<p>Individual Work</p>  <p>Resources: Handouts with examples of logical and illogical conclusions. Rubric for evaluating reasoning and logical consistency.</p> <p>Group Work</p> 
End of the Lesson	<p>Summary: Recap the key points: making logical conclusions involves evaluating evidence, avoiding fallacies, and ensuring consistency with the arguments presented. Highlight that drawing logical conclusions helps debaters build stronger, more persuasive arguments</p>	<p>Student Activity: Reflect on the techniques learned today and think about how they can improve the logical conclusions they make in future debates.</p>	<p>Feedback: Ask students for feedback on the lesson and which techniques they found most helpful in strengthening</p>	<p>Resources: Homework guidelines for analyzing conclusions in a debate. Rubric for evaluating logical</p>



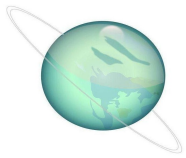


	and ensures their conclusions are well-supported and defensible. Homework: Assign students to watch a debate and identify the conclusions drawn by the debaters. They should evaluate whether these conclusions were logical and supported by the evidence presented.		their arguments.	conclusions. 
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ҚЫСҚА МЕРЗІМДІ ЖОСПАР

Сабақ № 27

Unit:		Section V: Critical Thinking and Decision-Making in Debates		
Date:		Teacher's Name:		
Grade:		Number present:		Number absent:
Theme of the lesson:		Lesson 27: Decision-Making Process and Defending It		
Learning Objectives:		Understand the process of decision-making and how to defend their decisions effectively in debates. Learn how to use logical reasoning, evidence, and emotional appeal to justify and defend decisions. Practice defending their decisions with well-structured arguments in a debate setting.		
Lesson objectives:		Students will learn the steps involved in making informed decisions, from gathering information to evaluating options. Students will develop skills for defending their decisions clearly and persuasively in debates. Students will engage in a mock debate where they will defend their decisions on various topics.		
Lesson Procedure				
Planned timings	Planned activities	Learners’ activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet the students and introduce the topic by asking, “How do you usually make important decisions? What factors do you consider when making a choice?”	Student Activity: Ask students to reflect on a time they made an important decision (e.g., choosing a school project topic, selecting a course). What steps did they take, and how did they justify their decision?	 evaluated by the method. Assessment: Quick check on students' prior knowledge of decision-making. Ask, “What are the key elements that make a decision well-informed?”	Resources: Interactive whiteboard PowerPoint slides introducing the decision-making process.

<p>Middle (35 min)</p> 	<p>Task 1: Understanding the Decision-Making Process Task: In pairs, students will work through the decision-making process for a given scenario (e.g., “Should a country invest more in renewable energy?”). They will identify the decision, gather relevant information, evaluate options, and make a decision. Example Scenario: Decision: Should the government increase taxes to fund education? Steps: Identify the decision: Increase taxes to fund education. Gather information: Look at funding for education, public opinion on taxes, impact on the economy. Evaluate options: Pros (better education), cons (higher taxes). Make the decision: Based on available information, decide if higher taxes are justified. Be prepared to defend your decision. Question: “Why is it important to evaluate the pros and cons of different options before making a decision?” Answer: Evaluating options helps you understand the potential consequences of your decision, ensuring it’s the best choice. Descriptor: Students will follow the decision-making steps, identify the best decision, and be prepared to explain their reasoning.</p>	<p>Student Activity: Pairs engage in the decision-making process, evaluating their scenario and preparing to defend their decision.</p>	 <p>evaluated by the method. Assessment: Evaluate students based on their ability to use the decision-making process to arrive at a well-reasoned choice.</p>	<p>Individual Work</p>  <p>Resources: Decision-making worksheets. Rubric for evaluating decision-making skills.</p> <p>Group Work</p> 
	<p>Task 2: Defending Decisions with Logical Reasoning Task: Students will take the decision they made in the previous task and prepare a brief defense of it. They will need to clearly state their decision, present supporting evidence, and address potential counterarguments. Example: Decision: “The government should increase taxes to fund education.” Defense: “Increased investment in</p>	<p>Student Activity: Students prepare a defense for their decision, focusing on clarity and logical reasoning.</p>	 <p>evaluated by the method. Assessment: Evaluate students based on the clarity and strength of</p>	<p>Individual Work</p>  <p>Resources: Handouts with guidelines on structuring a defense. Rubric for evaluating the strength of a</p>


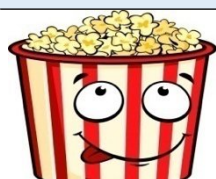

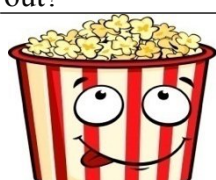


	<p>education has been shown to lead to higher graduation rates and better long-term economic outcomes. Studies from countries with higher education funding show improved workforce development and lower crime rates."</p> <p>Counterargument: "Some argue that higher taxes could burden middle-class families."</p> <p>Response: "While taxes may increase, the long-term benefits to society, including a more educated workforce, outweigh the short-term costs."</p> <p>Question: "How can using evidence and logical reasoning help you defend your decision effectively?"</p> <p>Answer: Evidence and logical reasoning make your defense more credible and persuasive, as it shows that your decision is based on facts and analysis, not just opinion.</p> <p>Descriptor: Students will prepare a defense for their decision using evidence and logical reasoning, and they will address potential counterarguments.</p>		<p>their defense, including their use of evidence and logical reasoning.</p>	<p>defense.</p> <p>Group Work</p> 
	<p>Task 3: Mock Debate – Defending Decisions</p> <p>Task: Students will engage in a mock debate in which they defend their decision (from Task 2) against an opponent. One student will present their decision and defense, while the other will provide a counterargument. Afterward, students will switch roles.</p> <p>Example Topic:</p> <p>Decision: "Social media should be regulated to prevent the spread of misinformation."</p> <p>Defense: Use evidence from research and reports on misinformation and its effects on society.</p> <p>Counterargument: "Regulation would infringe on free speech and creativity."</p> <p>Response: "Regulating misinformation does not equate to</p>	<p>Student Activity: Students engage in a mock debate, defending their decisions and responding to counterarguments.</p>	 <p>evaluated by the method.</p> <p>Assessment: Evaluate students on their ability to defend their decision clearly, engage with the opposition's arguments, and maintain a respectful tone.</p>	<p>Individual Work</p>  <p>Resources: Debate scenario cards. Rubric for evaluating defense and engagement in the debate.</p> <p>Group Work</p> 


