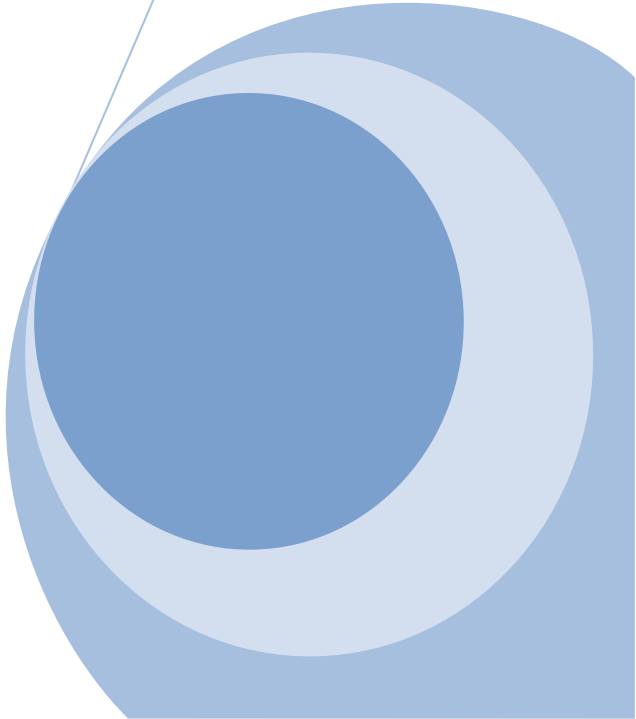


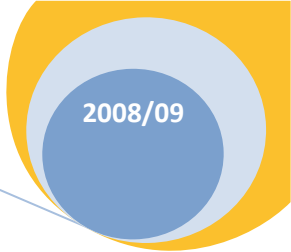


Student's Book

BLOC I *IT'S GOOD TO BE ME*

Student's worksheets

1. Lead-in-Unit worksheet
 2. Mind map on identity
 3. My personal profile
 4. What type of identity?
 5. Feelings situations
 6. Matching exercise: vocabulary
 7. Feeling cards. Group work.
 8. Emotions
 9. Story: *The Swan She Really Was*
 10. Questionnaire on *The Swan She Really Was*
 11. Homework on the language of the story
 12. Self-esteem writing frame worksheet
 13. *The Pursuit of Happiness* questionnaire
 14. Assertiveness scenarios worksheet
 15. Decision making and Peer Pressure: Sayings classification worksheet
 16. Drug awareness worksheet
 17. Drugs: Knowledge competition
 18. Drugs: test
 19. Debate outline
 20. Debate language
 21. Web search session: *Teenager pregnancy*
 22. Debate rubric
- 



Have a look at the initial grid of the *Educating Myself* course and think of all those things you already know about the topics below. This is an approximate account of the contents we will cover throughout the course. Classify the following facts on any of the Blocs below: *the Holocaust, men and woman, confidence, teenage pregnancy, Christianity and Buddhism, drugs, your family, school, racism, sexism, tolerance, bullying, anger, growing up, body image, economy and success in life, power, Jews, ghettos, friendship, professional goals*

EDUCATING MYSELF

**Ethics and
Citizenship**

Motto: **I know I can be
what I wanna be**

CLIP SONG BY NAS

BLOC I

IT'S GOOD TO BE ME

- Identity
- Feelings
- Self-esteem
- Assertiveness
- Decision making
- Peer Pressure
- Ethical decisions

