**UDL Curriculum: October 13 – November 7**

**Health**

Thanks for reading this month’s UDL curriculum! The topic area is HEALTH, broadly interpreted to include discussion of an individual’s responsibility to society, the proper role of the government in people’s lives, and current policy issues in healthcare. Please remind your students that the tournament is **FRIDAY, NOVEMBER 7, from 3 pm to 7 pm!** The October tournament was incredibly well-attended and a ton of fun, and November can be even bigger and better!

**Week of October 13 – 17**

**Discuss tournament (10 – 15 minutes)**

* Ask your students to discuss individual rounds they had at the tournament. Were there any arguments for which they couldn’t think of responses? Brainstorm some potential responses. Did they present any arguments or speeches they were particularly proud of? What made those speeches and points strong?
* Ask everyone who competed to identify one area of improvement they want to focus on over the next month, such as presenting stronger impacts, flowing thoroughly, or speaking with confidence.
* If your students would like, feel free to spend a large portion of the practice discussing what worked and what didn’t at the tournament. Options include group brainstorming to generate constructive points and argument responses, rebuttal re-gives and POI strategizing.

**Drill: Brainstorming responses (20 minutes)**

* Give students two minutes to brainstorm as many responses as possible to the claim THBT high school nurses’ offices should offer free condoms because students will be less likely to have unsafe sex, leading to fewer STDs and unplanned pregnancies.
* One at a time, have students present responses to the claim. No repeats. If a student is unable to think of a new response, he or she is out. Keep going until there is a winner
* If time permits, repeat the activity with the claim THW lower the drinking age to 18.

**Topic discussion: What is the proper role for the government in protecting health? (20 minutes)**

* Ask students to brainstorm regulations the government puts in place in the name of protecting health. Examples include:
  + Smoking bans in many public areas
  + Drinking age
  + Vaccination requirements to attend public schools
  + Food safety requirements
  + Safe working conditions regulations
  + Many, many other examples
* What give the government the right and responsibility to do this?
* What can the government NOT do in the name of protecting public health? What are some examples of hot-button health issues sparking debate about the proper role of government?
  + Obesity
    - Soda bans, fat taxes (Denmark had one and everyone just drove over to Germany to buy unhealthy food)
    - School lunch overhaul
  + Drug laws
    - This is at the intersection of health and public safety. Many proponents of keeping marijuana illegal cite potential brain damage—is this a valid argument?
    - When should the government ban, and when should it regulate?
    - Is there a consistent logic in the government’s answer to that question?
* Is the government obligated to provide healthcare?
  + Explain how health insurance works
  + The U.S. is the only industrialized nation that does not have universal healthcare. Most countries offer compulsory but subsidized government care. Is healthcare a human right?
  + Discuss the difference between the individual mandate of Obamacare and the single-payer system present in most countries. What are the benefits and drawbacks?
  + Discuss American government healthcare programs
    - Medicare: health insurance for people 65 and up
    - Medicaid: healthcare for the poor

**Drill: Extemp drill (20 minutes)**

* Give each student one minute to brainstorm a 1-minute PMC speech. Explain that they should probably stick to a single point instead of attempting to fit multiple into a single minute.
* Immediately before a student begins speaking, assign the next student a new topic so that they are brainstorming while the predecessor is speaking.
* Topics to use:
  + THB physician-assisted suicide should be legal
  + THW ban vending machines in public schools
  + THW require employers of part-time workers to provide health insurance
  + THW require high school students to take a healthy cooking class
  + THW give tax breaks to families that adopt instead of having biological children
  + THBT the government should deny organs to people who refused to sign up to be organ donors themselves.
  + THW ban beauty pageants
  + THB there should be a legal limit to the number of hours a person can work each week
  + Opp for each of these

**Week of October 20 – 24**

If you will not be able to hold practice during Fall Break because all of your coaches will be out of town, please email the panlist to find a sub! [urbandebate@elilists.yale.edu](mailto:urbandebate@elilists.yale.edu" \t "_blank)

Establishing consistent practices is really important for building a long-lasting program. Check in with your co-coaches ASAP to see if one of you will be able to hold practice over break, and find a sub if needed.