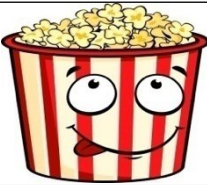



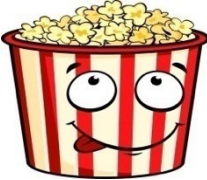

	<p>censoring speech; it's about ensuring that false and harmful information does not spread."</p> <p>Question: "How can you stay calm and respectful when defending your decision against opposing arguments?"</p> <p>Answer: By focusing on the issue at hand and responding with evidence and reason, you can maintain a calm, respectful tone, even when challenged.</p> <p>Descriptor: Students will practice defending their decision while addressing counterarguments respectfully.</p>			
End of the Lesson	<p>Summary: Recap the key skills: making decisions based on evidence, reasoning, and values, and defending them logically and respectfully in debates. Emphasize that defending a decision requires both strong arguments and the ability to anticipate and address counterarguments effectively.</p> <p>Homework: Assign students to write a short essay on a decision they had to make recently. They should describe the decision-making process, the evidence they considered, and how they would defend their decision in a debate.</p>	<p>Student Activity: Reflect on how the decision-making process and defense techniques can be applied in future debates or in real-life decision-making situations.</p>	<p>Feedback: Ask students for feedback on the lesson and which aspects of the decision-making process and defense they found most</p>	 <p>Resources: Debate scenario cards. Rubric for evaluating defense and engagement in the debate.</p>



ҚЫСҚА МЕРЗІМДІ ЖОСПАР

Сабақ № 28

Unit:	Section V: Critical Thinking and Decision-Making in Debates		
Date:	Teacher's Name:		
Grade:	Number present:	Number absent:	
Theme of the lesson:	Lesson 28: Developing Creative Thinking Skills in Debates		
Learning Objectives:	Understand the importance of creative thinking in debates. Learn techniques for developing and applying creative thinking skills in constructing arguments and responding to opponents. Practice using creative thinking to find innovative ways to argue and defend their positions during debates.		
Lesson objectives:	Students will develop skills to think creatively when constructing and defending arguments in debates. Students will learn how to generate unique perspectives, solutions, and arguments in response to common or complex		

		debate topics. Students will apply creative thinking strategies in mock debates and group discussions.		
Lesson Procedure				
Planned timings	Planned activities	Learners' activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet the students and introduce the topic by asking, "What do you think it means to think creatively in a debate? Why is it important to come up with unique arguments?"	Student Activity: Ask students to recall a time when they needed to find a creative solution to a problem. What steps did they take to think outside the box?	 evaluated by the method. Assessment: Ask, "What do you think makes an argument in a debate stand out?"	Resources: Interactive whiteboard PowerPoint slides summarizing the role of creative thinking in debates.
Middle (35 min) 	Task 1: What is Creative Thinking in Debates? Task: Students will work in pairs to brainstorm creative ways to approach a common debate topic. They should think of at least three unique angles or solutions that have not been commonly discussed. Example Topic: "Should plastic bags be banned?" Creative Angles: Proposing a gradual reduction of plastic bag use, combined with public education on environmental impact. Offering incentives for using reusable bags instead of government-imposed bans. Highlighting the technological innovations in biodegradable alternatives. Question: "How can thinking creatively about a topic give you an advantage in a debate?" Answer: Thinking creatively allows you to present fresh, compelling arguments that might persuade the audience or judges more effectively than conventional arguments. Descriptor: Students will brainstorm creative	Student Activity: Pairs brainstorm creative approaches to the given debate topic.	 evaluated by the method. Assessment: Evaluate students based on their ability to generate creative and unique ideas for the debate topic.	Individual Work  Resources: Handouts with brainstorming tips and creative thinking exercises. Rubric for evaluating creativity and originality in argumentation. Group Work 


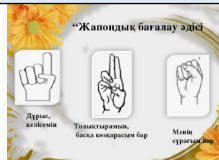

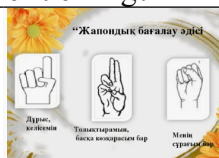


	approaches to a given debate topic and present their ideas clearly.			
	<p>Task 2: Creative Problem-Solving in Debates</p> <p>Task: Students will work in small groups to discuss a challenging debate question and come up with creative solutions. They will then present their proposed solutions to the class.</p> <p>Example Topic: “What can be done to reduce the digital divide in education?”</p> <p>Creative Solutions: Creating community-based internet access points to provide affordable broadband. Partnering with tech companies to offer discounted or free laptops for students in underserved areas. Implementing mobile learning programs to reach students without access to traditional devices.</p> <p>Question: "Why is it important to offer creative solutions to problems raised in debates?"</p> <p>Answer: Creative solutions make your argument stand out and show that you are thinking critically and innovatively about the issue, which can persuade the audience or judges.</p> <p>Descriptor: Students will demonstrate creative problem-solving by coming up with unique, feasible solutions to a debate topic.</p>	<p>Student Activity: Groups discuss and present creative solutions to a challenging debate issue.</p>	 <p>evaluated by the method.</p> <p>Assessment: Evaluate students on their ability to generate and evaluate creative solutions to the given problem.</p>	<p>Individual Work</p>  <p>Resources: Group brainstorming worksheets. Rubric for evaluating creativity and feasibility of proposed solutions.</p> <p>Group Work</p> 
	<p>Task 3: Thinking on Your Feet – Creative Rebuttals</p> <p>Task: Students will participate in a mock debate, where they will have to come up with creative rebuttals to their opponent’s arguments in real-time.</p> <p>Example Debate Topic: “Should there be stricter regulations on fast food advertising to children?”</p> <p>Opponent’s Argument: “Children should be allowed to watch fast food ads because it’s their right to make their own decisions.”</p>	<p>Student Activity: Students engage in a mock debate, practicing creative rebuttals to their opponent’s arguments.</p>	 <p>evaluated by the method.</p> <p>Assessment: Evaluate students on their ability to think creatively and respond effectively</p>	<p>Individual Work</p>  <p>Resources: Debate scenario cards. Rubric for evaluating rebuttals and creativity.</p> <p>Group Work</p>