BLOC II

*EVERYONE MAKES A
DIFFERENCE*

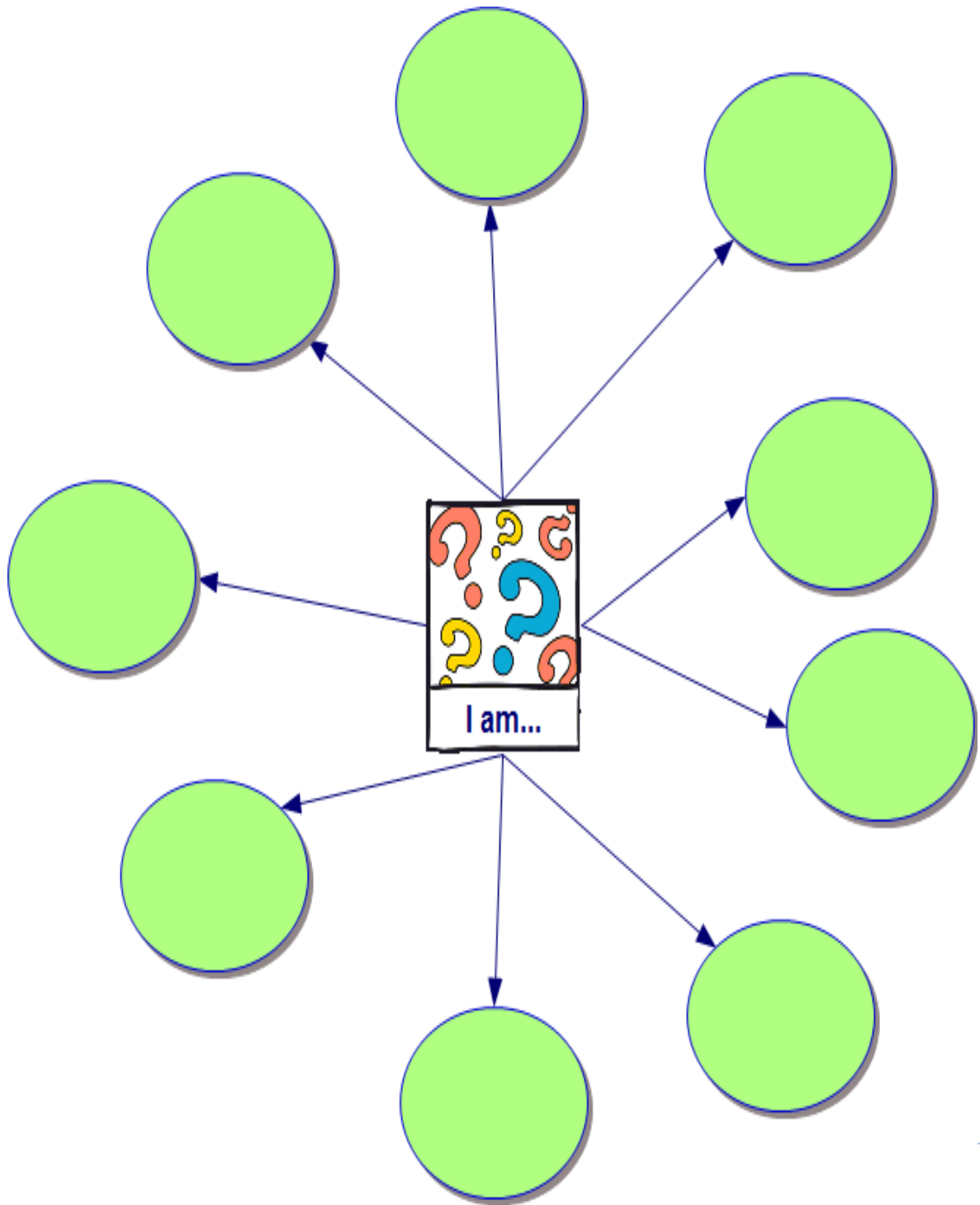
- Culture
- Prejudices
- Stereotypes
- Discrimination

BLOC III

*LET'S STEP INTO THEIR
SHOES*

- Education
- Religion
- Respect and trust

MIND MAP IDENTITY



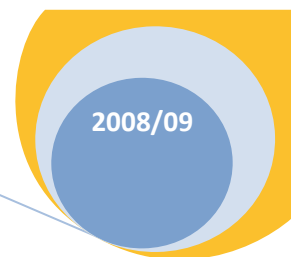
My personal profile

Use the plan below to create your own special personal profile. Write something for as many of these points as you can. Use full sentences and lots of adjectives to describe things.

- Name
- Age
- Describe what you look like (hair and eyes, height, etc.)
- Where you live in the world
- What type of house / flat you live in
- Who do you live with?
- Describe who you live with - names, ages, etc
- Do you have any pets?
- Who are your friends?
- What do you do in school? Describe your school day, subjects, clubs at lunchtime and after school etc
- Say what sports you do in PE
- What are your favourite and least favourite subjects and why?
- What do you do when you go home?
- What is your favourite food?
- What is your favourite sport and why? (If you have one)
- What is your favourite film?
- What type of music do you like to listen to and who is your favourite singer / group.
- Any other details you would like to include about hobbies interests, etc.

