

暗唱用スピーチ練習 AREA で議論を詳しくする

中3～高1向け：使い回せる議論を、理由と具体例を加えて深める

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この教材は、暗唱用2分スピーチ Speech 1～10 で覚えた議論内容を、AREA の構成に沿って詳しく説明するための発展資料です。完成した立論スピーチを丸ごと暗唱する教材ではありません。一つの議論を、Assertion、Reasoning、Evidence / Example、Assertion / Application の順に広げ、別の論題にも応用できるようにします。

■ AREA の基本構成

段階	役割	基本表現
A - Assertion	何を主張するかを明確にする。	My argument is that ... / First, ...
R - Reasoning	なぜその主張が成り立つのか、因果関係を説明する。	This is because ... / When ..., people ... / As a result, ...
E - Evidence / Example	具体的な人物、場面、行動、結果を示す。	For example, ...
A - Assertion / Application	論題に戻り、何が証明されたかを示す。	Therefore, ... / For this reason, ...

Book 4 では一般的な議論の構成として ARE を扱っています。この資料では、初心者が論題へのつながりを確認しやすいよう、最後にもう一度 Assertion へ戻る段階を加え、AREA と表記します。本教材で用いている AREA という議論の構成は、2007 年に韓国で開催されたディベート・キャンプにコーチとして参加した際、マレーシアから参加していたコーチが配布したハンドアウトで紹介されていたものです。議論を組み立てるうえで分かりやすく、初心者の指導にも活用しやすいと感じたため、それ以来、自身のディベート指導に取り入れてきました。

AREA の各文字の意味や細かな説明方法には、指導者や教材によって多少の違いがあります。とある年配の準備型のディベート経験者の方は「それは OREO のことだね」とおっしゃっていました (Assertion の代わりに Opinion で)。本教材では、Book 4 で扱っている議論の構成と結びつけながら、次のように整理しています。

■ この教材で扱う議論

Speech	Motion	Side	AREA の議論
1	Students should wear school uniforms.	Affirmative	Daily burden / Equality and belonging
2	Students should not use smartphones freely at school.	Affirmative	Concentration / Safety and privacy
3	Club activities should not be mandatory.	Affirmative	Individual needs / Motivation and responsibility
4	Schools should give less homework.	Affirmative	Health / Quality of learning
5	Students should use AI for learning English.	Affirmative	Practice opportunities / Individual feedback
6	Students should wear school uniforms.	Opposition	Responsible choice / Individual differences
7	Students should not use smartphones freely at school.	Opposition	Learning tool / Responsible use
8	Club activities should not be mandatory.	Opposition	First opportunity / Skills beyond class
9	Schools should give less homework.	Opposition	Repetition / Independent study habits
10	Students should use AI for learning English.	Opposition	Thinking process / Reliability of feedback

■ Speech 1 Students should wear school uniforms.

Side: Affirmative / Government

Argument 1: Uniforms make students' daily lives easier

A - Assertion

First, school uniforms make students' daily lives easier.

R - Reasoning

Students must get ready for school every morning. If they have to choose different clothes each day, they need to think about the weather, the school situation, and what other students may think about their clothes. Each decision may be small, but it uses time and attention before the school day even begins.

E - Evidence / Example

For example, a student may spend ten or fifteen minutes choosing clothes, change their mind several times, or worry that their clothes are not fashionable enough. With a uniform, the student already knows what to wear and can prepare for school more quickly.

A - Assertion / Application

Therefore, school uniforms remove a small but repeated daily burden and allow students to use more of their time and attention for school.

【スピーチ作成上のポイント】

「服を選ばなくてよい」という元の内容に、なぜ負担になるのか、どのような場面が起こるのかを加えています。

Argument 2: Uniforms create equality and belonging

A - Assertion

Second, school uniforms help create a greater sense of equality and belonging among students.

R - Reasoning

Clothes can show differences in family income, fashion knowledge, and access to expensive brands. When these differences are visible every day, some students may feel embarrassed, while others may feel pressure to buy new clothes. Uniforms reduce one visible source of comparison.