	<p>Creative Rebuttal: “While it’s important for children to make choices, studies show that children’s decision-making abilities are not fully developed, and they are more likely to make unhealthy choices when bombarded with advertising.”</p> <p>Question: "What makes a rebuttal creative and effective in a debate?"</p> <p>Answer: A creative rebuttal presents a new angle or perspective on the issue, uses unique evidence, or introduces an unexpected example that makes the opponent's argument seem less valid.</p> <p>Descriptor: Students will demonstrate creative thinking during rebuttals by responding in original and compelling ways.</p>		during the mock debate.	
End of the Lesson	<p>Summary: Recap the importance of creative thinking in debates, from constructing unique arguments to offering innovative solutions and effective rebuttals. Emphasize that creative thinking helps students stand out in debates and engage the audience with fresh perspectives.</p> <p>Homework: Assign students to prepare a creative argument or solution for a current social issue (e.g., climate change, inequality in education). They should focus on using creative thinking to develop a unique, well-supported argument.</p>	<p>Student Activity: Reflect on the skills learned today and consider how students can apply creative thinking in future debates.</p>	<p>Feedback: Ask students for feedback on the lesson and what aspects of creative thinking they found most challenging or rewarding.</p>	<p>Resources: Homework guidelines for preparing a creative argument or solution. Rubric for evaluating creativity in debate preparation.</p> 






ҚЫСҚА МЕРЗІМДІ ЖОСПАР






Сабақ № 29






Unit:	Section V: Critical Thinking and Decision-Making in Debates		
Date:	Teacher's Name:		
Grade:	Number present:	Number absent:	
Theme of the lesson:	Lesson 29: Giving and Responding to Critical Opinions		
Learning Objectives:	Understand how to give critical opinions respectfully and constructively in debates. Learn how to respond to critical opinions without becoming defensive, maintaining a focus on reason and logic.		





	Practice expressing critical opinions and responding effectively to others' criticisms in a debate setting.			
Lesson objectives:		Students will develop skills to give constructive and respectful critical opinions during debates. Students will practice responding to critical opinions with evidence, logic, and respect. Students will engage in a mock debate where they express and respond to critical opinions on various topics.		
Lesson Procedure				
Planned timings	Planned activities	Learners’ activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet the students and introduce the topic by asking, “How do you feel when someone gives you a critical opinion during a debate? What’s the best way to respond?”	Student Activity: Ask students to reflect on a time when they received a critical opinion. How did they respond? What could they have done differently?	 evaluated by the method. Assessment: Briefly check students' understanding of critical opinions by asking, “What’s the difference between giving constructive criticism and simply criticizing?”	Resources: Interactive whiteboard PowerPoint slides introducing the importance of giving and responding to critical opinions.
Middle (35 min) 	Task 1: The Art of Giving Critical Opinions Task: Students will be given a debate scenario and asked to give a critical opinion about an argument presented. They should use specific, constructive language and suggest ways the argument could be improved. Example Topic: “Should the government regulate social media platforms?” Constructive Criticism: “I think your argument on the need for regulation is valid, but it lacks specifics about how these regulations could be enforced effectively. For example, what are the practical steps that could prevent misinformation while respecting free speech?” Question:	Student Activity: Students practice giving constructive critical opinions about a presented argument.	 evaluated by the method. Assessment: Evaluate students on how well they provide specific, respectful, and constructive criticism, as well as how they suggest improvements.	 Resources: Handouts on giving constructive criticism. Rubric for evaluating critical opinions.  Group Work


	<p>"Why is it important to offer solutions when giving critical opinions?"</p> <p>Answer: Offering solutions makes the criticism constructive, showing that you are not just pointing out flaws but also trying to improve the situation or argument.</p> <p>Descriptor: Students will demonstrate how to give a critical opinion by focusing on specific points and offering constructive feedback.</p>			
	<p>Task 2: Responding to Critical Opinions</p> <p>Task: Students will be given a critical opinion about one of their arguments from Task 1 and will respond using evidence and logic. They should stay calm and address the criticism respectfully, offering clarification or supporting evidence.</p> <p>Example Criticism: "I don't think the idea of regulating social media platforms is practical because it would infringe on free speech."</p> <p>Response: "While free speech is a fundamental right, we must consider the harm caused by unchecked misinformation. For example, studies have shown that misinformation on social media platforms can lead to real-world harm, such as influencing elections or spreading false health information. Regulation could help mitigate these risks without fully limiting free speech."</p> <p>Question: "How can you stay calm and composed when responding to a critical opinion?"</p> <p>Answer: Focus on the argument and use evidence to support your position. Avoid personalizing the criticism and remain respectful.</p> <p>Descriptor: Students will practice responding to criticism by acknowledging the points made, using evidence, and clarifying their argument.</p>	<p>Student Activity: Students practice responding to critical opinions about their arguments, using evidence and logical reasoning.</p>	 <p>evaluated by the method.</p> <p>Assessment: Evaluate students on their ability to stay calm, acknowledge the criticism, and respond with logical, evidence-based arguments.</p>	<p>Individual Work</p>  <p>Resources: Handouts on responding to criticism respectfully and effectively. Rubric for evaluating responses to critical opinions.</p> <p>Group Work</p> 

	<p>Task 3: Mock Debate – Giving and Responding to Criticism</p> <p>Task: Students will debate a given topic, each taking turns to present an argument and respond to criticisms from their opponents. They should focus on giving constructive feedback and responding to criticism with calm, logical reasoning.</p> <p>Example Topic: “Should animal testing be banned for cosmetic products?”</p> <p>Task:</p> <p>Student A presents their argument.</p> <p>Student B gives a critical opinion, suggesting improvements or pointing out weaknesses.</p> <p>Student A responds calmly, using evidence to defend their argument.</p> <p>Question:</p> <p>"How can you ensure your response to criticism is constructive and doesn't escalate into a personal attack?"</p> <p>Answer:</p> <p>Focus on the argument and evidence, not the person presenting it. Respect the opposing viewpoint, and respond with reasoning rather than emotion.</p> <p>Descriptor:</p> <p>Students will practice giving and responding to critical opinions in a debate, maintaining respect and focusing on the issue rather than personal attacks.</p>	<p>Student Activity:</p> <p>Students participate in a mock debate, giving and responding to criticisms in a respectful, constructive manner.</p>	 <p>evaluated by the method.</p> <p>Assessment:</p> <p>Evaluate students based on their ability to give constructive criticism, respond calmly and logically, and maintain respect for opposing viewpoints.</p>	<p>Individual Work</p>  <p>Resources:</p> <p>Debate scenario cards.</p> <p>Rubric for evaluating the ability to give and respond to critical opinions in a debate.</p> <p>Group Work</p> 
<p>End of the Lesson</p>	<p>Summary:</p> <p>Recap the importance of giving and responding to critical opinions in debates. Emphasize that constructive criticism and respectful responses strengthen arguments and help improve the quality of the debate.</p> <p>Homework:</p> <p>Assign students to watch a debate or a talk (e.g., TED Talk) and identify how the speakers give and respond to critical opinions. They should take notes on the strategies used to maintain respect and clarity.</p>	<p>Student Activity:</p> <p>Reflect on the lesson and think about how they can incorporate respectful criticism and responses into their future debates.</p>	<p>Feedback:</p> <p>Ask students for feedback on the lesson and what strategies they found most useful for giving and responding to critical opinions.</p>	<p>Resources:</p> <p>Homework guidelines for analyzing a debate.</p> <p>Rubric for evaluating critical opinions.</p> 