What type of identity? Inner / Outer

Girl short of energy not talented
 Shy Reliable funny
 Daughter of... hard-working
 Energetic I prefer computer games a gossip
 outgoing Avant guard
 Distant Happy most of the time musician
 Cool Marta's friend only child approachable
 Talkative loyal
 Student at IES Els Tres Turons not confident Chinese
 I like animals more than people Athletic and physical
 Boy Cousin of... Friendly talented emotional
 Simple in my thinking I swear a
 lot
 Positive about me adopted child sailor
 Girl traditional
 Brother/ sister of ... Immigrant from... quick to angry
 Artistic logical
 Christian/ Buddhist unhappy I hit people sometimes quiet
 I can't keep a secret member of the Smith's family



Feelings

1. You feel - - - - - , you studied a lot and your term exams were quite good. But you are not sure if you passed all the subjects.
However, you think positively.
2. You discovered a new talent in yourself. You know how to jump up to your chin. Your Physical Education teacher is amazed!
You are - - - - - of yourself.
3. Your friend, who is sitting next to you, is cheating during the maths exam. The teacher thinks it is you and expels you from school for a week.
You are - - - - - , this is - - - - - !
4. It's midnight. You didn't do your homework: a 500 words essay. You are too tired, besides...it's a useless effort, you are sure you are going to fail the subject anyway...
You feel - - - - - with this subject.
5. You won a radio programme quiz!!!
The prize is a free ticket to get to your favourite music group concert!!!!
You feel so - - - - - !
6. You are in a marathon, you are really thirsty...you haven't got any water and the runner next to you shares his/her bottle with you.
That's - - - - .
7. You helped your best friend all night with his homework and now you need him/her to help you and he gives you an excuse...
You feel - - - - -
8. You have a cheat-sheet under your exam paper, the teacher suspects on you and he is all the time looking at your place.
You feel t - - - - / a - - - - -
w - - - - -
s - - - - -
s - - - - -

CLIL in Citizenship: It's good to be me

9. You didn't play very well in your football/basketball team, in fact, you were a disaster. The coach told you:
'The next time I'll pull you out of the team!' he shouted.
You feel - - - - -

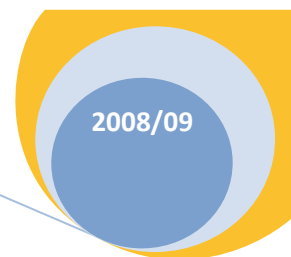
10. Your dog/ hamster / pet died because of a virus.
You feel - - -

11. You went on holiday and left your neighbour in charge of your dog / hamster/ pet.
You arrive and He is dead!
You feel really A - - - - / C - - - -

12. Your boyfriend / girlfriend / best friend moves to Madrid to live forever.
You will feel really - - - -

Help yourself to understand the main words, verbs and adjectives in the *Feelings* exercise. Associate the words in the left with the explanations and examples in the right.

Subject (n.)	Fraud, copy
Chin (n.)	Composition
Cheat (v.)	Need to drink
Essay (n.)	Maths, English, Science
Tired (adj.)	Part of the face
Amazed (adj.)	Fatigued, sleepy
Fail (v.)	Participate, use in common
Pass (v.)	False paper, lie and copy in an exam
To be thirsty (v.)	Abandon, not succeed, disaster
Share (v.)	Succeed, graduate, approve
Cheat-sheet (n.)	Surprised, astonished



Feeling Card written situation

Your girlfriend/boyfriend wants you to go to a party tonight, but you do not want to go because the people who are going to be there always end up getting in trouble with the police.

Feeling:

Your girlfriend/boyfriend has just phoned you to say that his/her parents are going out tonight, and that means you will be alone together in the house. You know that she/he wants to have sex, but you are not ready.

Feeling:

Your friend at high school keeps making fun of your weight in front of your other friends. She has given you a nickname, and everyone thinks it is funny. She/he thinks she/he is just teasing you, but it is upsetting you.

Feeling:

You have spots on your face and a bleeding cold sore in your upper lip, you do not want to go out at the weekend because you will meet someone who you like.

Feeling:

You have just found out that all your close friends are going to a party tonight, and you have not been invited.

Feeling:

Your best friend has just started smoking, and thinks you are stupid to disapprove and not want to smoke too. He/she doesn't know that your dad died of lung cancer last year.

