

JAN-FEB 2016 CURRICULUM

THEORY: What Is Debate and How Do We Do It

Literally just teaching the kids how to debate.

CONTENT: Healthcare in the United States

Remember to pass out copies of the Affordable Care Act to each student for some light background reading.



*“Why are pirates so good at debate? They make good ARRRguments” -
Most Excellent Chancellor Victorio Cabrera*

“I hate vegetables” -Adela Lilollari

Dates with no school: Jan 18 (MLK Day), Feb 15-19 (Winter Break)

➤ **Week 1 (January 18-22) Theme: Basics of Debate**

- What is parliamentary debate? (*20 minutes*)
 - Hails from Britain's own parliamentary workings
 - See some parts that carried over (names of the speakers, etc.)
 - 2 people debate against 2 people
 - Two sides: government and opposition
 - Teams will alternate between the two each round (this will be explained more later)
 - Teams should decide which person should speak when – either first speaker or second speaker, positions depend on gov or opp
 - Gov 1st speaker: Prime Minister or PM
 - Opp 1st speaker: Leader of the Opposition or LO
 - Gov 2nd speaker: Member of Government or MG
 - Opp 2nd speaker: Member of the Opposition
 - Roles will be explained later on
 - The topic changes each round and is set by the tournament
 - Each topic starts with TH which stands for this house would – another reference to old British parliament
 - Examples: THW = this house would, THB = this house believes
 - *Example motion: THW ban public schools.*
 - Each team sees the motion and then gets 15 minutes to prepare for the debate
 - One team will be government (in favor of the motion) and the other team will be opposition (against the motion)
 - *Example: If the motion were THW ban public schools, the government team would be arguing to ban public schools and the opposition would be arguing to keep them open.*

- Rounds
 - Each will be judged by one person; if you advance in the tournament, there will be three or even five judges
 - Structure
 - PM: 4 minutes
 - LO: 5 minutes
 - MG: 5 minutes
 - MO: 5 minutes
 - LOR: 2 minutes
 - PMR: 3 minutes
 - More on each speech will be explored in following weeks, but the important thing to know now is what the positions are, when the speak, and how often they speak (twice for leaders, once for members)
 - At the end of the round, you will receive two scoring metrics:
 - Win/loss (obvious)
 - Speaker points – determine how well you made arguments and how rhetorically effective you were
- How do we argue? (20 min)
 - Debate is composed of arguments
 - Things that are not arguments – “My favorite color is red”, “Mexico is a country” – why?
 - Structure of any argument
 - CWI – claim, warrant, impact
 - Claim: what are you trying to advance, since every argument needs a thesis
 - *Example “School uniforms should be mandatory in public schools”*
 - Gets across the point of what you’re about to argue
 - Warrant: the way that you prove your claim
 - This can either be data or logic
 - *Example (logic) “School uniforms should be mandatory because it encourages a sense of school spirit”*

- *Example (data) “School uniforms should be mandatory since an independent study found that making students wear the same uniform increased school spirit by 34%”*
 - Generally in debate we have to rely on logic since we don’t know the topics ahead of time
 - Impact: why does the argument matter?
 - At this point you have proven your claim; now you have to say why it matters at all
 - *Example: When people feel more school spirit, they are more likely to study harder, join sports teams, and raise money for their schools*
- **GAME (5 min)**
 - Have the students come up with their own arguments
- **GAME (5 min)**
 - Have the students figure out what’s wrong with the following “arguments” (include your own)
 - My hat is red
 - Reading is good since being smarter makes you life better
 - The US will defeat ISIS because Miles does not like ISIS

➤ **Week 2 (January 25-29) Theme: Warrants**

- Review last week’s lessons (10 min)
- Warrants (20 min)
 - Why do we care about warrants?
 - Different types of warrants
 - Logic
 - Data
 - Appeal to spirits past
 - How to construct a warrant
 - Status quo + change in the status quo → desired argument
 - Generally, we prove things with $A \rightarrow B$
 - With warrants, you have to connect the two topics

- Some warrants require multiple connections (A→B→C)
 - Introduction to Healthcare (20 min)
 - Ask what healthcare is/is made up of
 - Ask kids to brainstorm regulations the government puts in place to protect health
 - Smoking bans
 - Food safety
 - Why can the government do this?
 - What can the government not ban?
 - Obesity
 - Discussion of whether the government is obligated to provide healthcare
 - Game – Connect the Warrants (20 min)
 - First, give the kids things to connect with warrants, increasing in difficulty
 - *Example “Oil prices and sales of cereal in the US”*
 - After they get the hang of it, split them up into two teams. Let each team come up with two things for the other team to connect and time them.
- **Week 3 (February 1-5) Theme: Impacts**
 - Review last week’s lessons (10 min)
 - Impacts (20 min)
 - What is an impact?
 - Why the argument matters and why the judge should care at all
 - In a debate sense, judges are going to give arguments with bigger impacts more credence
 - Helps with weighing (which we’ll get into in a few weeks)
 - Questions the consider when thinking about impacts:
 - Who does this affect?
 - Why do we care about this group’s interests?
 - Why is this harm or benefit large?
 - Does the impact have “intangible” factors (e.g. morality)
 - Healthcare part 2 (20 min)

- International community has tremendous variance in health concerns, access to healthcare, and resources available for basic treatment. Ask students to brainstorm
 - Biggest health concerns facing U.S.
 - Biggest health concerns facing other countries
 - What are wealthy countries' obligations to developing nations with poor health infrastructure?
 - How can health issues challenge the international community as a whole?
 - Obvious example: ebola.
 - Are bans on travelers from affected countries an appropriate response?
 - Impact game (*20 min*)
 - Divide students into teams
 - Give each team 5 minutes to come up with as many impacts as possible for motions
 - Have each team go until one runs out of impacts
- **Week 4 (Feb 8-12)**
 - Review last week's lessons (*10 min*)
 - Argument generation (*30 min*)
 - Why do we care about arguments?
 - Crux of debate
 - Having more arguments is more persuasive
 - How do we come up with more arguments?
 - Actor analysis: strategy to generate arguments
 - What actors/groups will be affected by the motion?
 - Will this change be good or bad?
 - *Example: THW ban the use of homework*
 - *Students*
 - *Teachers*
 - *Extracurricular owners*
 - *Principals*
 - *School boards*
 - Evaluating arguments
 - What makes a good argument?
 - Is there a strong link (warrant)?
 - Does it actually matter (impact)?

- Make sure to rely on arguments that have those two features
- Game -- debate baseball (*20 min*)
 - Divide into teams of two, each team has to offer one new, legitimate argument (classic, easy to handle game)
 - Stress argument generation tactics
 - Motions:
 - THW raise the driving age to 18
 - THW ban cosmetic plastic surgery
 - THW give tax breaks to families that adopt