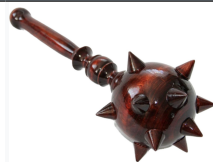
Unit:		Section V: Critical Thinking and Decision-Making in Debates		
Date:		Teacher's Name:		
Grade:		Number present:		Number absent:
Theme of the lesson:		Lesson 30: Review: Critical Thinking and Decision-Making		
Learning Objectives:		Review the key concepts of critical thinking and decision-making discussed throughout the unit. Reinforce their understanding of how to apply critical thinking to evaluate arguments, make decisions, and respond effectively during debates. Practice applying critical thinking and decision-making skills in simulated debate scenarios.		
Lesson objectives:		Students will review the process of critical thinking and decision-making. Students will apply these skills to analyze arguments, make decisions, and formulate responses in debates. Students will engage in a review exercise to consolidate their learning and prepare for future debates.		
Lesson Procedure				
Planned timings	Planned activities	Learners’ activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet the students and introduce the review session by asking, “What are the most important skills we’ve learned over the past few lessons about critical thinking and decision-making?”	Student Activity: Ask students to reflect on a recent debate they participated in. How did they use critical thinking and decision-making to form their arguments or responses?	 evaluated by the method. Assessment: Briefly check students' understanding by asking, “How do critical thinking and decision-making help you in constructing better arguments?”	Resources: Interactive whiteboard PowerPoint slides summarizing critical thinking and decision-making processes.
Middle (35 min) 	Task 1: Recap of Critical Thinking Task: Students will revisit a previously discussed debate topic. They will reanalyze the arguments presented, identify assumptions, evaluate the evidence, and determine whether the conclusions are logical. Afterward, they will discuss their analysis in pairs. Example Topic: "Should the government regulate social media	Student Activity: Students analyze a given argument and discuss their findings with a partner.	 evaluated by the method. Assessment: Evaluate students based	Individual Work  Resources: Critical thinking handouts. Rubric for evaluating









	<p>platforms?"</p> <p>Analysis: Students break down the argument into components and evaluate the evidence presented, such as studies on misinformation or expert opinions.</p> <p>Question:</p> <p>"How do we ensure that the conclusions we draw in a debate are logical and supported by evidence?"</p> <p>Answer:</p> <p>By critically evaluating all evidence and considering all possible perspectives before drawing a conclusion.</p> <p>Descriptor:</p> <p>Students will demonstrate critical thinking by evaluating an argument using the steps discussed.</p>		<p>on how effectively they analyze the arguments, identify assumptions, and evaluate evidence.</p>	<p>argument analysis.</p> <p>Group Work</p> 
	<p>Task 2: Decision-Making Review</p> <p>Task: Students will work in small groups to discuss a decision-making scenario. They will go through the steps of identifying the decision, gathering information, evaluating options, and making a choice. Afterward, they will present their decision and justify it.</p> <p>Example Scenario: "Should the school implement a year-round schedule?"</p> <p>Step 1: Identify the decision: Implement a year-round school schedule.</p> <p>Step 2: Gather information: Look at data on student performance, the impact on family schedules, and expert opinions.</p> <p>Step 3: Evaluate options: Consider the pros (improved learning retention) and cons (disruption of summer activities).</p> <p>Step 4: Make the decision: Based on evidence, decide if the year-round schedule is beneficial.</p> <p>Question:</p> <p>"Why is it important to gather enough information before making a decision in a debate?"</p> <p>Answer:</p> <p>Gathering information ensures that</p>	<p>Student Activity:</p> <p>Students work in groups to go through the decision-making process and present their conclusions.</p>	 <p>evaluated by the method.</p> <p>Assessment:</p> <p>Evaluate students on how clearly they follow the decision-making process and justify their choices.</p>	<p>Individual Work</p>  <p>Resources:</p> <p>Decision-making worksheets. Rubric for evaluating decision-making and justification.</p> <p>Group Work</p> 






	<p>your decision is well-informed, balanced, and supported by credible evidence, making your argument stronger.</p> <p>Descriptor: Students will demonstrate decision-making skills by presenting a well-supported decision based on evidence and reasoning.</p>			
	<p>Task 3: Mock Debate - Applying Critical Thinking and Decision-Making</p> <p>Task: Students will participate in a short mock debate on a given topic. Each student must make a decision on the topic, justify it with evidence, and respond to the opponent's arguments using critical thinking.</p> <p>Example Topic: "Should the use of smartphones in schools be allowed?"</p> <p>Student A: Argues that smartphones should be allowed, using evidence about how smartphones can enhance learning.</p> <p>Student B: Argues against smartphone use in schools, citing distractions and the negative impact on social interaction.</p> <p>Question: "How can you ensure that your argument is based on critical thinking rather than assumptions or biases?"</p> <p>Answer: By focusing on evidence, considering multiple perspectives, and evaluating the strengths and weaknesses of your own argument and your opponent's.</p> <p>Descriptor: Students will demonstrate their ability to apply critical thinking and decision-making by constructing and defending an argument.</p>	<p>Student Activity: Students participate in a mock debate, practicing their critical thinking and decision-making skills.</p>	 <p>evaluated by the method.</p> <p>Assessment: Evaluate students on how effectively they apply critical thinking and decision-making to construct and defend their argument.</p>	<p>Individual Work</p>  <p>Resources: Debate scenario cards. Rubric for evaluating argument construction and defense.</p> <p>Group Work</p> 
End of the Lesson	<p>Summary: Recap the key concepts: critical thinking involves analyzing and evaluating evidence, while decision-making involves making well-supported choices. Both are essential</p>	<p>Student Activity: Reflect on the lesson and think about how they can apply critical thinking and</p>	<p>Feedback: Ask students for feedback on the lesson and what strategies they found most</p>	<p>Resources: Homework guidelines for the reflection. Rubric for evaluating</p>