E - Evidence / Example

For example, without uniforms, one student may wear new and expensive clothes every week, while another student may have only a few simple outfits. Even if nobody says anything directly, the second student may feel that they do not fit into the group.

A - Assertion / Application

Therefore, uniforms make economic differences less visible and help students see one another first as members of the same school community.

【スピーチ作成上のポイント】

「制服は平等を作る」と言うだけでなく、可視的な差、比較や圧力、帰属意識という因果関係を示しています。

■ Speech 2 Students should not use smartphones freely at school.

Side: Affirmative / Government

Argument 1: Smartphones distract students from lessons

A - Assertion

First, freely available smartphones make it more difficult for students to concentrate during lessons.

R - Reasoning

Smartphones constantly offer messages, games, videos, and social-media updates. When students know that these things are available beside them, part of their attention may remain on the phone even when they are trying to listen to the teacher.

E - Evidence / Example

For example, a student may hear a notification, see the screen light up, or wonder whether a friend has replied to a message. The student may look at the phone for only a few seconds, but during that time they can miss an important instruction or explanation.

A - Assertion / Application

Therefore, limiting smartphone use during lessons helps students give their full attention to learning.

【スピーチ作成上のポイント】

実際に長時間使わなくても、通知や期待によって注意が分かれる仕組みを説明しています。

Argument 2: Smartphones can harm other students

A - Assertion

Second, unrestricted smartphone use can make school less safe and less comfortable for other students.

R - Reasoning

Smartphone use does not always affect only the person using the phone. Cameras, messaging applications, and social media allow one student's action to spread information about another student very quickly and without permission.

E - Evidence / Example

For example, a student may secretly take an embarrassing picture of a classmate and send it to a group chat. Even if the picture is later deleted, many students may already have seen or saved it. The student in the picture may then feel anxious whenever someone uses a phone nearby.

A - Assertion / Application

Therefore, schools need clear restrictions because free smartphone use can directly damage other students' privacy and sense of safety.

【スピーチ作成上のポイント】

便利な道具でも、共有された場を乱したり他者を害したりする場合には規則が必要だという型です。

■ Speech 3 Club activities should not be mandatory.

Side: Affirmative / Government

Argument 1: Students have different lives and needs

A - Assertion

First, mandatory club activities do not respect the different lives and needs of students.

R - Reasoning

Students do not all have the same amount of free time, physical strength, family responsibilities, or interests. A school rule that requires the same regular activity from everyone can place a much heavier burden on some students than on others.

E - Evidence / Example

For example, one student may enjoy practising a sport after school, while another student may need to care for a younger family member, attend medical appointments, study for an examination, or simply rest because of a health condition. A compulsory club may be easy for the first student but extremely difficult for the second.

A - Assertion / Application

Therefore, schools should allow students to decide whether club membership fits their individual situation.

【スピーチ作成上のポイント】

同じ規則でも、生徒によって負担が大きく異なることを説明しています。

Argument 2: Choice creates motivation and responsibility

A - Assertion

Second, club activities are more educational when students choose them for themselves.

R - Reasoning

When students make their own choice, they feel that the activity belongs to them. Because they selected it, they have a stronger reason to attend regularly, improve their skills, and support the other members.

E - Evidence / Example

For example, a student who chooses the drama club because they enjoy acting may practise their lines at home and help prepare the stage. A student who was forced to join the same club may attend only because a teacher checks attendance and may do as little as possible.

A - Assertion / Application

Therefore, voluntary participation is more likely to produce genuine motivation, responsibility, and meaningful learning.

【スピーチ作成上のポイント】

後の Principle 教材にある「自分で選んだ参加は、より意味のあるものになる」という考え方につながります。

■ Speech 4 Schools should give less homework.

Side: Affirmative / Government

Argument 1: Too much homework harms health and learning

A - Assertion

First, too much homework harms students' health and can make their learning less effective.

R - Reasoning

Students need sleep in order to remember information, concentrate in class, and control their emotions. When homework regularly keeps them awake late at night, they may complete more tasks but become less able to learn the following day.

