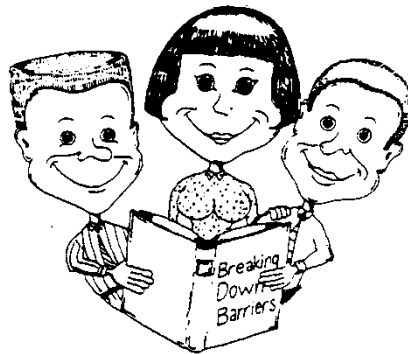


BREAKING DOWN BARRIERS:

The Teacher Materials

SAMPLE Parliamentary Debate



**Prepared by
Jim Hanson**
with thanks to Tom Friedenbach for his assistance

BREAKING DOWN BARRIERS: SAMPLE PARLI TEACHER MATERIALS

By Jim Hanson with assistance from Tom Friedenbach

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INTRODUCTION TO THE TEACHER'S MATERIALS

Welcome to Breaking Down Barriers: The Teacher's Materials. Unlike most other textbooks and previous approaches to instructing debate, Breaking Down Barriers makes a conscious effort to avoid confusing beginners with a mass of debate theory and elaborate lectures on the process of debate. Instead, Breaking Down Barriers believes the best way to teach beginners how to debate is to get them debating as soon as possible. As a result, the book begins in Section I by preparing debaters for mini-debates, which are short, one on one, no theory debates. In Section II, students prepare for regular Policy debates. In Section III, students move on to advanced policy debate skills and theory. Students learn how to make arguments that address the expected issues for the kind of debate in which they are involved. Below, there is a more detailed description of each of the sections in Breaking Down Barriers.

BASIC SKILLS OF DEBATING: BUILDING TOWARD MINI-DEBATES

In the first section, students work toward mini-debates. Mini-debates are one on one debates in which both sides provide reasons for and reasons against the topic. Students do not necessarily present "inherency" or "solvency" arguments--they just present good reasons for or against the topic. Both sides present a mini-debate case (with three documented points), attack their opponent's case arguments, and defend their case arguments. The times for mini-debates are as follows:

- AFFIRMATIVE CONSTRUCTIVE: 2.5 minutes
Present affirmative mini-debate case
- CROSS-EXAMINATION: 1 minute
- NEGATIVE CONSTRUCTIVE: 4 minutes
Present negative mini-debate case, attack the affirmative case arguments
- CROSS-EXAMINATION: 1 minute
- FIRST AFFIRMATIVE REBUTTAL: 3 minutes
Attack negative case, defend the affirmative case arguments
- NEGATIVE REBUTTAL: 4 minutes
Defend the negative case, reattack the affirmative case arguments.
- SECOND AFFIRMATIVE REBUTTAL: 2.5 minutes
Reattack the negative case; rebuild the affirmative case arguments.

The specific, step-by-step approach to instruct students in this first section is as follows:

BASICS CHAPTER 1: Students learn that debate involves two sides who try to convince a judge. They learn that one side is the affirmative and the other is the negative. They also learn that both sides attempt to convince the judge with appealing arguments and convincing cases.

BASICS CHAPTER 2: Students learn how to construct a mini-debate case. Mini-debate cases do not include plans or value criteria. Mini-debate cases are simple 2 to 2.5 minute cases with an introduction, two or three main points supported by evidence, and a conclusion. Affirmatives prepare three points in favor of the topic. Negatives prepare two points against the topic. In this chapter, students learn how to number and order their arguments, how to write impacts, transitions, introductions, and conclusions.

BASICS CHAPTER 3: Students learn how to speak effectively. This chapter is designed to encourage students to feel good about presenting their cases and to learn some ways in which to improve their speaking ability. In the suggested schedule, students turn in their affirmative and negative cases for critique and present one of their cases to the class.

BASICS CHAPTER 4: In this chapter, students learn how to respond to their opponent's case arguments. Specifically, they learn how to flow arguments and how to use a step by step refutation process. TWO IMPORTANT POINTS ABOUT THIS CHAPTER: First, for those familiar with traditional 4 step refutation, the step by step refutation process discussed in

BDB is essentially the same thing. Second, students use a special flowsheet for mini-debates because the mini-debates are one on one.

BASICS CHAPTER 5: Students learn how to do rebuild arguments. Specifically, students are taught how to defend their case arguments against opponent attacks and how to rebuild their attacks against their opponent's case arguments.