	<p>in constructing strong, persuasive arguments in debates.</p> <p>Homework: Assign students to write a reflection on a recent debate or decision they made. They should describe the process of critical thinking and decision-making they used and how they could improve their reasoning in future debates.</p>	<p>decision-making skills to future debates.</p>	<p>helpful in strengthening their debating skills.</p>	<p>critical thinking and decision-making.</p> 
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ҚЫСҚА МЕРЗІМДІ ЖОСПАР Сабақ № 31






Unit:		Section VI: Final Work and Practical Debates		
Date:		Teacher's Name:		
Grade:		Number present:		Number absent:
Theme of the lesson:		Lesson 31: The Conclusion Stage of a Debate: Summarizing and Opinions		
Learning Objectives:		Understand the importance of summarizing key points effectively in the conclusion of a debate. Learn how to express their opinions confidently and persuasively during the closing stage of a debate. Practice summarizing their arguments and presenting a strong concluding statement.		
Lesson objectives:		Students will learn the key elements of a strong conclusion in a debate: summarizing the main arguments and reinforcing their stance. Students will practice how to express their opinions clearly and persuasively in the final stage of a debate. Students will engage in a mock debate where they will present effective conclusions and summarize key points.		
Lesson Procedure				
Planned timings	Planned activities	Learners’ activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet the students and introduce the topic by asking, “Why is the conclusion of a debate so important? How do you think the way you summarize your argument can affect the outcome of a debate?”	Student Activity: Ask students to reflect on the conclusions of debates they’ve seen or participated in. What made a conclusion memorable or convincing?	 +1 ШОҚПАП evaluated by the method. Assessment: Ask, “What do you think should be included in the conclusion of a debate?”	Resources: Interactive whiteboard PowerPoint slides summarizing the key elements of a strong conclusion.









<p>Middle (35 min)</p> 	<p>Task 1: Understanding the Conclusion Stage of a Debate Task: Students will review an argument from a previous debate and practice summarizing the key points effectively. They will identify the strongest arguments and create a brief conclusion that ties them together. Example Topic: “Should animal testing be banned for cosmetic products?” Summary: “In conclusion, animal testing for cosmetics should be banned because it is unethical, unnecessary, and alternatives are available that can provide safer testing methods.” Question: “Why should you avoid introducing new points in your conclusion?” Answer: Introducing new points can confuse the audience and weaken your conclusion. The conclusion should focus on reinforcing what has already been argued. Descriptor: Students will practice summarizing key points clearly and effectively, focusing on reinforcing their position.</p>	<p>Student Activity: Students practice summarizing a previous debate topic and delivering a concise conclusion.</p>	 <p>+1 IIIOKIAP</p> <p>evaluated by the method. Assessment: Evaluate students on their ability to clearly summarize key points and provide a concise and persuasive conclusion.</p>	<p>Individual Work</p>  <p>Resources: Handouts on summarizing arguments in debates. Rubric for evaluating conclusions.</p> <p>Group Work</p> 
	<p>Task 2: Expressing Opinions Clearly and Persuasively Task: Students will practice delivering their opinion on a debate topic. They should ensure that they present their stance clearly, use persuasive language, and avoid introducing new arguments in their conclusion. Example Opinion: “I strongly believe that social media should be regulated to prevent the spread of misinformation. It is a matter of public safety and the integrity of information.” Question: “How can you ensure your opinion is persuasive without sounding overly forceful or biased?” Answer:</p>	<p>Student Activity: Students practice delivering their opinion on a given debate topic.</p>	 <p>+1 IIIOKIAP</p> <p>evaluated by the method. Assessment: Evaluate students on their ability to express their opinion confidently and persuasively.</p>	<p>Individual Work</p>  <p>Resources: Handouts on persuasive language in debates. Rubric for evaluating opinion delivery.</p> <p>Group Work</p> 



	<p>By presenting logical reasons, evidence, and examples to support your opinion, you can maintain a persuasive tone without appearing too forceful.</p> <p>Descriptor: Students will practice stating their opinion clearly and persuasively, with a focus on using appropriate language and tone.</p>			
	<p>Task 3: Mock Debate – The Conclusion Stage Task: Students will participate in a mock debate on a selected topic. After presenting their arguments, they will deliver a concluding statement, summarizing their points and stating their opinion clearly and persuasively. Example Debate Topic: “Should schools implement a dress code?” Question: “What makes a conclusion in a debate memorable and effective?” Answer: A memorable conclusion is one that reinforces the key points with clarity and confidence, leaving the audience with a strong sense of why your argument matters. Descriptor: Students will demonstrate their ability to summarize key points and present a persuasive conclusion in a mock debate.</p>	<p>Student Activity: Students participate in a mock debate, focusing on delivering an effective and persuasive conclusion.</p>	 <p>+1 ИТОГОВАЯ evaluated by the method. Assessment: Evaluate students based on their ability to summarize effectively and present a confident, persuasive opinion.</p>	<p>Individual Work</p>  <p>Resources: Debate scenario cards. Rubric for evaluating debate conclusions.</p> <p>Group Work</p> 
End of the Lesson	<p>Summary: Recap the key points: the conclusion stage of a debate is vital for reinforcing arguments, stating your opinion clearly, and leaving a lasting impact on the audience. Homework: Assign students to prepare the conclusion of a debate on a new topic. They should focus on summarizing key points effectively and presenting a strong, persuasive opinion.</p>	<p>Student Activity: Reflect on the skills learned today and consider how they can improve their conclusions in future debates.</p>	<p>Feedback: Ask students for feedback on the lesson and what strategies they found most helpful in strengthening their conclusions.</p>	<p>Resources: Homework guidelines for preparing a debate conclusion. Rubric for evaluating conclusions in debates.</p> 

