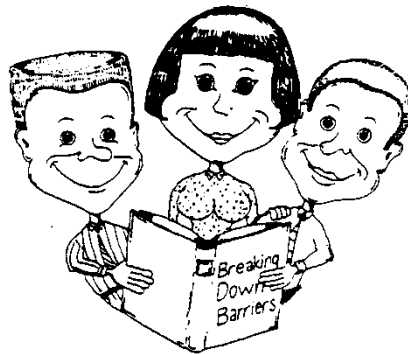


BREAKING DOWN BARRIERS:

The Teacher Materials SAMPLE Policy



**Prepared by
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with thanks to Will Gent for his assistance**

BREAKING DOWN BARRIERS: SAMPLE POLICY TEACHER MATERIALS

By Jim Hanson

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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 find evidence in articles and to use that evidence to make arguments. The text avoids teaching students how to find good articles/books at this point because that tends to overwhelm beginners and because they learn how to use the web and the library for that later. At this point, Breaking Down Barriers focuses on how to find evidence in articles. If students or instructors want instructions on using the web and library to find good articles, they can turn to the chapters in the Research section of the BDB books.

BASICS CHAPTER 3: 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 4: 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 5: 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 6: 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 7: Students are taught how to question opponents and how to answer questions in cross-examination. FOR THOSE OF YOU DOING PUBLIC FORUM, THIS CHAPTER DID NOT GET ADJUSTED PRIOR TO PUBLICATION FOR PUBLIC FORUM STYLE CROSSFIRE. For that, you can either teach them good cross-examination skills which are helpful for Public Forum Debate or you can have students read the Crossfire chapter in the Public Forum book.

BASICS CHAPTER 8: This chapter takes students step by step through what happens before, during, and after a mini-debate.

BASICS CHAPTER 9: Students learn the different kinds of debate in college and high school and the difference between value and policy resolutions.

POLICY DEBATING: TOWARD TEAM/CX DEBATES

In this section, policy students take the skills they learned in the first section and learn how to construct, respond to, and defend affirmative policy cases, disadvantages, counterplans, kritiks, and topicality arguments. Students prepare and practice each of those kinds of policy arguments. Then, students engage in short debates: 4 minute constructives, 1.5 minute cross-examinations, and 2.5 minute rebuttals. Then, students use the national team policy format with 8 minute constructives, 3 minute cross-examinations, and 5 minute rebuttals.

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

POLICY CHAPTER 1: POLICY ISSUES

Students learn how to approach policy topics from the policymaking perspective. Students learn the five core policy issues: advantages, disadvantages, counterplans, kritiks, and topicality.

POLICY CHAPTER 2: AFFIRMATIVE CASES AND RESPONSES

Students learn how to prepare affirmative policy cases including constructing a plan and an advantage with significance, inherency, and solvency. They learn how to prepare responses to the affirmative advantages. They learn how to prepare defense and support for their affirmative case arguments. Students should engage in drills where they argue for and against an affirmative case advantage.

POLICY CHAPTER 3: DISADVANTAGES AND RESPONSES Students learn how to prepare disadvantages, responses, and backup evidence. Students should engage in drills where they argue for and against disadvantages.

POLICY CHAPTER 4: COUNTERPLANS AND RESPONSES Students learn how to prepare counterplans, responses, and backup evidence. Students should engage in drills where they argue for and against disadvantages.

POLICY CHAPTER 5: KRITIKS AND RESPONSES Students learn how to prepare kritiks, responses, and backup evidence. Students should engage in drills where they argue for and against disadvantages.

POLICY CHAPTER 6: TOPICALITY AND RESPONSES Students learn how to prepare topicality arguments, responses, and backup evidence. Students should engage in drills where they argue for and against disadvantages.

POLICY CHAPTER 7 AND 8: TRADITIONAL AND NATIONAL CIRCUIT DEBATES

Students should engage in "Short Debates" with 4-1.5-2.5 times and then the full times of 8-3-5. You should choose the traditional or national circuit style debate format for the debates. Not sure which to choose? Ask coaches/debaters in your area: Do they present disadvantages, counterplans, or kritiks in the first negative constructive? If so, use national circuit style. If not, use traditional.

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?

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).

POLICY PREPBOOK ASSIGNMENTS

From your Prepbook, you will prepare an affirmative case and responses (20 points), a disadvantage and responses (20 points), a counterplan and responses (20 points), a kritik and responses (20 points), and a topicality argument (20 points).

