

LESSON PLAN

**Subject:** Information Processing

Materials/Aids Required: Rubrics for Presentation/Debate per group, Debate Assessment Questions Handout, Affirmative Team Label, Negative Team Label, Teacher Notes, Debate Format Overhead, Kitchen Timer with Buzzer, Floor Plan for Debate

Unit	Module 10: Managerial Information Processing
Topic	Paperless Office
Content	10.13 – Justify the potential of the paperless office, recognizing system security concerns.

<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. After a debate, SWBAT list 2 arguments <i>for</i> a paperless office and 2 arguments <i>against</i> a paperless office based on the information they gained from the debate.</li> <li>2. After a debate, SWBAT state whether they are for or against a paperless office and explain why.</li> </ol>	<p><b>Evaluation:</b></p> <ol style="list-style-type: none"> <li>1. Students will fill in a handout asking for two arguments for, and two arguments against based on the information gained from the debate.</li> <li>2. Students will fill in a handout asking whether they are for or against a paperless office and explain why.</li> </ol>
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<p><b>CELS:</b> COM</p>	<p><b>Evidence In Lesson:</b></p> <ul style="list-style-type: none"> <li>- while students are doing the debate they will learn how a debate works and the proper way to communicate within one.</li> </ul>
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Pre Requisite Learning: Students will have their arguments researched and prepared before this class. Students will understand the debate process.

Prep for the Lesson: Set up the class using the attached diagram for the debate

**Presentation**

**Classroom Management**

<p>Bell Work: (2 mins) DEBATE DAY! ☺ Please pick up a handout and meet your team at your designated table. Write down any concerns you have or what you are excited for in the debate.</p>	<ul style="list-style-type: none"> <li>- place labels on the desks so that students know where they should be seated when they walk into class.</li> </ul>
<p>Set: (3 mins) Tell students that today is debate day. Remind them of the format for the debate found in the teacher notes, place the over head up. Tell students that the time guidelines will be followed very closely so they must be organized and ready to go. Ask them if they have any last minute questions. If so, answer appropriately, if not, let the debating begin.</p>	<ul style="list-style-type: none"> <li>- students should already understand their roles from the previous class</li> </ul>
<p>Development: (15 minutes)</p> <ol style="list-style-type: none"> <li>1. Assume the role of an office manager to</li> </ol>	<ul style="list-style-type: none"> <li>- Students will know what the paperless office is from their</li> </ul>

<p>get the debate started. Tell the class that you have heard of the paperless office but cannot make your decision on whether or not to pursue this idea because you are unaware of the pros and cons. They need to convince you to use a paperless office or not use a paperless office based on their debate.</p> <ol style="list-style-type: none"><li>2. Tell the affirmative team they may start by providing their first argument for a paperless office. Remind students that they have only 2 minutes to do this and set the timer.</li><li>3. After the timer has gone off, the negative team will provide their first argument against the paperless office. Again, allow 2 minutes setting the timer.</li><li>4. Repeat this process for each team. Each team should be providing a second argument for the side they are defending.</li><li>5. After each group has had two 2 minute opportunities to propose their arguments, give students a 1 minute break to make changes to and organize the rebuttal. Once again set the timer for this.</li><li>6. The negative team will start with their Rebuttal stating the untrue facts or claims that the affirmative team made. Give the team 2 minutes to state their rebuttal.</li><li>7. The affirmative team will start with their Rebuttal stating the untrue facts or claims that the affirmative team made. Give the team 2 minutes to state their rebuttal.</li><li>8. Once both teams have presented their rebuttal bring the debate to a close. Remind students that it's not whether they win the debate or not, but how strong their arguments were presented. Tell students who you think stated their arguments more strongly and what side you would choose.</li><li>9. Ask follow up questions such as what did you learn from this experience? After hearing the debate, did your initial siding to the problem change? What emotions did you feel while going through the</li></ol>	<p>research.</p> <ul style="list-style-type: none"><li>- have a timer set so that students can watch it and know they are done when the buzzer goes.</li><li>- tell students that if they go over they will have less time for the next argument</li> <li>- as groups are presenting, evaluate each group using the rubric attached and provide an overall group mark</li> <li>- all groups must stop as soon as the buzzer goes off to ensure fairness</li><li>- during the rebuttal make sure students are acting appropriate and not overreacting or getting too heated</li> <li>- the discussion should be open and students should be able to express their feelings without feeling judged</li></ul>
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<p>process? What did you learn about the paperless office?</p> <p>10. After the discussion, draw students' attention to the handout. Let them know what your expectations are for the handout and explain the directions. Ask a student to repeat the instructions for the assignment.</p>	
<p>Closure: (2 mins) Have students review some of the arguments for and against a paperless office. Tell them that debates like we did in class occur in real life settings such as politics. Have students hand in their handout as they leave the class.</p>	
<p>Adaptive Dimensions:</p> <ul style="list-style-type: none"><li>- have a group of students judge the debate and pick a side</li><li>- Have an informal poll to see what the class thinks about the issue.</li><li>- ask community members to come in and be the judges</li></ul>	

### **Target for Professional Growth – Facilitating the Debate**

Did I ensure that groups were not going over the allotted time for their arguments? If I did, how did I do this? If not, state what happened and explain if I ignored it or was oblivious to what was going on.

