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Explain Yourself



1. My position on _____ is that _____.

2. I'm in favor of _____.

3. It seems clear to me that _____.

4. I wish more people were concerned about the issue of _____.

5. _____ is an important issue to me.

6. I think _____ is wrong no matter what.

7. I think that _____ is morally right.

8. Some people may disagree with me but _____.



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In this group discussion, students practice giving their opinions and asking embedded questions to gain more information.

Before class, make one copy of the worksheet for every two students in the class.

Procedure

Invite students to name some controversial issues. Write their ideas on the board.

Ask various students to state their opinions on some of the issues.

Then, go through how to form embedded questions to ask for more information.

Examples:

Would you mind explaining (why you feel that way)?

Could you tell me (what your reasons are for supporting that issue)?

I'd like to know whether (you agree with my opinion).

Next, divide the students into groups of four or five.

Distribute one set of cards to each student.

The first student chooses a numbered card. All group members find their own copy of the same card.

Each student then completes the card however they like.

The first student collects the cards and reads the completed sentences aloud. Students then guess who each card belongs to.

Students ask one another to explain a little more about their opinions and feelings about each issue.

Encourage them to use one or two embedded questions in their follow-up.

The next student chooses another card and so on.

The aim of this activity is to generate discussion and to give students practice at giving opinions and asking for more information.

If students have opposing viewpoints on a specific issue, they may debate the pros and cons of the issue.