Feeling:

Emotions

Emotions are subjective (experienced from an individual point of view) mental and psychological states associated with a wide variety of feelings, thoughts and behavior.

When I am late for school I feel _____

When I have lots of homework I feel _____

I feel _____

When I go to bed.

At home, **when I get shouted I feel** _____

When I am tired I feel

When I a teacher praises me I feel _____

When I meet someone for the first time I feel _____

When someone falls in love with me I feel _____

When I have time to myself I feel _____

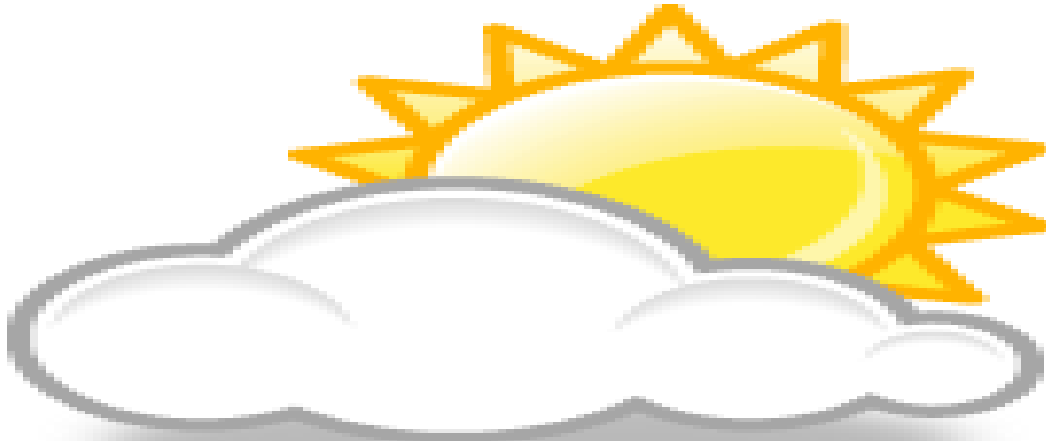
When a friend compliments me I feel _____

When I listen to my favourite song I feel _____

When I receive bad news about someone around me I feel _____

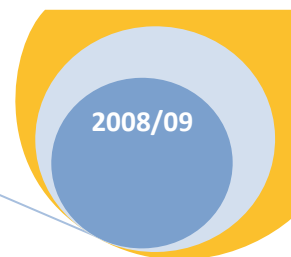
Self-esteem Factors

FACTORS THAT HELP SELF-ESTEEM



FACTORS THAT DAMAGE SELF ESTEEM





THE SWAN SHE REALLY WAS

P1.

Once upon a time, there was a creative and **competitive** advertising department that produced successful advertising campaigns year after year. The team was made up of writers, who wore eccentric shoes and clothes, and designers who rarely spoke to the little people. These people need to look different, act eccentric and be outrageous because it was expected of them. In the centre of this dynamic group, there was a quiet, not very beautiful but incredibly efficient department secretary. She was so quiet that most of the creative types didn't even know her name. Many times someone just **shouted** from his/her office for the "secretary person" and she would come running in, ready to take notes for the creative people. She had a name however, she was Jennie.

P2.

One day the department had to design a very compromising blog. They were **stuck**. The writers were without words. The designers had no designs and the creative director had no inspiration. All they needed was a change, a totally effective, **catchphrase** for a very big client. After two eternal days, that very shy secretary presented a piece of paper onto the Creative Director's desk. The director barely looked at the words and realized that the secretary had **come up with** a gold idea, more than gold, a platinum!!!

P3.

Jennie **blushed**. She couldn't **handle** the **praise**: "*You are great!!! What a brilliant idea*" At that very moment, she wished that she had stayed at her desk. The secretary **ran out** of the office, completely embarrassed. The Creative Director was intrigued.

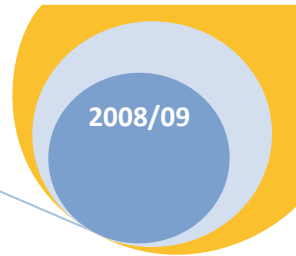
At that moment, the Creative Director took time to be a real human being and actually talked with the secretary. She had never finished her college education and opted for secretarial school when money ran out. She always felt "less-than" because of that. As a child, she hadn't received any praises. If she did something well, she was told she could have done it better. Her family were not very positive.

P4.