Did the timer help in facilitating the specific time periods? Give specific details on what you saw that showed it did work, or did not work.

Did I make sure students felt comfortable? If so, how? What did I say to make students feel this way?

Did I stop students if they became caught up in the moment or reacted in an inappropriate manner? What actions did I take to stop this behavior from continuing?

Did my actions work? State instances where I intervened and explain what I did and whether it worked or not.

## Debate – The Paperless Office

List **two positive arguments** from the debate about the paperless office. Give a brief explanation of both arguments.

1.

2.

List **two positive arguments** from the debate about the paperless office. Give a brief explanation of both arguments.

1.

2.

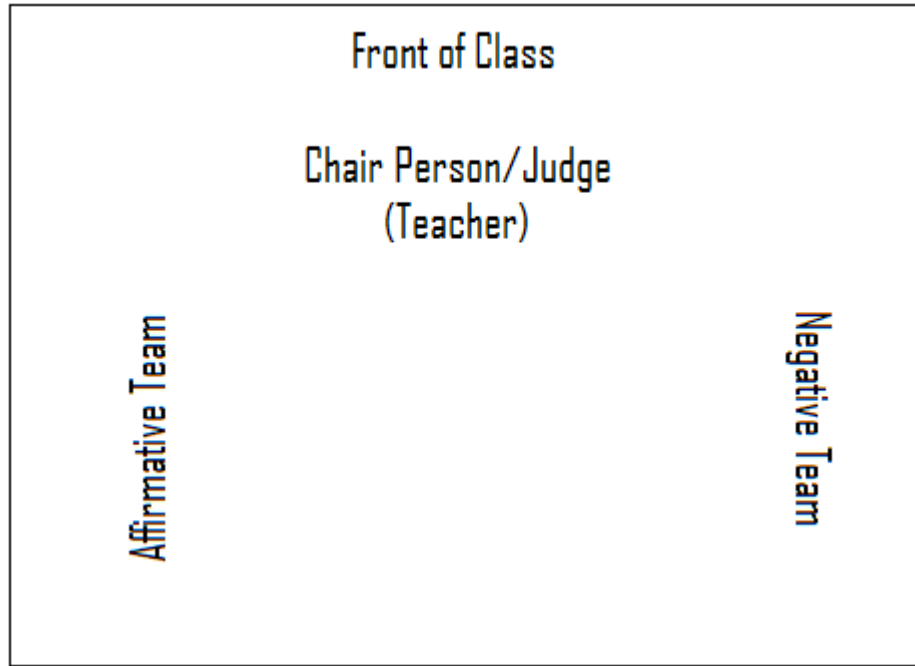
After hearing the positives and negatives for a paperless office, explain which side you chose for your final decision and explain why.

# Debate Format

- Affirmative - 1<sup>st</sup> argument 2 mins
- Negative - 1<sup>st</sup> argument 2 mins
- Affirmative - 2<sup>nd</sup> argument 2 mins
- Negative - 2<sup>nd</sup> argument 2 mins
  
- Break - 1 minutes (build, change and organize rebuttal)
  
- Negative Rebuttal - 2 mins
- Affirmative Rebuttal - 2 mins



## Floor Plan for Debate



All teams should be facing each other so everyone can make eye contact and hear each other.

## Teachers Notes

### Debate Format

Affirmative – 1<sup>st</sup> argument 5 mins

Negative - 1<sup>st</sup> argument 5 mins

Affirmative – 2<sup>nd</sup> argument 5 mins

Negative – 2<sup>nd</sup> argument 5 mins

Break – 4 minutes (build, change and organize rebuttal)

Negative Rebuttal – 4 mins

Affirmative Rebuttal – 4 mins

The **paperless office** is now considered to be a philosophy to work with minimal paper and convert all forms of documentation to a digital form. The ideal is driven by a number of motivators including productivity gains, costs savings, space saving, the need to share information and reduced environmental impact.

## **Strategy Name: Debates**

### **Explanation of Strategy**

Debates are a great tool for engaging students and livening up classroom curriculum. Using debates in the classroom can help students grasp essential critical thinking and presentation skills.<sup>1</sup>

### **Why This Strategy Works**

Debates provide an interactive learning experience. Students get to create an argument for or against an issue. To form these arguments, students need to use their critical and creative thinking skills. This strategy helps students learn the positive and negative sides of an issue which can help them fully understand the situation or issue. Students may need to think out of the box or step out of their comfort zone to develop a strong argument. Another way I think debates help students learn is that most of the time when students are in a debate they are very intense. It really gets students involved in the learning process by doing this.

### **Business Education Content that Could be Taught Using this Strategy**

**Accounting - 4.3** To examine the proposition that money transfers handled electronically increases white collar crime.

- students can examine banking and computer fraud and create an argument as to whether or not electronic banking has increased white collar crime or not.

**Entrepreneurship - 3.1** To outline the common characteristics of entrepreneurs and provide examples.

- students can define skills and characteristics of an entrepreneur and debate whether or not entrepreneurs are born with, or taught their skills.

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<sup>1</sup> Hopkins, G. (2003). *Debates in the classroom*, Education World. Online. [http://www.education-world.com/a\\_curr/strategy/strategy012.shtml](http://www.education-world.com/a_curr/strategy/strategy012.shtml)