

Week 1- Week of November 6-10, 2017

1. Debrief: Let's talk about the tournament! (20 minutes)

- Two options to discuss the tournament with students:
 - Have students turn to their neighbors (groups of 2 to 3) and have them discuss for two minutes. Popsicle/Popsicle, one good thing and one not so good thing. After two minutes, ask for volunteers to report back to the room.
 - Ask students to call out their favorite resolutions! Ask them if there were surprises and what was the hardest argument they encountered.
 - Ask, what do you think the judges were looking for?
 - Encourage students to attend the next tournament and try to get the students to talk about the fun parts of the tournament to encourage larger team participation.

2. Write two questions on the board: What is the purpose of prison? Do prisons work?

Give students 5 minutes to talk amongst each other about these questions.

3. Mini lecture about theories of punishment (adapted from 2015 curriculum)

***Suggestion: Ask the students to start by defining punishment and asked if they've ever gotten punished before. More than likely they all have! Then tell them that there are roughly five philosophies of punishment.**

○ Five philosophies of punishment

▪ **Retributive**

- "You did a bad thing and deserve to have a bad thing happen to you"
- Example of Iranian women acid attacks

▪ **Incapacitative**

- "You did a bad thing and are likely to do a bad thing in the future so we need to keep you from harming innocent people"

▪ **Deterrence**

- "You don't want bad things to happen to you so we will do bad things to some people to deter everyone else from doing it"

▪ **Rehabilitative**

- "We want to make you less likely to do bad things in the future"

▪ **Restorative**

○ **suggested topic: THW value retributive justice over rehabilitation.**

○ Two frameworks for assessing the individual's role and moral deserts

▪ Individual agency centered

- You chose to do the wrong thing

▪ Environment centered

- You were largely influenced by your environment to do the wrong thing

• Discussion about the above (20 minutes)

○ Group Activity: Have everyone go around the room and pick their preferred philosophy of punishment. They should give 1 argument for the one they've chosen.

- After a person presents their argument. Ask the students if anyone strongly disagrees with the argument and ask that student to refute the argument presented.

○ Discussion:

▪ Trade-offs

- Should there only be 1 purpose of punishment/combination/etc.
- Think about how these philosophies play out in the real world?

- What philosophy of punishment does the US criminal justice system use?

Week 2-Week of November 13-17, 2017

1. Argument formation activity→ (10 minutes)

***this is a quick and often challenging game for many students. Use this as a quick writing assignment at the beginning of the class. Write these 5 statistics out and ask students to write an argument for one side given the facts.**

- *-It costs 29,000 dollars per year in taxpayer dollars to house a federal inmate- USA Today,--Washington Post*
- *-2/3 of released federal inmates reoffend within three years of leaving prison, often with a more serious and violent crime- New York Times in 2012*
- *-An intensive re-educational program with violent male offenders in the San Francisco jails reduced the level of violence in the jail to zero for a year at a time – New York Times in 2012*
- *-Some low cost rehab opportunities are about 7500 dollars, the higher up rehab organizations could be up to 120,000 dollars-Recovery.org*

2. Prison as a business: Discussion about the prison industrial complex (20 min.)

- Ask the class this opened ended question→ What is the prison industrial complex?**
- https://www.huffingtonpost.com/john-w-whitehead/prison-privatization_b_1414467.html
- Summarize the idea--that companies and corporations financially benefit when people are jailed. Tailor your summarization to the age-level of your students.
- Ask students these questions- why do we punish people? Should we profit off of punishment?

3. Public speaking game (20 min)

Raft game/nuclear bunker game

- *Scenario: There's an impending apocalypse (it's unclear who'll survive, but it could be nuclear war or zombies, you pick) and there's only one spot left in New Haven in a secured bunker or on a raft with supplies*
- **Students will play the part of a public figure, intellectual figure, celebrity, or profession and argue why they should get that spot and survive, how important they are to society.**
 - *The students can choose who the different figures are and must talk for the full 3 minutes or they are killed.*
 - *For quick use:*
 - *Public figure→ Michelle Obama*
 - *Intellectual figure→ you as their debate coach :)*
 - *celebrity→ Beyonce*
 - *profession→ Venus Williams*

Do a class vote at the end!

1. Public speaking drills! (5 minutes)

2. Discussion: School to Prison pipeline (20 minutes)

<https://www.tolerance.org/magazine/spring-2013/the-schooltoprison-pipeline>

Here are some statistics to give your students.

-Black children constitute 18 percent of students, but they account for 46 percent of those suspended more than once.

-About 1 in 4 black children with disabilities were suspended at least once, versus 1 in 11 white students with disabilities

Extend focus beyond race as well, highlight disability, socioeconomic, etc

****Definition of the school to prison pipeline→**

“Policies that encourage police presence at schools, harsh tactics including physical restraint, and automatic punishments that result in suspensions and out-of-class time are huge contributors to the pipeline, but the problem is more complex than that. The school-to-prison pipeline starts (or is best avoided) in the classroom. When combined with zero-tolerance policies, a teacher’s decision to refer students for punishment can mean they are pushed out of the classroom—and much more likely to be introduced into the criminal justice system.”
→ definition from TeachingTolerance

<http://www.documentcloud.org/documents/562496-nola.html> → if you have a more advanced group, project this discipline record and ask them to identify the trends.

3. Practice debates! (30 minutes)

coach may decide whatever format works best for their debaters.

THWB: Schools should not be able to arrest students on school grounds.

Tip: if may be helpful to have multiple debates going on at once, with older students judging younger students. And some students flowing.