

Appendix

1. Guidelines on Mini-Debate

A. Objective:

To ask everyone to take side of a thesis and to consider all possible arguments or to consider the pros and cons of a proposal.

B. Steps:

1. Ask students to form groups of four or six. Each group has two pairs/ trios and a few groups may have five members (see Note a).
2. Go over the objectives and the thesis briefly, then randomly assign positions to different pairs/ trios.
3. Ask each pair/trio to formulate some points(two to five) for their sides within the time limit (3-4 minutes).
4. Conduct the first round of debate within each group. Every student has 1 to 1.5 minutes for presenting points and responding to challenge. After each student has presented his/her arguments, there are 15 seconds for each pair/trio to discuss how to rebut. The flow will be as follows: (assuming a group of four)
 - a. first presentation of the positive side (S1): 45 seconds
 - b. 15 seconds of discussion
 - c. first presentation of the negative side (S2): 15 seconds for challenge, 45 seconds for presentation
 - d. 15 seconds of discussion
 - e. second presentation of the positive side (S3): 15 seconds for response and challenge, 45 seconds for presentation
 - f. 15 seconds of discussion
 - g. second presentation of the negative side (S4): 15 seconds for response and challenge, 45 seconds for presentation
 - h. 15 seconds for discussion
 - i. final presentation of the negative side (S1): 15 seconds for response and challenge
 - j. final presentation of the positive side (S1): 15 seconds for response and challenge

5. Merge two/three groups to form two new expert groups, i.e. a group of positive side and a group of negative side. Members of the two sides discuss and establish new points for 3 to 4 minutes (see Note b).
6. Conduct second round of debate between the groups. Switch the positive sides of the two groups so that they face new opponents. The second round of debate works according to item 4 above (see Note c).
7. When the second round of debate finishes, ask students to go back to the original groups and sum up the points of both sides.

Note:

The following example illustrates the groupings in different stages of the mini-debate. For simplicity, we assume there are 16 students in the class.

- a. The grouping of the first round of debate:

(Group 1- 2 pairs)	
A1 (For)	B1 (Against)

(Group 2- 2 pairs)	
A2 (For)	B2 (Against)

(Group 3- 2 pairs)	
A3 (For)	B3 (Against)

(Group 4- 2 pairs)	
A4 (For)	B4 (Against)

- b. The grouping of the expert groups:

A1+A2+A3+A4 (For)

B1+B2+B3+B4 (Against)

- c. The grouping of the second round of debate:

(Group 1'- 2 pairs)	
A1 (For)	B2 (Against)

(Group 2'- 2 pairs)	
A2 (For)	B1 (Against)

(Group 3'- 2 pairs)	
A3 (For)	B4 (Against)

(Group 4'- 2 pairs)	
A4 (For)	B3 (Against)

2. Guidelines on Mini-Role Play

A. Objective:

To help students to understand the views and feelings of different roles. It may also help students to solve the conflicts of different roles.

B. Steps:

1. Ask students to form groups. The number of group members should equal to the number of roles. (In case of more members than roles, two students will play one role.)
2. Assign roles to students.
3. Assign readings and/or information of different roles to students to enable them to understand the feelings, needs and views of their assigned roles.
4. If the readings and/or information are difficult, arrange expert group discussion. Each expert group has three to five students acting the same role to study or discuss the feelings, needs and views of the role. Afterwards, students go back to their original groups of different roles. (Refer to the guidelines on small group discussion for detailed arrangements.)
5. Announce the time for the role play (2-3 minutes x no. of roles) and supervise the process. During the process, each role has 1 to 2 minutes of presentation. Then other roles have time to challenge or respond.
6. When all roles have finished their presentations, give the group 4 to 5 minutes to summarise, conclude or come to a resolution.
7. Arrange for the sharing of the outcome of each group. (Refer to the guidelines on small group discussion for detailed arrangements.)

3. Guidelines on small group discussion

A. Objective:

To facilitate students to communicate effectively in a small group setting. It also enables students to participate equally and actively in order to get the most out of the high order thinking and intensive interaction.

B. Steps:

1. Brief students on the objectives and guiding questions. Then ask student to form groups. Optimal number of members is four (two pairs); a few groups may have three to six persons.
2. Present or distribute reading materials, i.e. articles, passages, information sheet, songs, pictures etc.
3. If necessary, assign reading materials to different individuals or pairs. Announce the time for reading, which should be limited to 1 to 5 minutes. Then, supervise the reading process.
4. Ask students to present their views or responses to the discussion questions.
There are three possible ways of discussion/presentation of views:
 - a. Roundtable: Each student takes turn to present his/her views to the group; other students may comment or ask for clarification after each presentation. There may be several rounds of presentation, depending on the number of questions.
 - b. Pair Sharing: Two students form a pair and are given some time, say 3 minutes, for free discussion between them. Then each pair take turn to present their views to the group. In general, there is only one round of presentation.
 - c. 3-Step interview: Two students form a pair and interview each other for views. When the interview is finished, each student reports to the group on the views of his/her partner. The partner may clarify or supplement.

Then each group summarises and concludes the responses.

5. The groups share their reports with the whole class. There are several ways of sharing, depending on the divergence or convergence of views.
 - a. If the views are convergent but complex, i.e. each group has similar and long answers, randomly select one representative of every few groups (one to three groups, depending on the total number of groups and number of questions discussed).
 - b. If the views are convergent and simple, ask each group to write their views on a large sheet of paper (A3) and pass it around from group to group.
 - c. If the views are divergent and complex, i.e. each group has different and long answers, use the “2-stay-2-stray” method for sharing. Two members of a group stay in the group and explain to the visitors while two members visit other groups to learn and bring back new responses from other groups.
 - d. If the views are divergent and simple, i.e. each group has different but simple answers, use poster presentation. Ask each group to write their answers on a sheet of paper (A3) and post it in the classroom. Ask all groups to tour around, read the posters and select good but different views from others.

6. Comment on students’ views and responses, or offer additional views or responses to students.