ҚЫСҚА МЕРЗІМДІ ЖОСПАР

Сабақ № 32

Unit:		Section VI: Final Work and Practical Debates		
Date:		Teacher's Name:		
Grade:		Number present:		Number absent:
Theme of the lesson:		Lesson 32: Formulating and Defending One’s Opinion in a Debate		
Learning Objectives:		Learn how to formulate a clear and structured opinion on a debate topic. Practice defending their opinions with logical reasoning, evidence, and persuasive techniques. Develop skills to respond effectively to counterarguments while maintaining a clear stance.		
Lesson objectives:		Students will learn how to formulate their opinions on a specific topic, using clear reasoning and evidence. Students will practice defending their opinions in a debate setting, using logical arguments and persuasive techniques. Students will participate in a mock debate, defending their opinions and responding to opposing arguments.		
Lesson Procedure				
Planned timings	Planned activities	Learners’ activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet the students and introduce the topic by asking, “What makes a strong, persuasive opinion in a debate? How do you defend your opinion effectively against counterarguments?”	Student Activity: Ask students to think of a time when they had to defend their opinion in a discussion. What strategies did they use to convince others?	 +1 ЕЛТАҢБА evaluated by the method. Assessment: Briefly check understanding by asking, “What are the key elements of a strong argument in a debate?”	Resources: Interactive whiteboard PowerPoint slides introducing the steps for formulating and defending an opinion.
Middle (35 min) 	Task 1: Formulating a Clear Opinion Task: Students will choose a debate topic and formulate their opinion on it. They will then write a brief statement of their opinion, supported by one reason or argument. Example Topic: “Should junk food be banned in schools?” Formulated Opinion: “Junk food should be banned in schools because it contributes to childhood obesity	Student Activity: Students formulate their opinion on the topic and write a clear statement supporting it.	 +1 ЕЛТАҢБА evaluated by the method. Assessment: Evaluate students on the clarity of their	Individual Work  Resources: Opinion formulation handouts. Rubric for evaluating the clarity and




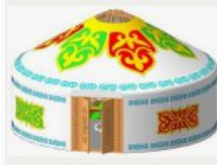


	<p>and negatively impacts students' health and learning abilities."</p> <p>Question: "How can you ensure that your opinion is both clear and persuasive?"</p> <p>Answer: By providing clear reasoning and evidence that supports your stance, and by expressing it in a straightforward, assertive manner.</p> <p>Descriptor: Students will clearly formulate their opinion on a given topic and provide at least one reason to support their stance.</p>		<p>opinion and the strength of their reasoning.</p>	<p>strength of the opinion.</p> <p>Group Work</p> 
	<p>Task 2: Defending Your Opinion Task: Students will practice defending their opinion from Task 1. They will use at least one piece of evidence or logical reasoning to back up their stance. Afterward, students will pair up and present their opinions to each other.</p> <p>Example Defense: "Junk food should be banned in schools because research shows that childhood obesity rates have significantly increased in schools where junk food is readily available. Studies also indicate that students' academic performance improves when healthier food options are provided."</p> <p>Question: "How does evidence support the defense of your opinion?"</p> <p>Answer: Evidence adds credibility to your opinion and helps convince the audience that your position is well-founded and reasonable.</p> <p>Descriptor: Students will defend their opinion using logical reasoning and evidence.</p>	<p>Student Activity: Students practice defending their opinion with evidence and reasoning in pairs.</p>	 <p>evaluated by the method.</p> <p>Assessment: Evaluate students on how well they defend their opinion, focusing on the clarity of their reasoning and the quality of the evidence provided.</p>	<p>Individual Work</p>  <p>Resources: Handouts on defending opinions in debates. Rubric for evaluating the defense of the opinion.</p> <p>Group Work</p> 
	<p>Task 3: Responding to Counterarguments Task: Students will engage in a mock debate, where one student presents an opinion, and the other provides a counterargument. The first student will then respond to the counterargument, refuting it with</p>	<p>Student Activity: Students engage in mock debates, responding to each other's counterarguments with evidence and logical reasoning.</p>	 <p>evaluated by the method.</p>	<p>Individual Work</p>  <p>Resources: Counterargument scenario cards.</p>








	<p>evidence and logical reasoning.</p> <p>Example Counterargument: “Banning junk food in schools could limit students' freedom of choice.”</p> <p>Response: “While students should have freedom of choice, we must also prioritize their health. Studies show that healthier school environments contribute to better academic performance, which is ultimately more important than the ability to choose unhealthy food.”</p> <p>Question: “How can you ensure that your response to a counterargument is respectful and logical?”</p> <p>Answer: By focusing on the argument rather than attacking the person presenting it and using logical evidence to refute their points.</p> <p>Descriptor: Students will respond to counterarguments logically and respectfully, using evidence to strengthen their position.</p>		<p>Assessment: Evaluate students on their ability to respond to counterarguments, focusing on the logic and evidence used in their response.</p>	<p>Rubric for evaluating responses to counterarguments.</p> <p>Group Work </p>
End of the Lesson	<p>Summary: Recap the importance of formulating a clear opinion, defending it with logical reasoning and evidence, and responding to counterarguments effectively.</p> <p>Emphasize that a strong opinion in a debate is not just about presenting a point but also about being able to justify it and counter opposing arguments.</p> <p>Homework: Assign students to prepare an argument for a debate on a new topic. They should focus on clearly formulating their opinion, defending it with evidence, and considering potential counterarguments.</p>	<p>Student Activity: Reflect on the skills learned today and think about how they can improve their debating performance, especially in defending their opinions.</p>	<p>Feedback: Ask students for feedback on the lesson and which aspects of opinion formulation and defense they found most helpful.</p>	<p>Resources: Homework guidelines for preparing a debate argument. Rubric for evaluating debate preparation.</p> 



ҚЫСҚА МЕРЗІМДІ ЖОСПАР

Сабақ № 33

Unit:	Section VI: Final Work and Practical Debates	
Date:	Teacher's Name:	
Grade:	Number present:	Number absent:
Theme of the lesson:	Lesson 33: Conducting a Practical Debate	
Learning Objectives:	Apply the skills of formulating, defending, and summarizing	

	arguments in a real debate setting. Practice responding to opposing arguments and handling the pressure of a live debate. Use effective public speaking techniques, such as clarity, persuasion, and confidence, during a debate.			
Lesson objectives:	Students will actively engage in a debate, applying their knowledge of argument formulation, logical reasoning, and rebuttal. Students will practice summarizing their arguments in the conclusion stage of the debate. Students will develop their skills in responding to counterarguments while maintaining confidence and composure.			
Lesson Procedure				
Planned timings	Planned activities	Learners' activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet the students and introduce the practical debate by asking, “What do you think makes a debate successful? What strategies have you found most useful during this course?”	Student Activity: Briefly review the steps involved in preparing for a debate: formulating a clear opinion, supporting it with evidence, anticipating counterarguments, and delivering a strong conclusion.	 evaluated by the method. Assessment: Ask students, “Why is it important to stay calm and composed during a debate, especially when responding to opposing arguments?”	Resources: Interactive whiteboard PowerPoint slides summarizing key debate strategies.
Middle (35 min) 	Task 1: Preparing for the Debate Task: Assign students to pairs or small groups. Each group will debate a given topic, preparing their arguments and anticipating counterarguments. Students should spend time researching and outlining their main points and responses. Example Topic: "Should homework be banned in schools?" Task for Group A: Argue that homework should be banned due to its negative impact on student well-being and free time. Task for Group B: Argue that homework should not be banned because it reinforces learning and helps students succeed.	Student Activity: Students research and prepare for their debate topic, organizing their arguments and counterarguments.	 evaluated by the method. Assessment: Evaluate students on their preparation, the strength of their arguments, and the quality of their counterargument s.	Individual Work  Resources: Research handouts on debate topics. Rubric for evaluating argument preparation. Group Work 

