**Urban Debate League September Curriculum – Freedom of Speech/Trigger Warnings**

**Week 1**

1. **Back to school!** (15 min)
   1. Go over their summers (you can do this however you want, we all know how to do this)
2. **Explain what UDL is** (20 min)
   1. Identify the students in the class who have done UDL before
   2. Have them share some of their experiences from UDL
   3. Explain our educational mission and what we like to do
   4. Explain your personal background
3. **Discuss the topic a bit** (25 min)
   1. Tell the kids that this is an issue that involves sensitive material
   2. Ask if they’ve heard about the recent UChicago policy, what they think about it, and how it applies to them in school
   3. Discuss a little background
      1. What the debate over “safe spaces” and “trigger warnings” is
      2. Why people are campaigning for these spaces
      3. Why people think they’re invalid

**Week 2**

1. **Procedure (15-20 min)**
   1. Go over the UDL Parliamentary procedure and speaking times
      1. Talk about what each speech does (below is a short description of each, let me know if you want more explanation, I’d love to help)
         1. PMC – builds up the prop case
         2. LOC – builds up opp case, tears down prop case
         3. MG – revives the prop case, tears down opp case
         4. MO – same as MG, just reverse
         5. LOR – weigh, frame, tell why the opp won
         6. PMR – weigh, frame, tell why the prop won
   2. Go over how resolutions are made and how they should be debated
2. **Discussions on the resolution (25-30 min)**
   1. Different arguments on prop and opp about the following resolutions:
      1. Resolved: College administrations should protect a student’s right to freedom of speech, even if that speech is hateful.
      2. Resolved: Safe spaces shouldn’t exist on college campuses.
3. **Play a game! (10-15 min)**
   1. Debate baseball, “yes, but” – any of the debate games!
   2. Victorio has assembled an excellent list [here](https://docs.google.com/document/d/1MzMhLqind3zdE0E5n_8xuYiDQeYYgicVXrY4ZDhxacM/edit?usp=sharing). Use your Yale email to access this list and let me know if you have any question on the games.

**Week 3**

1. **CWI!** (30-35 min)
   1. Explain the CWI structure
      1. Claim – what your argument is and the big logical leap you’re trying to prove
      2. Warrant – all the logical links that get you from the first part of your claim to the last part
      3. Impact – now that you’re at the last part of your argument, why does it matter?
   2. Examples based upon some of the resolutions that you had last week – remember what they said last week (jot it down or something) and then show them how they could make it into a cogent argument
   3. Good place to engage some of the older members, have them explain what CWI is, a part of it, or examples of good arguments
2. **Flowing** (25-30 min)
   1. Tell them that flowing is like super duper important – if they don’t flow they will lose
   2. Explain how to flow!
   3. Have some people recite some arguments and have people flow

**Week 4**

1. **Introduce the idea of framing and values (15-20 min)**
   1. Talk about how we weigh debates – pose questions like, how should we measure life versus constitutional rights? How do we measure material gain versus happiness?
   2. Introduce the idea of framing and values – how should the judge think about these issues, how should the judge weigh these issues
   3. Example values:
      1. Utilitarian benefits – material benefits, happiness, educational benefit, pretty broad sphere
      2. Morality – can be broken down into utilitarian benefits, deontological harms, contractual agreements
         1. Can further be broken down into preservation of rights or other fundamental parts of our constitution
   4. Have the kids argue which ones they think are “the most important”
      1. What do they care about the most?
      2. Why?
2. **Use framing with argument generation (20-25 min)**
   1. Resolved: All universities should implement regulated safe spaces.
   2. Set a bunch of different values
   3. For each of the values, come up with different prop and opp arguments that have impacts that affect those values
3. **Have them write and deliver short LOC and PMC speeches (10-15 min)**
   1. Self-explanatory!