**Balloon Debate Lesson Plan**

Colton Gilbert Date(s):

Grade Level and Subject:

Topic(s): Extemporaneous Speaking/Debating

**Arkansas Frameworks**:

CP .2.OC2S.3 – Demonstrate mutual respect in interpersonal communication

CP .2.OC2S.4 – Demonstrate the ability to give and receive constructive criticism

CP .2.OC2S.9 –Speak while maintaining a formal style and objective tone

PC.4.OC2S.3 – Present information, findings, and supporting evidence clearly, concisely, and logically in informative and persuasive speeches and debate

PC.4.OC2S.4 – Apply debate fundamentals in a variety of formal and informal debates

**Lesson Objectives**:

The learner will be able to understand and explain the importance of organizing a speech. The learner will be able to develop an effective introduction, body, and conclusion.

**Materials & Resources**:

Notecards with the names of famous people and/or inventions that the instructor deems appropriate.

For upper level debate classes the instructor may choose well-known philosophers for their impact on argumentation in the debate community.

For upper Debate classes that focus on competition you can use debate terminology and/or debate concepts as the subject matter.

**Activities and Tasks/Methods**:

The activity done in class, with all students, will be the balloon debates. The premise is that 4-6 students are trapped in a balloon. The balloon has too much weight and thus certain people have to be “thrown overboard.” Each child pulls a notecard with a famous person/invention that they must argue in favor of. Everyone must assume that if they are thrown out of the balloon then their person/invention never existed to mankind.

**Groupings**:

Depending on class size students will be in 4-5 heterogeneous groups with 4-6 people in each group.

**Questioning**:

Throughout the lesson the instructor will question the children on their reasoning for staying on the balloon and their reasoning for voting/not voting for a certain person/invention.

**Assessment**:

Students will self assess each other. At the end of each grouping the non-participating members of the class will collectively vote on the top two people from each group who will advance. During the final grouping(s) the class will vote on the winner(s) of the balloon debates.

**Homework**:

No homework is required for this lesson.