POLICY ISSUE DRILLS

You will engage in one-on-one drills about the affirmative case (20 points), a disadvantage (20 points), a counterplan (20 points), a kritik (20 points), and a topicality argument (20 points).

SHORT POLICY-CX-TEAM DEBATES

You will engage in short team debates (100 points).

FULL POLICY-CX-TEAM DEBATES

You will also engage in full Policy 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 600 total possible points in the class:

BASICS PREPBOOK ASSIGNMENTS	100
MINI-DEBATE ASSIGNMENTS	25
MINI-DEBATE PRESENTATIONS	75
POLICY PREPBOOK ASSIGNMENTS	100
POLICY ISSUE DRILLS	100
SHORT POLICY DEBATE	100
FULL POLICY DEBATE	100
ADV. POLICY PREPBOOK ASSIGNMENTS	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 BASICS

- “Read BDB Basics Chapter 4” means read Chapter 4 of the 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 Bring Prepbook to Class Bring 1) Printing Paper, Scissors, and Tape to Class OR 2) your laptop	Preparing Arguments TURN IN DO IT FROM PREP 1
4	Read BDB Basics Chapter 3 Bring 1) Printing Paper, Scissors, and Tape to Class OR 2) your laptop	Preparing Cases TURN IN PREP 3 (Choose evidence, bracket evidence in a section of an article)
5	Read BDB Basics Chapter 4 Prepare one affirmative mini-case Prepare two negative mini-cases	Presenting Cases Practice Speaking TURN IN PREP 4 (Mini-Cases) Schedule for Mini-Case Presentations
6	Fix affirmative and negative cases Be ready to present one of your cases	PRESENT EITHER YOUR AFF. OR NEG. CASE AS SCHEDULED
7	Read BDB Basics Chapter 5	Responding to Arguments Practice Flowing and 4 Step Refutation
8	Read BDB Basics Chapter 6 Complete Prep 5 Refuting an argument. Bring cases, response and backup briefs	Rebuilding Arguments Practice Rebuild Debates TURN IN PREP 5 DO IT (Refute an arg.)
9	Read BDB Basics Chapter 7 Complete Prep 6 DO IT Rebuild an arg.	Cross-Examination TURN IN PREP 6 DO IT (Rebuild an arg.)
10	No assignment	Example Mini-Debate
11	Read BDB Basics Chapter 8 Complete Prep 7 DO IT Q and A Bring cases, responses and backup briefs	MINI-DEBATES BE READY TO DEBATE TURN IN PREP 7 DO IT (Questions and Answers)
12	Read BDB Basics Chapter 9	Different Kinds of Debate Outlining Arguments Partner Pairing

SUGGESTED SCHEDULE FOR POLICY DEBATING

- “Read BDB Policy Chapter 4” means read Chapter 4 of the Policy 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 Policy Chapter 1	Issues in Policy Debate Announcement of Teams
2	Read BDB Policy Chapter 2	Prepare and Respond to an Affirmative Policy Case
3	Complete Affirmative Case (1AC) and Responses	Practice Affirmative Case Drills TURN IN POLICY PREP 2
4	Read BDB Policy Chapter 3	Prepare and Respond to a Disadvantage
5	Complete Disadvantage and Responses	Practice Disadvantage Drills TURN IN POLICY PREP 3
6	Read BDB Policy Chapter 4	Prepare and Respond to a Counterplan
7	Complete Counterplan and Responses	Practice Counterplan Drills TURN IN POLICY PREP 4
8	Read BDB Policy Chapter 5	Prepare and Respond to a Kritik
9	Complete Kritik and Responses	Practice Kritik Drills TURN IN POLICY PREP 5
10	Read BDB Policy Chapter 6	Prepare and Respond to Topicality Arguments
11	Complete Topicality Argument and Responses	Practice Topicality Argument Drills TURN IN POLICY PREP 6
12	Read BDB Policy Chapter 7 or 8 (ask Teacher which to read)	What to do in a Team Debate
13	Be Ready to Debate	Short Debates
14	Be Ready to Debate	Full Debates
15	Intro to the Topic	Discuss Cases and Arguments on the Topic
16	The Wording in the Topic	Discuss the Wording in the Topic
17	Research Assignments	How to do Research Assignments
18	Complete Research Assignments	Complete and Print or Copy Research Assignments
19		Distribute Research Assignments

SUGGESTED SCHEDULE FOR ADVANCED POLICY

See the Drills suggestions at the end of the Teacher Materials for ideas of types of drills to do though they should focus on the lesson from the day before.