	<p>Question: "How can you ensure that your argument is well-supported with evidence?"</p> <p>Answer: By researching facts, expert opinions, and real-world examples to back up your claim.</p> <p>Descriptor: Students will prepare clear arguments for their assigned stance, anticipating counterarguments and practicing their delivery.</p>			
	<p>Task 2: Conducting the Debate</p> <p>Task: Students will engage in a mock debate, where each group presents their arguments, responds to counterarguments, and summarizes their stance in the conclusion stage. Each side should have a designated speaker for presenting and responding.</p> <p>Structure of the Debate:</p> <p>Opening Statements (2 minutes each): Present the main arguments.</p> <p>Rebuttals (2 minutes each): Respond to the opponent's arguments with counterpoints.</p> <p>Conclusion (1 minute each): Summarize the key points and restate the position.</p> <p>Question: "How can you ensure your argument is persuasive during the rebuttal phase?"</p> <p>Answer: By staying calm, listening to the opponent's points, and responding with logic and evidence that undermines their claims.</p> <p>Descriptor: Students will present their arguments, engage in rebuttals, and conclude their side of the debate clearly and persuasively.</p>	<p>Student Activity: Students engage in a mock debate, presenting arguments, rebuttals, and conclusions.</p>	 <p>evaluated by the method.</p> <p>Assessment: Evaluate students based on their clarity, confidence, and ability to present strong arguments and rebuttals.</p>	<p>Individual Work</p>  <p>Resources: Debate scenario cards. Rubric for evaluating debate performance.</p> <p>Group Work</p> 
	<p>Task 3: Reflection and Peer Feedback</p> <p>Task: After the debate, students will provide feedback to each other on their performance, focusing on the</p>	<p>Student Activity: Students provide peer feedback and reflect on their own debate performance.</p>	 <p>evaluated by the</p>	<p>Individual Work</p>  <p>Resources:</p>

	<p>clarity of arguments, the strength of rebuttals, and the effectiveness of their conclusion. They will also reflect on their own performance and identify one thing they can improve for next time.</p> <p>Question: "Why is it important to give and receive feedback after a debate?"</p> <p>Answer: Feedback helps improve future performance by identifying areas that need work and reinforcing successful strategies.</p> <p>Descriptor: Students will engage in constructive peer feedback and reflect on their own performance.</p>		<p>method.</p> <p>Assessment: Evaluate students based on their ability to give constructive feedback and reflect on their strengths and areas for improvement.</p>	<p>Peer feedback forms. Rubric for evaluating feedback and reflection.</p> <p>Group Work </p>
End of the Lesson	<p>Summary: Recap the key elements of a successful debate: preparing strong arguments, defending your opinion confidently, responding to counterarguments, and delivering a persuasive conclusion.</p> <p>Homework: Assign students to write a reflection on the debate, focusing on their preparation, their performance, and what they learned from the feedback received.</p>	<p>Student Activity: Reflect on the skills they have developed over the course and think about how they can continue to improve their debating abilities in the future.</p>	<p>Feedback: Ask students for feedback on the lesson and what they found most helpful during the mock debate.</p>	<p>Resources: Homework guidelines for writing a reflection on the debate. Rubric for evaluating written reflections.</p> 










ҚЫСҚА МЕРЗІМДІ ЖОСПАР









Сабақ № 34

Unit:	Section VI: Final Work and Practical Debates	
Date:	Teacher's Name:	
Grade:	Number present:	Number absent:
Theme of the lesson:	Lesson 34: Final Evaluation and Reflection	
Learning Objectives:	<p>Reflect on the skills and knowledge they have gained throughout the course.</p> <p>Participate in a final evaluation of their performance in debates and speaking activities.</p> <p>Set personal goals for further development in public speaking, persuasion, and critical thinking.</p>	
Lesson objectives:	<p>Students will assess their progress in public speaking and debate skills, identifying areas of strength and areas for improvement.</p> <p>Students will engage in a reflective activity to think about how they have grown throughout the course and how they can apply these skills in future situations.</p> <p>Students will receive constructive feedback on their performance</p>	

in debates and related activities, helping them to set goals for further improvement.

Lesson Procedure

Planned timings	Planned activities	Learners' activities	Assessment	Resources
Beginning (5 min) 	Greeting: Greet the students and introduce the lesson by saying, "Today, we'll reflect on everything you've learned throughout this course. You'll evaluate your progress, set goals, and give and receive feedback to help you continue developing your skills in public speaking and debate."	Student Activity: Ask students, "What has been the most challenging part of this course for you? What part do you feel most confident in?"	 evaluated by the method. Assessment: Briefly review the key skills learned throughout the course, such as argument formulation, rebuttal, summarizing, and using evidence to support opinions.	Resources: Interactive whiteboard PowerPoint slides summarizing key course content and skills.
Middle (35 min) 	Task 1: Self-Evaluation Task: Students will fill out a self-evaluation form where they reflect on their performance during the course. The form will include questions related to clarity, confidence, use of evidence, engagement with the audience, and handling rebuttals. Example Question: "How confident did you feel during your debates and presentations? Why?" Descriptor: Students will reflect honestly on their strengths and weaknesses, providing specific examples of their performance in debates.	Student Activity: Students complete the self-evaluation form, reflecting on their skills and performance in the course.	 evaluated by the method. Assessment: Evaluate students on their ability to provide thoughtful, reflective answers about their performance.	Individual Work  Resources: Self-evaluation forms. Rubric for assessing self-reflection. Group Work 
	Task 2: Peer Feedback Task: Students will pair up and give each other feedback based on their debates. Each student will provide feedback on: What the other person did well. What could be improved in their argumentation, clarity, or	Student Activity: Students pair up and provide each other with constructive feedback.	 evaluated by the method. Assessment: Evaluate	Individual Work  Resources: Peer feedback forms. Rubric for