The Creative Director **enlisted** her to University and provided her with the time and money to complete her college education. But there was more work to be done.

She never **showed off** any of her ideas because they weren't good enough. She was convinced that the very educated writers and wildly creative designers were so much better than she could ever be, how could she even dream of competing in their same area?





CLIL in Citizenship: It's good to be me

She was a brilliant writer, yet her low **self-esteem** had effectively stopped her from **growing** as a person and as a professional. She was just as creative as any of the other team members, but she didn't believe it. So the Creative Director and the secretary **embarked** on a long journey of change.

P5

To **booster** her self-esteem and help her **realize** her true **worth**, the Director would praise Jennie for her excellence and **encourage** her to see herself as the great professional that she was. When **improvement** was needed in any area, the secretary was advised and asked to improve. As her self-esteem improved, the ugly **duckling** started **turning into** the **swan** she really was.

P6

At college, she was given Internet lessons; she took advantage of free Internet training and free Internet tutorials. She became quite a good Internet user and discovered that it was a valuable **resource**. She took courses online and earned the credits she needed to get her **BA**.

As she took more creative writing courses online, she became more confident with her talent. She stopped wearing crab outfits and started wearing clothes that were more suited to her age and figure. Her **makeup** brought out her bright eyes and lovely smile. She sat straighter and smiled more.

P7

One day, one of the designers was in a creative session and needed some **files**. He yelled out the door, "Hey! Secretary person!" The secretary came to the door and very confidently replied. "*Hey! Designer person. Learn my name and learn some manners.*"

It was at that point the Creative Director knew the secretary had the self-esteem he needed in a new writer.

Adapted from: *(A fairy tale starring self-esteem and self-improvement.)*

By Elaine Landau

Video Professor Resource Library



QUESTIONNAIRE ON THE STORY

PART 1

1. Who was the team made of?
2. Who was in the centre of the dynamic group?
3. Who was the department secretary?
4. Who answered to the name of "*the secretary person*"?

PART 2

5. What problems did the advertising department have to face?
6. What did they need?
7. What did the secretary do?

PART 3

8. What did Jenny feel when the director "praised" her?
9. Why did Jenny feel "less-than"?

PART 4

10. What did the creative director do afterwards?
11. Why did she never show off any of her ideas?
12. Who or what had stopped her from growing as a person and as a professional?
13. Who did embark on a long journey of change?

PART 5

14. How did the creative director booster Jenny's self-esteem?
15. Why did the ugly duckling turn into a swan?

PART 6

16. What did she do at college?
17. How did she change physically?

PART 7

18. How did Jenny react when a person called her "*Hey, secretary person*"?

CLIL in Citizenship: It's good to be me

HOMEWORK ON THE LANGUAGE OF THE STORY

Make a list or underline the adjectives appearing in the story and give a synonym or definition on the words in bold.

PART 1

(9 adjectives)

(1 word to define)

PART 2

(8 adjectives)

(3 words to define)

PART 3

(4 adjectives)

(4 words to define)

PART 4

(5 adjectives)

(4 words to define)

PART 5

(3 adjectives)

(3 words to define)

PART 6

(6 adjectives)

(3 words to define)

PART 7

(2 adjectives)

Look at the video images and listen carefully to the advice. Take notes on it and follow the skeleton provided below so as to help you organise your ideas.

INTRODUCTION

1. What is low self-esteem?

Definition:

1.1 Major influences on self-esteem.

-
-
-
-

2. Don't be so hard on yourself.

- Don't focus on...

3. Be positive

-
-
-
-

4. Reward yourself

5. Your health

THE PURSUIT OF HAPPINESS by *Gabrielle Muccino (2007)*

Chris Gardner has big dreams for him and his family but it doesn't seem to come easy for him. Chris has an opportunity to be a stock broker but first he has to go through competitive internship training with no pay. Chris decides to do it but when his wife leaves and he is evicted, he has to take care of his son on his own. So they find themselves sometimes living on the street and struggling to get by. But Chris is determined to make it.

1. Use the internet to find the following information about the film.

Release date:

Director:

Producer:

Writer:

Length:

Starring....

1. as Chris Gardner
2.as Christopher
3.as Linda

2. Watch the trailer of the film and hypothesise on what it might be about.

In my opinion the film is going to be about...

Key words: investment, bone density scanners, salesman, struggle, stock broker, internship, homeless, evicted, trust, hard work, big dreams, love, disappointment, success.

