

Week 1: Hopping back into the year – defining institutional racism

The goal of this week is going to be focusing on speaking drills and just getting back into the swing of things, getting the kids comfortable, and starting off the New Year well! This month's topic is going to be focusing on institutional racism, with a focus on particular policy solutions to recent problems. The topic will include discussions of what institutional racism is, where it is expressed most commonly, and what people have been trying to do to fight it.

1. Get Comfortable (~30-35 min)

- a. Start with a 15-20 minute discussion about what the kids did for break, how they are feeling about the New Year, etc.
- b. Preface the discussion of institutional racism (15 min)
 - i. Racism is a sensitive topic
 - ii. Many of the kids, and the coaches, feel very strongly about the way that people address racism
 - iii. Try and preface the topic by discussing how debate offers an opportunity for respectful and intellectual discussion and learning. Everyone needs to try and be conscious of what they're saying.

2. Discussion: What is Institutional Racism (25-30 minutes)

- a. Ask the kids what they think racism is, what forms it takes, how it affects our society.
- b. Then ask the kids what the difference is between racism and institutional racism
- c. Define institutional racism for them as, "s a form of racism expressed in the practice of social and political institutions, as distinct from racism by individuals or informal social groups.
- d. Talk about where institutional racism is found
 - i. Disparities between different races in education, healthcare, hiring and employment, criminal justice, and whatever other areas you think of
- e. Discuss how institutional racism can be combatted.
 - i. Diversity training
 - ii. Recruiting more diverse workforces (affirmative action)
 - iii. Being more aware of institutional preferences
 - iv. Any more?
- f. ***Example Resolution: THBT corporations are biased against minorities.***

3. Speaking Drills

- a. Pen drills – have the kids stick a pen in the back of their mouth the sideways way. Example below:



- i. Just have them read something and then have them try to enunciate.
Example is above
- b. Volume, Flow, and Voice inflection drills
 - i. Have the kids read out of a book or something and practice their volume, flow, and voice inflection for expression

Week 2: Police Brutality and Prosecution of Police

1. Discussion Police Brutality and Prosecution of Police (20 min)

- a. Police brutality is nothing new. There have been plenty of historical cases of police brutality in the US and across the world.
 - i. Such historical cases was the Rodney King case and the Robert Davis case
 1. An article describing a few police brutality cases.
<http://www.criminaljusticedegreesguide.com/features/10-worst-cases-of-police-brutality-in-history.html>
 - ii. A part of police brutality is the prosecution of police officers after the case. There are a few problems here.
 1. Police officers generally are perceived as more truthful than the victims of police brutality due to their status as law enforcement officers.
 2. Police officers work hand in hand with the prosecutors in the District Attorney's office, therefore many prosecutors are uncomfortable or unwilling to prosecute police officers, even with

overwhelming evidence against them. (Look at the Rodney King case or the Michael Brown case)

3. District Attorneys have been using grand jury indictments to decide whether police officers should be prosecuted for police brutality. Grand juries help disperse the political responsibility of a prosecution from the district attorney. These grand juries, at least in recent cases, seem to have a high rate of choosing not to indict police officers. Think about the Michael Brown case.
- b. Brainstorm potential solutions to the problem of police brutality
 - i. Police body cameras
 - ii. Special prosecutors or not using grand juries in police brutality cases (CA recently passed a law regarding this (<http://www.newsweek.com/california-ferguson-police-violence-grand-juries-law-362365>))
2. **Argument Generation for resolutions (20-25 min)**
 - a. Break up into smaller groups of three or four
 - b. Tell each group to generate arguments, assigning each group as either Gov or Opp
 - c. Give the groups 20 minutes to generate arguments with coaches working closely with them or answering questions.
 - d. ***Example Resolution: THBT the US Federal Government should ban the use of grand juries to indict police officers accused of police brutality.***
3. **Delivering Argument (20 min)**
 - a. Have a representative from each group give their arguments
 - b. Have the rest of the students flow the arguments
 - c. If you have time, discuss which arguments seemed the most convincing.

Week 3: How Free is Free speech?

1. **Discussion of Restrictions of Free Speech (20 min)**
 - a. Free speech is a key right guaranteed to our citizens in the 1st Amendment of the Constitution. That being said, there are particular cases where free speech can be compromised in order to preserve another fundamental right. The classic example is that you can't yell fire in a crowded theater.
 - b. Ask what the kids think free speech should be in a school. Should there be restrictions at all? Should there be some restrictions?
 - c. Old problems: *Huckleberry Finn* by Mark Twain uses the N-word so schools replaced the N-word with other words; teachers or professors having academic freedom to say what they want; hate speech (speech intentional meant to denigrate a group or individual based on any characteristic)
 - d. Current problems: Professors are under scrutiny for personal views; students can't say certain things in schools; we have the Internet now, so more people can be exposed to hate speech; violent extremist recruitment speech being censored.
 - e. Why is freedom of speech restricted? Should it be?
 - f. ***Example Resolution: This house would make hate speech a crime.***
2. **Mine is bigger game (40 min)**

- a. Weighing is an important part of debate! These are two drills that the kids can do either in small groups or in front of the whole class to improve their weighing.
- b. Talk about how we weigh impacts (10 minutes)
 - i. Scope
 - ii. Severity
 - iii. Timeframe
 - iv. Reversibility
 - v. Probability
- c. Play the game! (30 min)
 - i. The game works like this, the coaches will write a bunch of different impacts onto pieces of paper and fold them up. Such impacts will be like “Chipotle closes” or “WWIII” or “Sharknado”
 - ii. Each student will take a piece of paper
 - iii. Each student gets 1 minute to prep and gives a 1-minute speech why their impact is so much bigger than anything else possible.
 1. Feel free to play with the structure and timing!

Week 4: Practice, practice, practice!

1. Have a practice round! (45 min)

- a. Use one of the following topics:
 - i. THBT police officers do more good than harm.
 - ii. THW require all police officers to wear body cameras.
 - iii. THBT security is more important than freedom of speech.
 - iv. THW require federal investigations of all police brutality cases in the US.
 - v. THBT institutional racism doesn't exist in US government programs.
 - vi. THBT efforts to curb institutional racism lead to reverse racism.

2. Discuss the round (15 min)

Week 5: Practicing again! Same thing as week 4.