SESSION	BEFORE CLASS	DURING CLASS
1	Read BDB Policy Chapter 9	Affirmative Strategies
2		Work on strategies for the affirmatives
3	Read BDB Policy Chapter 10	Negative Strategies
4		Work on strategies for the negative
5	Read BDB Policy Chapter 11	Advanced Disadvantages
6		Drills on Disadvantages
7	Read BDB Policy Chapter 12	Advanced Counterplans
8		Drills on Counterplans
9	Read BDB Policy Chapter 13	Advanced Kritikss
10		Drills on Kritikss
11	Read BDB Policy Chapter 14	Performance
12		Drills on Performance
13	Read BDB Policy Chapter 15	Advanced Topicality
14		Drills on Topicality
15	Read BDB Policy Chapter 16	Fiat, Plan Advocacies and Frameworks
16		Discussion: What is Fiat? What is the Framework to use?
17	Read BDB Policy Chapter 17	Theory
18		Drills on Theory
19	Read BDB Policy Chapter 17	Contextualize Generic Arguments
20		Drills making Generics apply/not apply
21	Read BDB Policy Chapter 17	Advanced Rebuttal Strategies
22		Rebuttal Drills

LECTURE OUTLINES

BASIC SKILLS OF DEBATE LECTURES

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.

SESSION 2: INTRODUCTION TO DEBATE

MATERIALS:

1. Overhead Projector or chalkboard.

OBJECTIVES:

1. Students should define and give examples of "resolution," "affirmative," and "negative."
2. Students should define "case," "analysis," "sound reasons," and "appealing arguments."
3. Students should make cases with sound reasons and appealing arguments.

LECTURE NOTES:

I. INTRODUCTION TO DEBATE

A. WHAT IS DEBATE? Debate occurs when two sides attempt to persuade another person that their position on an issue is more convincing.

B. WHAT IS A RESOLUTION? A resolution is the topic of debate, a statement in support of a stand on an issue.

C. WHAT ARE THE AFFIRMATIVE AND NEGATIVE? The affirmative supports the resolution. The negative rejects the affirmative's support of the resolution.

WHILE YOU DO THIS: Visually motion to where debaters and judges sit and stand in a debate.

STORY: Tell a story of an interesting debate that you saw or heard about. Be sure to identify the resolution, the affirmative and negative positions, and the judge or audience.

D. THIS YEAR'S RESOLUTION IS: (State it).

ACTIVITY: Tell students that knowing the exact wording of the resolution is very important. Give them 1 minute to memorize the topic. Then call on students to stand up and recite the resolution word for word.

E. AFFIRMATIVE AND NEGATIVE SIDES NEED TO MAKE STRONG ARGUMENTS.

WORKING EXAMPLE: Call on students for three affirmative and three negative points on their debate resolution. Write them on the blackboard or overhead projector.

1. WHAT IS A SOUND REASON? A sound reason offers strong support for an argument.

WORKING EXAMPLE: Call on students to give reasons for the points they offered. Comment on the reasons. Ask others to comment on the reasons. Get students to improve the soundness of the reasons they offer.

2. WHAT IS AN APPEALING ARGUMENT? Appealing Arguments are arguments that the judge believes are sound.

WORKING EXAMPLE: Point to one or two of the arguments that students have constructed. For each argument, tell them that their judge will not like the argument. Ask them, "What should we do with the argument for this judge?" You should look for answers like, "Get rid of the argument," and "Change it." For students who suggest changing the argument--ask them how they would change the argument. Then comment on whether the change is appealing or not. For students who say, "Keep the argument as it is," hear them out--but encourage them to adjust their arguments to their judges. Otherwise, they will make arguments that will be rejected and ignored and they will lose debates. Plus, they will not learn the value of adapting to their audience.

CLASS REVIEW

1. What is debate? Give an example of a debate.
2. What is a resolution? State the wording of this year's resolution.
3. What is the affirmative? Give an affirmative stand on the resolution.
4. What is the negative? Give a negative stand on the resolution.
5. What is an appealing argument?

6. Make two arguments for the resolution.
7. Make two arguments against the resolution.

SESSION 3: PREPARING ARGUMENTS

MATERIALS:

1. Copies of three to six pieces of evidence for each student.
2. A short section of an article in which you have already found several pieces of evidence. Choose one with obvious pieces of evidence--students get frustrated quickly. Have enough copies of the article for each student in the class.
3. An overhead transparency of one page of a section of an article that has evidence in it.
4. Overhead projector.
5. At least one handbook.
6. A newspaper with a front page with no headlines and no pictures. To make such a newspaper, take any regular newspaper and glue sections of small newsprint over the headlines and pictures.
7. A newspaper with a front page with preferably exciting headlines and color pictures.
8. Copies of six pieces of evidence with which students can make two or three briefs.
9. Three pieces of evidence typed on a transparency for the overhead.
10. Bring extra scissors, glue or tape, and typing paper for the inevitable students that forget.