**Discussion: Defending arguments (15 – 20 minutes)**

* Working with flows from tournament, do students remember any arguments that they had trouble defending in the Member speech? What made the argument hard to defend? As a group, can you brainstorm strategies that might have helped defend the argument?
* Explain how the process should work:
  + When you get to your points ,
    - Summarize the argument your partner originally made
    - Make sure the judge knows which of your opponents’ responses you’re dealing with
    - Give your defense
  + Ways to defend arguments:
    - The response misses the boat -- the response misconstrued something important about the argument
      * E.g. I say “standardized testing will improve teacher accountability” and my opponent says “Classroom observations can also improve accountability” -- this kind of misses the boat because maybe standardized testing is better at providing accountability than observations
    - The response is just false
    - Even if the response is true in some cases, it isn’t true in all of them
    - The response depends on them winning some other argument that they’re not winning
  + Encourage them to notice and point out when their opponent is making the same argument in multiple places, so they only have to respond to it once:
    - Making the same argument all over the place
    - Cross-applying a lot of stuff from the opponent’s case
  + Make sure they understand the importance of grouping
    - E.g. I’m defending having individualized student curricula in schools and my opponent makes a lot of arguments about how it will cost a lot of money. I don’t have to respond to each argument individually; I can just group all of the similar arguments in response to the same point.

**Practice round (45 minutes – 1 hour)**

* Have a practice round with the topic THW legalize prostitution
* If time permits, ask them to pick their most important argument from their own team’s on-case or off-case, and then write out their best responses to their opponents’ attacks. Have each student present in front of the class and give feedback.
* Ask students to save their flows for a discussion next week

**Week of October 27 – 31**

**Remind students about tournament! November 7! Everyone should come! Ask students to start checking with their parents about rides home, etc.**

**Discussion: International health issues and foreign aid (20 minutes)**

* 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?
  + What strategies can students think of to

**Discussion: Impacts (15 minutes)—this is a lot of information but try to keep it straightforward, quick and very participatory. Ask students to draw on examples from rounds they’ve had (especially if they kept their flow from last week)**

* What is an impact?
  + Why the argument is important -- why the judge should care
  + But also a built-in tool to make your arguments more significant than your opponents’ arguments! If your argument has a bigger impact, the judge should care about it more
* Questions to consider when thinking of an impact:
  + Who does this argument affect?
    - Are we talking about society at large, or a particular group?
  + Why do we care about their interests?
    - If we’re only talking about a particular group, why should we particularly care about this group? If we’re talking about society at large, why should we prioritize everyone’s interests over the interests of the few?
  + Why is this harm / benefit particularly good / bad?
    - Is it impossible to undo? Is it particularly devastating or wonderful? Think of reasons why your argument uniquely is important to consider.
  + Is the impact moral or practical -- and can it be both?
    - It’s always good to think of arguments both from a moral and a practical perspective -- come up with reasons why it’s sensible to do something, and also the right thing to do.

**Impacting drill (15 minutes)**

* Students have two minutes to come up with as many positive impacts for the motion as possible. Have students present impacts to group
  + THW require companies to offer paid maternity and paternity leave.
  + THW ban cosmetic plastic surgery
* Ask each student to pick a single impact and give a speech explaining exactly HOW that impact would come to be.

**Rebuttal regives (15 – 20 minutes)**

* Based on flows from last week and new information about impacting, have students prep improved rebuttal speeches for whatever side they were on in last week’s round. It’s ok if they did not give a rebuttal themselves. Give students 5 – 10 minutes to look over the flow and identify the most important issues in the round and how they would weigh the impacts
* Present rebuttals to group

**Week of November 3 – 7**

**SIGN UP FOR THE TOURNAMENT!**

**Stop and go practice round (60 – 75 minutes)**

* Motion: THW raise the driving age to 18
* Before the round begins, ask each student to tell you what one skill they want to focus on, such as impacting, organization, refutation, etc.
* During the round, stop students as necessary to point out areas for improvement especially in the skill they specified, but also in other aspects.
* Avoid stopping too many times in a single speech, especially for beginners.