Watch the film bits, read the questions below, reflect upon them and answer

Film bit 1: Opening scene

(4'50)

-What is important to Chris as far as identity is concerned?

Film bit 2: Sense of failure

(13'49)

-How does Linda react when he tells her he wants to apply for a stock broker job?

-How does he feel about himself and his job?

Film bit 3: Linda is leaving

(3'51)

-On *who* does Chris think and on *what* when Linda tells him she is leaving with Christopher? *He is looking at a coin and he thinks about.....*

Film bit 4: Follow your dreams

(3'35)

-Does Chris finally take the "job"/ training opportunity?

-Does his life change? Why?

Basketball pitch scene:

-What does Chris tells his son that makes the child so disappointed?

-What is Chris's message to his son finally?

Film bit 5: Hard training life

-Is the internship routine hard for Chris and Christopher?

CLIL in Citizenship: It's good to be me

Film bit 6: No shelter!

(9'15)

- How is Chris economically surviving?
- What happens to Chris and Christopher one night?
- What does Chris invents for Christopher and why?
- Where do they spend the night?

Film bit 7: Trust and faith

(8'06)

- Where do they spend the rest of the nights?
- How is Chris doing at his "job"?
- How is the boy living the -all they running- routine?
- Is Chris thinking positively? Where does he find support?
- Who does Chris trust and have faith with?


Film bit 8: Efforts, disappointment and final success

(4'48)

There is no room for them in the Charity house. They are in the street. Where do they spend the night?

- What does Chris do, as a final option, to get some money?
- How does Chris feel when the period of internship is ending?
- What does he achieve finally?
- Is he happy? Why?

Look at the scenarios and analyse carefully the actors and actresses way to approach conflicts. Say if their reaction is *passive*, *aggressive*, or *assertive* and try to imagine what may contribute to such ways to react.

1. Asking for help in the office.  Girl's reaction: *passive*
Contributors to such reaction: *lack of confidence,...*
2. Queuing 1.
3. Queuing 2.
4. Where to eat 1.
5. Where to eat 2.
6. Lost ticket.
7. Breaking up.
8. Bully.
9. Watching a movie 1.
10. Watching a movie 2.

Classify the sayings below with the following numbered topics.

1. Making decisions.
2. Being responsible for your decisions.
3. Self-esteem.
4. Self-confidence and assertiveness.

<i>Let the choices you make today be the choices you can live with tomorrow.</i>	<i>Say what you mean, mean what you say.</i>	<i>Respect yourself. If you don't, nobody will.</i>
<i>Who you are begins with what you do.</i>	<i>Life is full of choices, choose carefully.</i>	<i>Who you are begins with what you do.</i>
<i>The choices we don't make are as important as the ones we do make.</i>	<i>Be responsible. Actions have consequences.</i>	<i>No one can make you feel inferior without your permission.</i>
<i>You are responsible for you.</i>	<i>You never know how much you can do till you try.</i>	<i>Anger can severely limit your choices.</i>
<i>Today's preparation determines tomorrow's achievement.</i>	<i>The most important thing about goals is having one.</i>	<i>Positive attitude is the mind's paintbrush. It can colour any situation.</i>

What Do You Know?

Cannabis is also known as

Why does the law classify drugs into three categories?

What are they?

Name three Class A drugs...

1) _____

2) _____

3) _____

Cannabis has been reclassified.

What class did it used to be?



And what class is cannabis now?

Do you know the law for its possession?

If you are aged 17:

If you are 18 and over:

Name three side effects of using cannabis...

1. _____

2. _____

3. _____

Do you know if there are any long-term risks?

DRUGS COMPETITION

One student is:



The other student is:



Are a TEAM!

STEP 1: Find new partners



All sit together.



And all sit together.

STEP 2: Become an expert!Together **read** and **listen**. Understand!!!!Together **learn** the content.**Practice** saying the content out loud.

Give your card to your teacher and go back to your place.

STEP 3: Teach and learn (TEAM)They **listen** to each other and **learn**.They **revise** everything.

THE COMPETITION!!!!!!

STUDENT A



CANNABIS

DEFINITION:

Cannabis, commonly known around the world as marijuana, is an ancient flowering plant, an ally of humanity for over ten thousand years. Every part of the plant is usable. It has been used for its fibre, medicine purposes and as a psychoactive.