BASICS CHAPTER 6: Students are taught how to question opponents and how to answer questions in points of information.

BASICS CHAPTER 7: This chapter takes students step by step through what happens before, during, and after a mini-debate.

BASICS CHAPTER 8: Students learn the different kinds of debate in college and high school and the difference between value and policy resolutions.

PARLIAMENTARY DEBATING

In this section, parli students take the skills they learned in the first section and learn how to construct, respond to, and defend government and opposition cases during debates.

THE MOST ASKED QUESTIONS ABOUT BREAKING DOWN BARRIERS

1. WHY NO THEORY IN THE BEGINNING? SHOULDN'T STUDENTS KNOW ABOUT INHERENCY, PRESUMPTION, PLANS, CRITERIA, VALUES, ETC.?

Yes, students should know about key concepts and issues in a debate. However, the Breaking Down Barriers approach believes students benefit by debating sooner. Often the more time you spend on theory, the more confused beginners get and the later they begin practicing what they learn. Breaking Down Barriers encourages students to get up on their feet making documented arguments as soon as possible. Later, after students feel more confident presenting, attacking, and defending arguments, the text offers a comprehensive discussion of debate theory and how that theory applies to the arguments debaters need to make. However, obviously, if you want to discuss theory first, you are welcome to discuss it. For example, some teachers require their students to include significance, inherency and solvency in their mini-case.

2. WHY BEGIN WITH MINI-DEBATES AND NOT FULL, REGULAR DEBATES?

Full debates have too many speeches and intricate speaker duties that confuse beginners, have speeches that beginners find too long to fill with arguments, and require partners, which forces beginners to learn the additional skill of working in a debate with another person. Mini-debates give beginners an opportunity to present, attack, and defend arguments with as little procedural barriers as possible. After students become more comfortable with arguing in a debate format, they advance to regular debates. Plus, by debating in mini-debates, students get a better sense of who they would want as a partner.

3. WHAT ARE THESE FOUR AND FIVE COLUMN FLOWSHEETS?

They are mini-debate flowsheets. One flowsheet is the affirmative case flowsheet where you flow all arguments that directly address the affirmative mini-case arguments (like a case flow). The other flowsheet is the negative case flowsheet where you flow all arguments that directly address the negative mini-case arguments (like a off-case flow).

4. WHERE ARE THE STOCK ISSUES/ADVANTAGES-DISADVANTAGES?

Breaking Down Barriers takes a contemporary debate approach. Policy makers believe the stock issues are important, but that they are sub-issues of weighing the advantages and disadvantages of a proposal. Further, with the commonality of counterplans and kritiks in many areas, Breaking Down Barriers now identifies five basic policy issues: advantages, disadvantages, counterplans, kritiks, and topicality. Significance, inherency, and solvency are part of an advantage; Uniqueness, Links and impacts are part of a disadvantage;

Counterplans include counterplan text, solvency, and debates over net benefits and permutations; Kritiks focus on links, impacts, and an alternative; and violations, reasons to prefer (standards), and impacts are part of topicality arguments.

USING THE LESSON PLANS FOR LECTURES

In this section, I offer an explanation of how to use the lesson plans for your lectures. The lesson plans have been carefully constructed so that you can give organized, clear lectures. Students can easily take notes of the lectures because they use outline organization. At the same time, the lectures include activities, examples, stories, and more that keep student interest and keep them doing instead of just listening.

For each day, the lesson plans explain what you need to do. Specifically, they include the MATERIALS that you need to prepare and bring to class, the OBJECTIVES for the class session including what students should do, and an outline of the LECTURE with suggested activities, examples, stories, etc. Obviously, and I encourage you to do this, adjust the plans to match your teaching style and your own specific objectives.

To use the lecture notes, I suggest that you begin on the first day of class when you present the "benefits of debate" lecture that you tell students to take careful notes of the lectures. They need to do this for several reasons. First, it gives them practice for flowing in their debates. Second, in order to keep up with the course, they need to take notes to serve as a reference for the many concepts taught. Third, you will engage in class reviews where you will call on students to answer questions about the material you have discussed. Begin each following lecture by telling students to take out a piece of paper on which to take notes.