E - Evidence / Example

For example, a student may return home late after school and club activities, begin several assignments, and sleep only five hours. The student may finish the worksheets, but the next morning they may be too tired to understand a new lesson or remember what they studied.

A - Assertion / Application

Therefore, schools should reduce excessive homework so that learning does not damage the health and concentration needed for further learning.

【スピーチ作成上のポイント】

睡眠不足が翌日の記憶や集中へどうつながるかを明確にしています。

Argument 2: The quality of homework matters more than the amount

A - Assertion

Second, reducing homework can improve learning when schools keep only the most meaningful tasks.

R - Reasoning

The purpose of homework is to help students review, practise, or think more deeply. Giving more questions does not automatically produce more learning. After a certain point, students may rush, copy answers, or complete tasks without thinking.

E - Evidence / Example

For example, ten carefully selected grammar questions may help a student notice and correct an important pattern. Fifty repetitive questions may cause the same student to answer mechanically simply to finish before bedtime.

A - Assertion / Application

Therefore, shorter and more focused homework can create better understanding than a larger amount of repetitive work.

【スピーチ作成上のポイント】

宿題をなくすのではなく、必要で意味のある宿題に絞るという立場です。

■ Speech 5 Students should use AI for learning English.

Side: Affirmative / Government

Argument 1: AI increases opportunities to practise

A - Assertion

First, AI gives students more opportunities to practise English.

R - Reasoning

Language skills improve through repeated use, but students do not always have a teacher, classmate, or fluent speaker available when they want to practise. AI can respond immediately and allow students to use English outside class.

E - Evidence / Example

For example, a student preparing a short debate speech can practise it with an AI system in the evening. The student can ask follow-up questions, try a different answer, and repeat the activity several times without needing another person to be available.

A - Assertion / Application

Therefore, AI can increase the amount of active English practice that students receive between lessons.

【スピーチ作成上のポイント】

学習アプリ、オンライン教材、動画教材などにも応用できる議論です。

Argument 2: AI can provide individual feedback

A - Assertion

Second, AI can help students notice and correct problems in their English.

R - Reasoning

Students often cannot see their own grammatical mistakes or unclear expressions. Teachers can provide feedback, but they cannot check every sentence from every student immediately. AI can give a first response when the student needs it.

E - Evidence / Example

For example, a student may write, "Students can use AI more easy." The student can ask whether the sentence is correct and learn that "more easily" is needed. The student can then ask for an explanation and make a new sentence using the same pattern.

A - Assertion / Application

Therefore, when students check the advice carefully and continue thinking for themselves, AI can provide useful individual feedback step by step.

【スピーチ作成上のポイント】

AIは練習の道具として使い、考えることをやめるために使わないという限定を残しています。

■ Speech 6 Students should wear school uniforms.

Side: Opposition / Negative

Argument 1: Students learn responsibility through ordinary choices

A - Assertion

First, students should have opportunities to make ordinary choices in school life.

R - Reasoning

Responsibility is not developed only by following rules. Students also need to consider a situation, compare different options, and make an appropriate decision for themselves. Choosing clothing can be one small opportunity to practise this process.

E - Evidence / Example

For example, a student may check the weather, choose clothes that are suitable for a school activity, and avoid clothing that would disturb other people. Through such choices, the student learns that freedom includes thinking about the place and the people around them.

A - Assertion / Application

Therefore, basic dress rules combined with student choice can teach responsibility better than requiring everyone to wear exactly the same clothes.

【スピーチ作成上のポイント】

「好きな服を着たい」ではなく、小さな選択を通して判断と責任を学ぶ教育的な議論です。

Argument 2: One uniform cannot meet every student's needs

A - Assertion

Second, compulsory uniforms do not adequately respect physical and personal differences among students.

R - Reasoning

Students have different body shapes, sensitivities to heat and cold, health conditions, religious practices, and comfort needs. One standard design may work well for many students but still create a daily problem for others.