LAW CLASSIFICATION

The cultivation and possession of *Cannabis* is illegal in most countries. Cannabis belongs to class B drugs. The government reclassified cannabis from Class C to Class B in January 2009 because of the concerns about the effects of the mental health of users. The different kinds of illegal drugs are divided into three different categories, or classes. These classes (A, B and C) carry different levels of penalty for possession and dealing.

KNOW CANNABIS

Although marijuana is a medicinal herb that has hundreds of proven, therapeutic uses from stress reduction, to asthma, to cancer therapy, it also proved to cause serious mental health problems. Also, regular cannabis smokers should know that a cannabis cigarette (joint) is equivalent to the effects of five cigarettes in the lungs.

REASONS FOR USING DRUGS

Many people use drugs to feel relaxed, to forget problems, for simple curiosity or for peer pressure. In most cases drugs are used for teenagers who have problems at home, with friends, at school... on occasions these teenagers use drugs for taking risk, to escape from problems, to be accepted by others, to be popular, to be cool...

GLOSSARY

Health: salut

Penalty: càstig penal

Flowering plant: planta que floreix

Dealing: traffic

Joint: porro

Teenagers: adolescents

Government: govern

Cool: guai

Concerns: preocupacions

Lungs: pulmons

CLIL in Citizenship: It's good to be me

STUDENT B



CANNABIS

SIDE EFFECTS OF DRUGS

Depending on the type of drug (A, B, C), the side effects may be diverse.

If the drug is a **Stimulant** (cocaine, caffeine, amphetamine, nicotine) the effect may vary from feeling energetic, loved, thirsty, and hyper happy.

If the drug is a **Depressant**, a legally prescribed medicine by a doctor, (tranquilizers) the effect may be of feeling sleepy, tired, sad, relax, down or aggressive.

If the drug is a **Hallucinogen** (acid, mushrooms, LSD, trip...) the effects may be very serious. You can see unreal things, feel confused, be paranoid, out of control, and feel scared.

SIDE EFFECTS OF CANNABIS

The side effects of cannabis vary from feeling calm, relax and peaceful to feel really paranoid, angry and anxious.

LONG TERM RISKS OF USING CANNABIS

People who have been smoking cannabis for a long time may suffer from insomnia, anxiety, memory difficulties or paranoid and other psychotic symptoms and on occasions deteriorate the mental health of schizophrenic people.

GLOSSARY

Thirsty: tenir sed

Scared: espantat

Sleepy: adormit

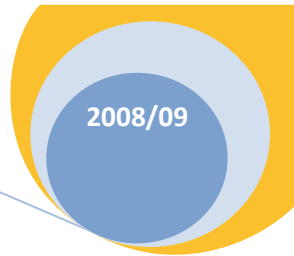
Peaceful: tranquilitat

Down: decaigut

Long term: a llarg plaç

Mushrooms: bolets

Schizophrenic: esquizofrènic/a



CLIL in Citizenship: It's good to be me

DRUGS COMPETITION

Name:

Date:

Teacher:

True (T) or (F) ?

1. Cannabis is a recent existing plant.
2. Cannabis is used for medical and psychotherapeutic purposes.
3. The cultivation and possession of Cannabis is legal.
4. The government reclassified Cannabis from class B to class A drugs.
5. The reasons for using marijuana are purely medical: recovering from insomnia, paranoia and anxiety.
6. Drugs have no serious side effects because many drugs are prescribed by doctors.
7. Hallucinogens make you feel sleepy and sad.
8. Cannabis is a type B drug.
9. A cannabis joint is as harmful (damaging, bad) for the body and lungs as 5 cigarettes.
10. The long term effects of cannabis may deteriorate people's memory and deteriorate their mental health.

Check your answers. What is your score?

My score

+

Ask your partner. What is his/ her score?

My partner's score

=

Add up:

Total



CLIL in Citizenship: It's good to be me

A **debate** is a formal discussion with firm rules. The subject of the debate is called the *motion*, in this case the motion is: *Teenage Pregnancy*

Part 1: The *Chairperson*

The **Chairperson** controls the debate, but he/she is impartial. He/she reads the motion at the very beginning and takes the initial vote for one of the sides, and then he keeps a written record of what is being said.

1st intervention: The Pro-life side (5')

Several **proposers** intervene while giving an organised speech in favour of the motion, they should stick to their point and give good reasons (data, numbers, raise questions, give examples...).