When you lecture, present the outline organized points to the students. So, you will say, "Observation I: Using evidence to prepare arguments." You should do this slowly-- frequently three words at a time, because students have a hard time keeping up. I sometimes write down my outline notes on a overhead projector as I lecture, so I can better gauge whether I am going too fast for students. Whatever you do, students will tell you if you go too fast. If you are, just repeat the point.

When you get to a boxed section, you need to shift gears. Boxed sections look like this:

ACTIVITY: Tell students that they need count off 1, 2. When they . . .
--

To do the boxed sections, you switch from the outline notes to an activity, story, example, etc. which you explain to the students and/or incorporate into your lecture. When you finish the boxed section, you return to your outline notes. The boxed sections explain what you should do, but some of the boxed sections follow a format that the following descriptions will help you present more effectively.

PREPARE AHEAD: Take the suggested action ahead of time so that you are prepared for future class days.

ACTIVITIES: Here you engage in practice argumentation, debate games, or fun exercises designed to emphasize the importance of a concept. Just follow the directions.

EXAMPLES: Give an example of the concept you are discussing. For example, if you are talking about inherency, you might say, "An example of an affirmative inherency argument would be, 'Current programs for the homeless are inadequate.'"

STORIES: Here you tell a story in which you or someone you know or heard of did what you are talking about. For example, a story about a debate might begin: "In one debate that I watched, one of the debaters was so nervous, she kept biting her lip. She bit it so hard--she began to bleed!"

WORKING EXAMPLES: With working examples, you develop an example throughout a section of your lecture. So, if you are describing how to construct a mini-debate case, your working example would be to develop an example mini-debate case as you go through each of the step by step instructions. So, to do such a working example, you would begin by saying, "Subpoint A. Choose the three best pieces of evidence. (moving away from the outline) I have chosen three of my best pieces of evidence. Here they are (showing them on the overhead projector or blackboard). Let's continue (returning to the outline) Subpoint B. Number the arguments. (moving away from the outline) I put the evidence in this order. Then I number it very simply-- 1, 2, and 3 (writing the numbers on the overhead transparency or blackboard)." Continue this process throughout the section for which the working example is designed.

CLASS REVIEWS: With class reviews, you call on students to see if they know the class material. Give students two or three minutes to review their notes. Then, tell them to close their notes. Then, begin calling on students randomly to answer the review questions. Call on every student if you can. Reward students who answer questions correctly. Make students who cannot answer restudy their notes and answer again in a minute.

DEBATE COURSE SYLLABUS

Instructor: _____

TEXT

Breaking Down Barriers: How to Debate by Jim Hanson (West Coast Publishing, 2009).

COURSE OBJECTIVES

This course should improve your ability to construct, present, and defend sound arguments on important contemporary issues and improve your ability to analyze and evaluate the arguments of others.

ASSIGNMENTS AND GRADING

Each assignment is briefly described below. You will be given more extensive explanations of each assignment at the appropriate time.

BASICS PREPBOOK ASSIGNMENTS

You will complete a variety of *Prepbook* assignments. The assignments include short answer and activity questions based on chapters in your ***Breaking Down Barriers*** textbook and this year's topic (100 points).

MINI-DEBATE ASSIGNMENTS

You will prepare an affirmative mini-debate case and two negative mini-debate cases with backup briefs (25 points).

MINI-DEBATE PRESENTATIONS

Present 1 of the 2 Mini-debate cases (25 points) and engage in 1 graded mini-debate (50 points).

PARLI PREPBOOK ASSIGNMENTS

From your Prepbook, you will complete cases, arguments, and assignments. (100 points).

FULL PARLI DEBATES

You will also engage in full Parli Debates (100 points).

EXAMINATION

You will take one final exam consisting of a combination of multiple choice, short answer and essay questions (100 points).

GRADING

There are 500 total possible points in the class:

BASICS PREPBOOK ASSIGNMENTS	100
MINI-DEBATE ASSIGNMENTS	25
MINI-DEBATE PRESENTATIONS	75
PARLI PREPBOOK ASSIGNMENTS	100
FULL PARLI DEBATE	100
EXAMINATION	100

This is a rewarding yet difficult class. I believe the best courses challenge you to do your very best and I expect your best in this class. I give C's for average work, B's for work that stands out above the average, and I reserve A's solely for work that marks itself as exceptional.

NOTICE: Late Assignments lose 10% for each day late.