	<p>confidence. How they could improve their use of evidence or counterarguments. Example Feedback: "You made a strong argument on how social media affects mental health, but you could improve by including more data from research studies to back up your claims." Descriptor: Students will provide constructive feedback to their peers, focusing on specific aspects of their performance.</p>		<p>students on the quality and respectfulness of their feedback.</p>	<p>evaluating feedback.</p> <p>Group Work</p> 
	<p>Task 3: Goal Setting for Future Improvement Task: Students will set at least two personal goals for further development in public speaking or debate. These goals should focus on areas where they believe they can improve, such as speaking with more confidence, using more evidence, or improving their rebuttal skills. Example Goal: "I want to improve my rebuttal skills by practicing counterarguments in different debate scenarios over the next two weeks." Descriptor: Students will set specific, measurable, and achievable goals that align with their areas of improvement.</p>	<p>Student Activity: Students write down their personal goals for improving their public speaking and debating skills.</p>	 <p>evaluated by the method. Assessment: Evaluate students on the clarity and realism of their goals.</p>	<p>Individual Work</p>  <p>Resources: Goal-setting worksheet. Rubric for evaluating goals.</p> <p>Group Work</p> 
<p>End of the Lesson</p>	<p>Summary: Recap the importance of self-reflection, constructive feedback, and goal setting for continuous improvement. Emphasize that public speaking and debate are skills that improve with practice and feedback. Homework: Ask students to continue working on their goals by practicing specific areas of improvement. For example, they might want to record themselves giving a speech and assess their use of evidence or confidence.</p>	<p>Student Activity: Reflect on the feedback received and the goals set during the lesson. Think about how they can work on these areas in the future.</p>	<p>Feedback: Ask students for feedback on the course and the final reflection lesson. What part of the course did they find most helpful, and where do they feel they still need practice?</p>	<p>Resources: Goal-setting guidelines. Rubric for evaluating final reflection.</p>   

Бағалау критерийлері кестесі

№	Тақырып	Бағалау критерийлері	Макс. Балл (1–5)
1	The Importance and Definition of Debates	Дебаттың маңызын түсіну, оның қоғамдық сөйлеуге әсері	1–5
2	Development of Public Speaking Skills	Сенімді сөйлеу, дұрыс дауыс пен мәнерлі сөйлеу дағдылары	1–5
3	Defending and Proving One's Opinion in a Debate	Аргументтер мен дәлелдерді тиімді құру	1–5
4	Rhetoric and Its Role in Debates	Риториканың әсерлі қолданылуы, аудиториямен байланыс	1–5
5	Types and Rules of Debates	Дебат түрлері мен ережелерін дұрыс қолдану	1–5
6	Review: Debates and Public Speaking	Дебат ережелері мен сөйлеу дағдыларын қорытындылау	1–5
7	Stages of Preparing for a Debate	Дебатқа дайындық кезеңдерін жүйелі түрде орындау	1–5
8	Topic Selection and Research for Debates	Тақырып таңдау мен зерттеу жұмысын сапалы орындау	1–5

Қорытынды

Қазіргі заманғы білім беру жүйесінде қоғамдық сөйлеу және сендіру дағдыларын дамыту үлкен маңызға ие. Бұл дағдылар тек жеке тұлғаның қарым-қатынас шеберлігін ғана емес, сонымен бірге оның қоғамдық өмірде белсенділігін арттырып, кәсіби қызметте де тиімді болуына ықпал етеді. Дебаттар мен қоғамдық сөйлеу дағдыларын дамыту оқу үдерісінде маңызды орын алуы керек, себебі олар оқушылардың сыни ойлауын, шешім қабылдау қабілетін және шығармашылық дағдыларын жетілдіруге көмектеседі.

«Using English Debates to Develop Public Speaking and Persuasion Skills» атты бағдарлама осы мақсатта құрылды. Бағдарламаның негізгі мақсаты – 11-сынып оқушыларын ағылшын тілінде дебаттар өткізу арқылы қоғамдық сөйлеу, сендіру, және қарсы пікірлерге жауап беру дағдыларын қалыптастыру. Оқушылардың ойлау қабілетін дамытып, олардың аргумент жасау және қарсыластардың дәлелдеріне қарсы тұру дағдыларын жетілдірудің маңызы зор. Сонымен қатар, риторика мен дебаттың негізгі ережелерін меңгеру арқылы оқушылар өз пікірлерін сенімді және айқын жеткізе алады.

Бағдарлама оқушыларға тек теориялық білім берумен шектелмей, практикалық дағдыларды да қамтиды. Дебатқа дайындық, тақырып таңдау, зерттеу жүргізу, аргументтерді құру және оларды қорғау дағдылары оқушылардың сыни ойлауын тереңдетеді. Бұл дағдылар олардың өмірінде

кеңінен қолданылып, болашақта кез келген мәселеге қатысты өз пікірлерін дәлелдеу және сендіру қабілеттерін арттырады. Дебаттарда тыңдау және қарсы пікірлерге жауап беру дағдылары да маңызды болып табылады, себебі тиімді қарым-қатынас тек сөйлеуде ғана емес, сонымен қатар тыңдауда да байқалады.

Дебаттар мен қоғамдық сөйлеу дағдыларын дамытудың тағы бір маңызды аспектісі – манипуляция және сендірудің психологиялық әдістерін үйрету. Оқушыларға әсер ету тәсілдерін түсіндіріп, олардың осы дағдыларды дұрыс қолдануға үйрету бұл дағдыларды этикалық тұрғыдан қолдануға мүмкіндік береді. Сонымен қатар, аудиториямен қарым-қатынас орнату, эмоцияларды басқару және сендіру әдістерін дұрыс пайдалану оқушыларды тек жақсы спикер ғана емес, сонымен қатар этикалық әрі жауапты адам етіп тәрбиелеуге көмектеседі.

Бағдарлама дебаттардағы сыни ойлау мен шешім қабылдау дағдыларын дамытуға арналған. Оқушылар дебат барысында логикалық тұжырымдар жасау және оларды қорғай білу дағдыларын жетілдіреді. Бұл дағдылар тек дебатта ғана емес, жалпы өмірде де пайдалы болып табылады, өйткені олар кез келген шешім қабылдауда маңызды рөл атқарады.

Қорытындылай келе, ағылшын тілінде дебаттар өткізу оқушылардың қоғамдық сөйлеу және сендіру дағдыларын дамытуға, өз пікірлерін қорғауға және басқаларды сендіруге көмектесетін тиімді құрал болып табылады. Бұл бағдарлама оқушыларды өзін-өзі білдіре білуге, өз пікірін қорғай алуға, қарсы пікірлерге тыңғылықты жауап беруге, сондай-ақ сыни ойлау мен шығармашылық қабілеттерін дамытуға бағытталған.

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