**UDL January/February curriculum**

Content Area: Energy & Environment

Week One: January 20 – 24

1. **Encourage students to plan on participating in the first tournament of the semester on January 31 at Yale!** **(5 minutes)**
	1. Let them know that this semester, tournaments will begin with a workshop or demonstration debate at 3, so if they’re on time they won’t have to sit around for a while before rounds start.
	2. If they’re curious, other tournament dates are Saturday, March 1 and the City Championship on Saturday, April 26. Additionally, Osterweis, hosted by the Yale Debate Association, will be on a Saturday in early April.
	3. As always, emphasize that tournaments are fun, a great way to meet kids from other schools, low-stress, and the best way to improve as a debater.
2. **Have a conversation about last semester and December tournament (15 minutes)**
	1. What skills do students feel they developed best? What do they still need to work on? Which practice activities were most helpful and productive? What are their goals for this semester?
	2. Go over the rounds of the December tournament. It’s been a while, but ask them to talk about which rounds went well and which did not. What makes the difference between a good round and a bad round? Brainstorm strategies for maintaining and exuding confidence in rounds that get off to a shaky start or have challenging topics.
3. **Activity: Warranting, Impacting and asking POIs (45 minutes)**
	1. As a group, have students brainstorm arguments for both sides of this resolution—THW ban car use in cities with public transportation. When a student names an argument, try to ensure they phrase it clearly and concisely, like the tag for an independent point in a speech.
	2. Each student picks a single point and has 5 minutes to prepare to deliver it as if it were part of a constructive speech. The goal of this activity is to practice warranting claims, so ask students to be sure to explain *how* and *why* their argument is true. They should also work to ensure their argument has a strong impact; explain that it’s not enough to just prove that their claim is true, they also need to show why it matters that their claim is true.
	3. Students deliver their point in a random order. During the point, other students have the opportunity to ask POIs. If your students are uncomfortable with POIs or hesitant to do this, after each speech discuss what some possible POIs might have been. Discuss how well each point was warranted and impacted and give suggestions for improvement in this area.
4. **Topic discussion (20 minutes)**
	1. Ask students to brainstorm issues they might encounter at the tournament on this topic—climate change, pollution, toxic waste, deforestation, overfishing, declining biodiversity, ozone destruction, renewable energy, overpopulation, resource depletion, etc.
	2. Identify and discuss themes that are common in debates about environmental issues. For example, a lot of issues pit economic growth against conservation or individual rights against the need to protect shared resources.
	3. Discuss how this topic is important on a local, national and international scale. Spend some time also describing how this topic relates to other issues such as poverty, inequality, and discrimination. IE:
		1. Climate change will most seriously impact poor nations, but wealthy industrialized nations are most responsible for the production of carbon dioxide.
		2. In America, poor people are fare likelier than wealthy people to live near toxic waste sites.
		3. Banning certain activities (such as deforestation and mining) can mean limiting economic opportunities, harming poor people.

Week 2: January 27 – 31

1. **Remind students that the tournament is THIS FRIDAY, JANUARY 31.** If they haven’t already, they need to sign up immediately. Make sure everyone has a way of getting to the tournament and is planning to arrive by 3 pm. Also ask them to **keep their flows from the tournament.** You can use them in an activity next week.
2. **Discussion: Government’s role in protecting the environment** (15-20 minutes)
	1. To what degree are governments responsible for protecting resources shared with other countries? If an action (ie building a factory on a refer) confers economic benefits for country or state X but causes environmental problems for country or state y downstream, what should the government of X do?
	2. How should governments weigh economic benefits against environmental harms?
	3. Who should pay for environmental disasters in the event that culpability is unclear?
	4. Is spending money on conservation or the development of renewable energies a good use of public funds?
3. **Practice round (45-60 minutes)**
	1. Divide your students up into groups:
		1. If you have fewer than 4 kids, have assistant coaches fill in, so you can do a full 2 vs 2 practice round
		2. If you have 4 kids, then divide them up into 2 teams of 2
		3. If you have 5 or 6 kids, divide them up into 2 teams of 2-3. Where needed, you can have a different person give the PMR than the person who gave the PMC. Same with the LOC and the LOR.
		4. If you have 7 kids:
			1. If you have 2 or more coaches, divide them up and do 2 prounds. Either one assistant coach can fill in for the empty spot or, if you have a student who is up to the challenge, s/he can iron (wo)man
			2. If you only have 1 coach, have all of the kids who are not participating in the round flow. Afterward, they can discuss the ideas that they had that didn’t come up in the round!
		5. If you have 8 or more kids
			1. Same as for if you have 7 kids, only you don’t need an assistant coach to fill in.
	2. For this practice round, use the topic *THW build more nuclear power plants in the United States.*
	3. After the round, give as much constructive feedback as time will allow for!