NOTICE: Students cannot miss scheduled case presentations and debates. Any student who misses a scheduled presentation or debate will receive a 0.

SUGGESTED SCHEDULE FOR THE PARLI BASICS

- “Read BDB Basics Chapter 4” means read Chapter 4 of the Parli Basics section of the Breaking Down Barriers textbook.
- Read Prep 1 means read that section of the Prepbook (the number is the same as the corresponding chapter in Breaking Down Barriers the textbook).
- Complete Prep 6 DO IT means complete the assignment from the section of the *Prepbook*

SESSION	BEFORE CLASS	DURING CLASS
1	No assignment	Introduction to the Class
2	Read BDB Basics Chapter 1	Introduction to Debate Lecture
3	Read BDB Basics Chapter 2	Preparing Cases TURN IN PREP 2
4	Read BDB Basics Chapter 3 Prepare one gov mini-case Prepare one opp mini-case	Presenting Cases Practice Speaking TURN IN PREP 3 (Mini-Cases) Present Mini-Cases
5	Read BDB Basics Chapter 4	Responding to Arguments Practice Flowing and 4 Step Refutation
6	Read BDB Basics Chapter 5 Complete Prep 5 Refuting an argument. Bring cases, response and backup briefs	Rebuilding Arguments Practice Rebuild Debates TURN IN PREP 4 DO IT (Refute an arg.)
7	Read BDB Basics Chapter 6 Complete Prep 5 DO IT Rebuild an arg.	Points of Information TURN IN PREP 5 DO IT (Rebuild an arg.)
8	Read BDB Basics Chapter 7 Complete Prep 6 DO IT Q and A	Example Mini-Debate TURN IN PREP 6 DO IT (Questions and Answers)
9 and 10	Be ready to debate	MINI-DEBATES BE READY TO DEBATE
11	Read BDB Basics Chapter 8	Different Kinds of Debate Outlining Arguments Partner Pairing

SUGGESTED SCHEDULE FOR PARLI DEBATING

- “Read BDB Policy Chapter 4” means read Chapter 4 of the Parli Debating Section of the Breaking Down Barriers textbook.
- Read Prep 1 means read that section of the Prepbook (the number is the same as the corresponding chapter in Breaking Down Barriers the textbook).
- Complete Prep 6 DO IT means complete the assignment from the section of the Prepbook

SESSION	BEFORE CLASS	DURING CLASS
1	Read BDB Parli Chapter 1	Preparing a Gov Case Announcement of Teams
2		Prepare a Gov Case with Practice
3	Read BDB Parli Chapter 2	Preparing Opp I, Disadvantages
4		
5		Preparing Opp II, Counterplans
6		
7		Preparing Opp III, Kritiks
8		
9		Preparing Opp IV, Topicality
10		
11	Read BDB Parli Chapter 3	What to do in a full Parli Debate
12		Example Parli Debate
13	Be Prepared to Debate	Parli Debates
14	Be Prepared to Debate	Parli Debates
15	Read BDB Parli Chapter 4	Prep Time Strategies
16	Read BDB Parli Chapter 5	In the round Strategies
17	Be Prepared to Debate	Parli Debates
18	Be Prepared to Debate	Parli Debates

PARLI LECTURES – BASICS

PARLI BASICS SESSION 1: INTRODUCTION TO THE CLASS

MATERIALS:

1. Class Syllabus
2. Class Schedule
3. Enough People Bingo Sheets (explained below) for each student in the class

CLASS PRESENTATION:

1. INTRODUCE YOURSELF.

Tell who you are, why you find debate interesting, what your goals are, etc.

2. REVIEW THE COURSE.

Handout syllabus and schedule. Tell students what you expect. Make it very clear that this class is not like other classes. First, the material is sequential--so they must master each step. Second, the class is much more difficult and involving than any other class they have ever had. Third, the class requires a lot of work.

3. QUICK LECTURE:

I. WHAT ARE THE BENEFITS OF DEBATE?

STORY: Tell them stories of debates you have seen and students you have seen become successful.