OBJECTIVES:

1. Students should define evidence.
2. Students should state why evidence is needed.
3. Students should state what constitutes good evidence.
4. Students should bracket evidence in articles.
5. Students should source cite evidence.
6. Students should tag evidence accurately, concisely, and persuasively.

I. PREPARING ARGUMENTS

- A. WHAT IS EVIDENCE? Evidence is support for an argument from a published work.

EXAMPLES: Hand out example pieces of evidence.

- B. WHY USE EVIDENCE?

CLASS PARTICIPATION: Have students generate reasons why. Make their answers subpoints under B. The textbook mentions the following points:

1. To better support arguments
2. Judges expect debaters to document nearly every argument.
3. To inform students what experts believe.

- C. WHAT MAKES A GOOD PIECE OF EVIDENCE?

CLASS PARTICIPATION: Have students generate standards for good evidence. Make their answers subpoints under C. The textbook mentions the following points:

1. It is concise
2. It makes a strong point
3. It's argument is well supported.

ACTIVITY: Give students three to five minutes to critique the evidence you passed out using the standards you have constructed for good evidence. Call on students to offer their evaluations of the evidence. After the students answers, comment on their answer--rewarding good answers and explaining why weaker answers are weak. If a student uses another standard--critique her or his standard. If the standard is good--tell standards to add it to the list of points under subpoint C. If the standard is not good--tell the student why and tell them to try one of the standards you have already identified.

- D. HOW TO DO PRIMARY RESEARCH

STEP 1: GET ARTICLES. To find good articles use the Library, write to Special Interest Groups, or search the Internet.

STEP 2: BRACKET EVIDENCE IN ARTICLES

WORKING EXAMPLE: Find evidence in an overhead transparency of an article.

1. Skim--find articles with evidence--move on when there is no evidence.
2. Copy or photocopy the article
3. Find two to seven sentences that make a clear, persuasive, supported point.
4. Put brackets around the sentences you want for evidence.

ACTIVITY: Pass out a photocopy of an article OR use the article in the Prepbook. Give them five minutes to find evidence in the article. Call on students to state which sections of the article they used for evidence. Critique the evidence using the criteria you set for good evidence in subpoint C.

STEP 3: CUT OUT THE EVIDENCE

STEP 4: PASTE THE EVIDENCE INTO A DOCUMENT OR ONTO PAPER

STEP 5: SOURCE CITE THE EVIDENCE

Explain what kind of source citation they should use (full source citation, short citation, or qualifications citation)

STEP 6: TAG THE EVIDENCE

ILLUSTRATION: Show students the newspaper with no headlines and no pictures. Ask them why it would be difficult to read the newspaper. Students will tell you that it would be boring, hard to find the right article, etc. Then say that those are the same reasons that they need labels for evidence.

STEP ONE: Read the evidence.

STEP TWO: Glue it on a brief or card.

STEP THREE: Label the evidence. Labels should be accurate, concise (5-9 words), and persuasive.

WORKING EXAMPLE: Label three pieces of evidence on an overhead. Have the students help you do it. Comment on the accuracy, conciseness, and persuasiveness of the labels.

ACTIVITY: Pass out six pieces of evidence. Give students ten minutes to label each piece of evidence and make briefs or blocks. As they construct the briefs or blocks, critique their work. When you critique their work, emphasize the following criteria: 1) complete sentence labels that are accurate, concise, and persuasive; 2) neatness; 3) efficient use of space on briefs--i.e. no large gaps between pieces of evidence; 4) the briefs/blocks should address one specific issue--not huge topics. When they are finished, have students state how they briefed or blocked the evidence. Comment on their approaches.

CONCLUDING ILLUSTRATION: Hold up the colorful newspaper with headlines and pictures and compare their labeled arguments with this exciting and clear newspaper.

STEP 7: ADD IN OTHER EVIDENCE

Show a handbook to students. Explain the table of contents and the evidence in it. You may also wish to discuss how to use a handbook properly.

CLASS REVIEW:

1. What is evidence?
2. State two reasons why evidence is needed.
3. State how to find evidence in an article.
4. State how to source cite evidence.
5. State how to tag evidence.