Week 3: February 3 – 7

1. **Discuss the tournament (15 minutes)**
	1. Ask them what they thought of each round and whether they have any questions about the arguments and strategies they saw. Try to figure out what made the difference between a good round and a bad round. Were good rounds ones in which the students felt particularly comfortable with the topic? If so, brainstorm ways to develop comfort in speaking on unfamiliar subjects.
	2. Debrief on each topic that the students debated. Try to generate all the possible arguments for both sides and help them understand that generating arguments can often be easier if you take the time to imagine what the world would look like if the resolution were in effect. What are some possible POIs that they could have asked? What were the main points of crystallization that a debate about this topic might have boiled down to?
2. **Flowing review (15 minutes)**
	1. Remind students that writing down all the arguments of the debate in an organized way is *extremely important* because it prevents dropping arguments and reveals when an opponent has dropped one of your arguments, allowing you to call them out on it in later speeches and rhetorically inflate its importance to the round.
	2. Go over some of the various formats for organizing flows, and emphasize that a good format is one that enables you to easily see the progression of a particular argument through the round.
	3. If your students saved their flows from the previous tournament, take a moment to look at them together. Does the flow make it obvious to someone who did not see the round what the most important arguments were and how the developed through the round?
3. **Practice round and flowing activity (45 minutes)**
	1. Divide students into two groups. Groups will work together to generate arguments, but only three will deliver speeches during the practice round—ie for the government team, one student will deliver the PMC, another the MG, and a third the PMR . If you have fewer than six students, a student may deliver more than one speech. Use the resolution *THW ban chemical pesticides.*
	2. Flow the round on a piece of paper. Students who are not participating in the round should be flowing diligently and can also ask POIs.
	3. After each speech, ask students to look at their flows and determine whether any arguments were dropped or responded to ineffectively.
	4. After the round, collect flows, look over them, and make suggestions for improvement.

Week 4: February 10-14

1. Mention upcoming tournament—**Saturday, March 1.** The tournament will be on a new topic (TBD but I’m thinking American Political Process) and happens just a week after they return from February break, so encourage them to start thinking now about attending.
2. Focus on Skill: Refuting arguments (15-20 minutes)
	1. Goals of Refuting arguments: Spend some time talking with the debaters about the goal of successfully dealing with an opponent’s arguments
		1. Encourage students to ask themselves this question when refuting arguments: At the end of my rebuttal, will the judge still be convinced by my opponent’s point?
			1. If yes, you need to rework the rebuttal
			2. If no, you’ve succeeded in rebutting your opponent’s argument
	2. Rebuttal Strategy: Explain the A-R-E model to your students and offer examples of each strategy if you feel it is necessary.
		1. Argument Component
			* A: Assertion
				+ Attack your opponent’s argument or claim
			* R: Reasoning
				+ Attack your opponent’s explanation or reasoning
			* E: Example
				+ Attack your opponent’s example or examples
	3. Some Helpful Refutation Strategies
		1. Irrelevance: show that the point does not relate to the round’s resolution or does not do anything to advance the other team’s line or argumentation
		2. Factuality: show that your opponent’s assertion is false or that he or she is making it up
		3. Logical errors: prove that your opponent’s logic doesn’t make sense
		4. Low impacts: prove that your opponent’s argument makes very little difference in the round
		5. Just rebutting examples cannot defeat a point, but if the opponent uses a lot of examples to support his or her point, showing how these examples are false or illogical can help your case
3. Drill: Responding to arguments (30-40 minutes)
	1. For the following drill, use the following motions:
		* THW require Americans to pass the citizenship test before they can legally vote.
		* THW cap an individual’s total political spending at $10,000 annually.
	2. Divide students into 2 teams—gov and opp. Give them ten minutes to brainstorm arguments for their sides
	3. Have one gov student stand up and deliver *one* argument in support of a topic in a one minute speech. Have one opp student stand up and respond to the argument from side gov, and then deliver one new argument for side opp (in a 1-2 minute speech). Have one gov student stand up and respond to side opp’s new argument and then deliver a new gov argument
	4. Repeat this process until it’s pretty clear that the arguments are getting repetitive and/or you cycle through all of the students. Then repeat with the next topic!
	5. Give students feedback about their speeches. What prevented some rebuttals from being as effective as they could have been?