E - Evidence / Example

For example, a student with sensitive skin may find the uniform material painful, while another student may feel extremely cold in the required skirt or uncomfortable in a tightly fitted design. Because the uniform is worn for many hours every day, a small discomfort can become a serious continuing burden.

A - Assertion / Application

Therefore, schools should use flexible dress rules that allow students to choose clothing suitable for their needs.

【スピーチ作成上のポイント】

一律の制服が一部の生徒に継続的で大きな負担を生む理由を説明しています。

■ Speech 7 Students should not use smartphones freely at school.

Side: Opposition / Negative

Argument 1: Smartphones can be useful learning tools

A - Assertion

First, smartphones can support learning when students use them under clear rules.

R - Reasoning

A smartphone combines several educational tools in one device, including dictionaries, reference materials, recording functions, learning applications, and communication from teachers. Completely restricting the device also removes these useful functions.

E - Evidence / Example

For example, during an English activity, a teacher may ask students to check the pronunciation of a new word, record a short speech, or answer an online quiz. Students can complete these tasks immediately on their own smartphones instead of waiting for separate equipment.

A - Assertion / Application

Therefore, schools should regulate when and how smartphones are used rather than begin from a general restriction on the device itself.

【スピーチ作成上のポイント】

否定側の Team Line 「責任ある利用を原則として認め、有害な行為を規制する」と一致します。

Argument 2: Responsible use must be practised

A - Assertion

Second, students learn responsible technology use by making real decisions under clear rules.

R - Reasoning

Students will use smartphones outside school and throughout their adult lives. Simply removing the device during school does not teach them how to judge when its use is appropriate, when it harms others, or when it should be put away.

E - Evidence / Example

For example, a student can learn to keep the phone away while someone is speaking, ask permission before taking a picture, and use it only for a stated learning purpose during class. A teacher can correct irresponsible behaviour when it occurs and explain why it is wrong.

A - Assertion / Application

Therefore, controlled practice prepares students for responsible use more effectively than general restriction alone.

【スピーチ作成上のポイント】

便利な道具の責任ある使い方は、道具から遠ざけるだけでなく、指導された練習を通して学ぶという型です。

■ Speech 8 Club activities should not be mandatory.

Side: Opposition / Negative

Argument 1: Schools should give every student a first opportunity

A - Assertion

First, mandatory participation gives every student an opportunity to discover interests outside the classroom.

R - Reasoning

Students often choose activities that are already familiar or comfortable. Some may not join anything because they are shy, lack confidence, or do not yet know what they enjoy. A limited requirement can help them take a first step that they would not take alone.

E - Evidence / Example

For example, a student may initially believe that they dislike music and avoid the school orchestra. After being required to try an introductory club activity, the student may discover that they enjoy playing an instrument and continue voluntarily for several years.

A - Assertion / Application

Therefore, schools can use mandatory participation to ensure that every student receives at least one genuine opportunity to discover a new interest.

【スピーチ作成上のポイント】

学校は複数の選択肢を用意し、極端な負担を避ける必要があるという限定を伴います。

Argument 2: Club activities teach skills that classes cannot easily teach

A - Assertion

Second, regular club participation develops important skills that are difficult to learn only in ordinary lessons.

R - Reasoning

Teamwork, communication, persistence, and responsibility develop through repeated cooperation over time. Students must attend, share tasks, respond to difficulties, and consider the needs of other members.

E - Evidence / Example

For example, a student preparing for a school concert must practise their own part, arrive on time, listen to the other performers, and continue working even when improvement is slow. Reading about responsibility in a textbook cannot fully reproduce this experience.

A - Assertion / Application

Therefore, schools may reasonably require a limited form of club participation because it provides practical learning that classroom study alone cannot offer.

【スピーチ作成上のポイント】

元スピーチの teamwork、responsibility、communication、続ける力を具体的な活動に結びつけています。

■ Speech 9 Schools should give less homework.

Side: Opposition / Negative

Argument 1: Homework provides necessary repetition

A - Assertion

First, regular homework helps students remember and strengthen what they learn in class.