WORKING EXAMPLE: Have students generate a list of benefits of debate. Add ones that you feel they are missing. Examples of benefits include:

- A. BETTER CRITICAL THINKING SKILLS
- B. FUN
- C. COMPETITION
- D. DISCUSS INTERESTING ISSUES
- E. LEARN HOW TO SPEAK BETTER
- F. LEARN HOW TO ARGUE MORE EFFECTIVELY

4. Students should MEET EACH OTHER.

I suggest "People Bingo." To play People Bingo, handout a sheet with five row and five columns that make twenty five boxes of different activities or characteristics of people. The first student to find twenty five other students with those characteristics or who engage in those activities wins.

PREPARE AHEAD: Tell two experienced debaters on your team that they have one week to prepare for an example mini-debate. Remind them that they must go very, very slow, that their cases should have just three pieces of evidence, and that they should use no debate jargon/theory like "inherency," "disadvantages," "caseside," etc.

PARLI BASICS SESSION 2: Introduction to Parli debate

MATERIALS:

1. An overhead projector would be useful.

OBJECTIVES:

1. Students should understand the value of debate and identify government and opposition sides of any given resolution.

LECTURE:

I. ISSUES IN PARLIAMENTARY DEBATE

- A. THE VALUE OF THE ACTIVITY. Confident communicative skills and the ability to identify two sides to every issue are critical life skills.

EXAMPLE: Discuss the value of persuasive communication in daily life.

- B. THE RESOLUTION. The topic up for debate in a particular round.

EXAMPLE: Give examples of parli topics.

ACTIVITY: Have students identify important issues in the news and form resolutions based on those issues.

- C. THE GOVERNMENT TEAM. The side that affirms the resolution in the debate.

EXAMPLE: Give examples of government positions on a resolution.

ACTIVITY: Have students identify the government position on a resolution and come up with one or two reasons for affirming the resolution.

- D. THE OPPOSITON TEAM. The team that rejects the government's support for the resolution in the debate.

EXAMPLE: Give examples of opposition positions to a resolution.

ACTIVITY: Have students identify the negative position on a resolution and come up with reasons for negating the resolution

- F. THE JUDGE. The person tasked with evaluating a debate.

EXAMPLE: Discuss the difference between argumentation and debate with a judge.

CLASS REVIEW:

1. What are some benefits of debate?
2. What is a resolution?
3. What are the two sides in a parli debate?
4. What does the government team do?
5. What does the opposition team do?
6. Who is the judge?

ACTIVITY: Have students argue in one on one informal debates where they both know the resolution.

Government Defend the Resolution: 2 Minutes

Opposition Negate the Government: 2 Minutes

Give Feedback

PARLI BASICS SESSION 3: Prepare to Debate

MATERIALS:

1. Overhead projector.
2. A sample topic with materials for students to read. These materials could simply be internet access.

OBJECTIVES:

1. Students should construct a case.

LECTURE:

I. PREPARING TO DEBATE

A. ANALYZING THE TOPIC.

EXPLANATION: Define key terms and identify important issues on a resolution.

ACTIVITY: Provide a sample resolution and have students define words in the resolution and discuss important issues.

B. WRITING AN ADVOCACY STATEMENT.

EXPLANATION: Discuss the importance and practice of selecting issues within a broader topic and creating more specific advocacy statements.

ACTIVITY: Using the same resolution used to analyze a topic, have students construct advocacy statements.

C. WRITING A CASE.

WORKING EXAMPLE: Develop an outlined affirmative on the overhead using the topic you have already analyzed. Discuss the Following:

1. IDENTIFY TWO OR THREE REASONS IN FAVOR OF YOUR ADVOCACY STATEMENT.
2. NUMBER ARGUMENTS. Determine key sub-points for each of the reasons you have selected and number them in a logical order.
3. IMPACT ARGUMENTS. Determine the importance of each of the main arguments and place an impact at the bottom of each reason.
4. WRITE AN INTRODUCTION. Using the reasons you've identified, craft an introduction, including:
 - a. An attention getter to raise the judge's interest
 - b. The resolution, exactly as it is worded
 - c. A position statement of the main point or proposal of your case.
4. WRITE A CONCLUSION. In a concise statement, summarize your case and urge the judge to vote in your favor

D. IMPROVING YOUR CASE.

EXPLANATION: Re-read the case you have created. Do all of the arguments logically flow? Identify any improvements to be made.

CLASS REVIEW:

1. What constitutes topic analysis?
2. What is an advocacy statement?
3. What goes into writing a case?

ACTIVITY: Have students write a case on their own on a topic of their choosing.