2nd intervention: The Pro-choice side (5')

Several **proposers** from the other side expose their point. This point goes against the Pro-life side. They should argue concisely and clearly, giving reasons (use any information, examples, reflexions, concrete data and numbers....).

Part 2: The *Chairperson* sums up approximately what is being said by both sides and gives a 5' break for each team to prepare their refutation speech.

Part 3: The *Chairperson* re-opens the debate while reminding the audience what has been said about the motion. Then, he/she proposes first the Pro-choice and then the Pro-life sides to intervene. Once this is done, he proposes the audience to vote. If the vote is **tied**, the chairperson has a **casting vote**, he decides who wins.

3rd intervention: The Pro-choice side (5')

The several **proposers** give answers and argue to what has been said by the other side. They argue in response to what the "opponents" may have exposed.

4th intervention: The Pro-life choice side (5')

The other side **proposers** give answers to the criticisms and questions of the other side while sticking to their point and re-assuring their position.

CLIL in Citizenship: It's good to be me

DEBATE LANGUAGE

The judge /chairperson opening debate and presenting the motion

- Today (tell the exact date and time) we are here to debate about

Giving support for your reasons

- The experience of X tells us that... for example, for instance...
- Everybody knows that .../ It's common knowledge that...
- The opinions of experts say that.... /According to (name of an expert)
- Statistics (numbers) show that....

Refuting the other team's arguments

- The other team say that.....but we disagree because...
- They say.....That may be true but/however...

The judge/chairperson debate control and final resolution

- The Pro-life/ Pro-choice side take their turn.
- The discussion around the motion presents these ideas up to now: (summary)
 - 1) On the one side....
 - 2) On the other side....
- I adjourn the session for 5 minutes.
- Now it is time for the audience to take their votes.
- According to the final votes, the audience agrees/disagrees with the motion./ The vote is tied, as a chairperson I have a casting vote and so my final decision is...

INFORMATION SEARCH ON *Teenager Pregnancy*

The teenage girl *Juno* has to face with a very important decision, she has to make a choice. She is pregnant and wants to make the most responsible and correct decision regarding her pregnancy. At the very beginning she decides to have an abortion, but she changes her mind to put up her unborn child for adoption. *Juno* realises that she cannot take on the responsibility of an infant and wants her child to have the best, since she cannot provide a secure emotional and financial life.

Juno's story is introduced as the perfect setting around which to handle a debate. Based on this story, reflect upon her decisions and moral values and organise a debate around this topic.

1. Either if you are declined for the Pro-life (no abortion) or the Pro-choice (abortion or adoption) option, look for information about it and stick to a clear argument.

-www.everychildmatters.gov.uk/teenaepregnancy/

-<http://www.teen-pregnancy.info/>

-<http://www.womhealth.org.au/studentfactsheets/teenagepregnancy.htm>

-http://arizonarighttolife.org/userfiles/File/Quick_Responses.pdf

2. Make up your mind and design a convincing yet persuasive slogan.

e.g. *Right to choose? That's a lie, babies don't choose to die.* (Pro-life)

e.g. *My body, my choice!* (Pro-choice)

3. Find three strong arguments to support your slogan and use facts/examples to sustain your points.

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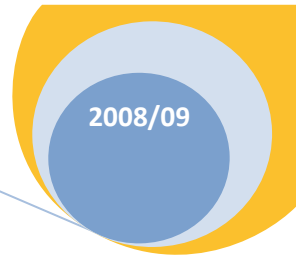
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3. Think about possible points made by the other side and find out how to refute them and which arguments and facts you could use in your favour.

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CLIL in Citizenship: It's good to be me

Debate Rubric

Name: _____

Date: _____

Criteria	Rate: 1-10	Comments
Opening statements were well organized.		
Team members addressed remarks to the audience.		
Opening statements were not read from cards.		
Both team members participated equally in opening statement.		
Students spoke loud enough to be heard.		
Rebuttal was specific to arguments made in the opposing team's opening statement.		
All team members participated equally in the rebuttal.		
Respect was shown throughout the debate for the opposing team. (No name calling, interruptions, etc.)		

Adapted from About.com: Secondary Education by Melisa Kelly's *How to Hold a Class Debate*



Marta Comellas i Solé

IES Els Tres Turons