R - Reasoning

Understanding an explanation once does not mean that a student can remember or use it later. Learning becomes more stable when students retrieve information and apply a skill repeatedly over several days.

E - Evidence / Example

For example, a student may understand ten new English words during a lesson but forget most of them by the following week. Short vocabulary practice at home on several different days helps move those words into long-term memory.

A - Assertion / Application

Therefore, schools should preserve enough regular homework to provide the repetition that lasting learning requires.

【スピーチ作成上のポイント】

授業で一度理解することと、長期的に覚えて使えることの違いを説明しています。

Argument 2: Homework builds independent study habits

A - Assertion

Second, homework helps students develop the habit of managing learning by themselves.

R - Reasoning

In class, teachers decide the time, place, and activity. At home, students must remember the task, plan when to begin, avoid distractions, and complete it without constant supervision. These are important forms of independence.

E - Evidence / Example

For example, a student with several assignments must decide which task is most urgent, estimate how long each one will take, and organise the evening. Through repeated practice, the student becomes better at planning larger projects and meeting deadlines.

A - Assertion / Application

Therefore, meaningful homework prepares students not only for tests but also for future study and work that require self-management.

【スピーチ作成上のポイント】

量が多ければよいのではなく、学習習慣を作るために必要で意味のある量を維持する主張です。

■ Speech 10 Students should use AI for learning English.

Side: Opposition / Negative

Argument 1: AI can replace the thinking process

A - Assertion

First, using AI too early can prevent students from developing the ability to create English by themselves.

R - Reasoning

Language learning requires students to search for words, construct sentences, notice gaps in their knowledge, make mistakes, and try again. If AI produces a complete answer immediately, students can finish the task without going through this learning process.

E - Evidence / Example

For example, a student may ask AI to write a paragraph about school uniforms and then copy the result. The paragraph may be correct, but the student has not practised choosing vocabulary, organising ideas, or correcting their own grammar.

A - Assertion / Application

Therefore, beginners should make their own first attempt before using AI, so that the tool supports rather than replaces thinking.

【スピーチ作成上のポイント】

「教育は自立した学習者を育てるべきである」という Principle につながります。

Argument 2: Beginners cannot always evaluate AI feedback

A - Assertion

Second, AI is not always a reliable or suitable guide for beginning learners.

R - Reasoning

AI may produce grammatically possible English that is too difficult, unnatural in the situation, or inappropriate for the learner's level. Advanced learners may recognise these problems, but beginners often lack the knowledge needed to judge the advice.

E - Evidence / Example

For example, a beginner may ask AI for a simple way to disagree in a school debate. AI may provide a highly formal or complicated expression. Because the student assumes that AI is correct, they may memorise language that they do not understand and cannot use naturally.

A - Assertion / Application

Therefore, beginners should rely mainly on teachers, textbooks, and carefully selected materials until they can evaluate AI advice more independently.

【スピーチ作成上のポイント】

AIを永久に禁止するのではなく、初心者が早い段階で依存しすぎないようにする立場です。

■ 別論題へ応用する方法

Step 1 : Assertion を置き換える

例 : Smartphones distract students during lessons. を Earphones make it difficult for students to notice what is happening around them. に変えます。

Step 2 : Reasoning の因果関係を維持する

元の「道具が注意を引く → 目の前の活動に使える注意が減る → 学習や安全に問題が起こる」という仕組みを、新しい論題へ当てはめます。

Step 3 : Example を新しい場面へ変更する

- ・ 教室
- ・ 通学中
- ・ 部活動
- ・ 家庭学習
- ・ SNS 上
- ・ 学校行事

Step 4 : 最後に論題へ戻る

具体例を述べて終わらず、Therefore, ... を使って、自分の立場がなぜ支持されたのかをもう一度示します。

■ 次の学習段階

この資料で一つの議論を AREA に沿って説明できるようになったら、Setting Up a Debate で学ぶ Definition、Model、Team Line、Building Arguments from Principles で学ぶ Principle、Book 4 で学ぶ Refutation を組み合わせ、完成した Constructive Speech へ進みます。