**UDL October Curriculum**

Content Area: Education

**Week 1 (September 30 – October 4):**

1. Discuss Upcoming Tournament (Sunday, October 20)
	1. Our first tournament will be on October 20. It will focus on education, which we will discuss in September and October
	2. Spend a few minutes describing the tournaments. Make sure to tell students that they are:
		1. Not a huge time commitment
		2. Fun
		3. A great learning experience, especially for first-time debaters
	3. Answer any questions the students have, but if a student asks a tournament-related question you cannot answer, email the question to Erin at erin.cofrancesco@yale.edu or Lea at lea.winter@yale.edu.
	4. Try to gauge interest in the tournament! Make sure your students can let you know by practice NEXT WEEK whether or not they will be able to attend.
2. Debate Baseball (45-60 minutes)
	1. Divide the students into two teams. Starting with one team, go through the line and give students at topic, one at a time. Give the first student a topic. Immediately, they have to start speaking in support or against the topic. If they speak for longer than 30 seconds, they make it to first base. If they speak for longer than 60 seconds, they make it to second base. If they speak for longer than 90 seconds, they make it to third base, and if they speak for longer than 2 minutes, then it is a home run! After the first student from team A goes, each student from team A goes in turn. Once all of the students from team A have gone, it is team B’s turn to be “at bat.” The team rotates who is at bat until the time is up. A player scores when they get to home base! Whichever team has the most points at the end of the game wins! (The students may have 15 seconds after you ask the question to begin talking) *Note: if your students do not have trouble speaking for longer than 1-2 minutes then change it up such that 1 minute is a single, 2 minutes is a double, 3 minutes is a triple, etc.*
	2. Topics to use:
		1. Should animal testing be banned?
		2. Are single sex schools good for education?
		3. Should the driving age be raised to 18?
		4. Should states have a death penalty?
		5. Does the internet do more harm than good?
		6. Should physician assisted suicide be legal?
		7. Should states ban cosmetic plastic surgery?
		8. Should violent video games be banned?
		9. Should there be a right to bear arms?
		10. Should beauty contests be banned?
		11. Should the drinking age be lowered?
		12. Should prisoners be allowed to vote?
		13. Can terrorism ever be justified?
		14. Should people be vegetarian?
		15. Should torture be used to obtain information from terrorists?
		16. Should alcohol be banned?
		17. Should prostitution be legal?
		18. Should polygamy be legal?
		19. Should teachers be able to interact with students via social networking sites?
		20. Should the United Nations be abolished?
		21. (Feel free to add your own topics! The topics don’t have to be serious, but can be silly as well!)
3. Discuss Content Area: Student Life (15-30 minutes)
	1. Background:
		1. Schools are able to regulate student life all the time. They control what food is served in cafeterias and vending machines, what clubs can meet on school property and get school funding, and whether students have to wear uniforms. They can also search student lockers without search warrants.
	2. Brainstorm:
		1. What are other ways schools regulate student life?
		2. Why are schools allowed to treat students differently than government employees can generally treat students?
			1. Why can student lockers be searched without a warrant if cars and homes cannot be searched without one?
		3. What sort of regulations should be placed on students? How should the safety of all students be weighed against the individual freedoms of some students?

**Week 2 (October 7 – October 11):**

1. Discuss upcoming tournament (Sunday, October 13)
	1. A reminder that the first tournament of the year is on October 13th. That is **this upcoming Sunday**.
	2. Be sure to get the names of all students who are able to attend.
	3. Make sure that all students have a way of getting to Yale for the tournament. Help arrange carpools, see if students can take the bus or have their parents drive them, etc.
	4. Please email your school’s registration to Erin at erin.cofracesco@yale.edu.
2. Skill: Flowing (15-20 minutes)
	1. Remember how last week we did a round on the board? Now it’s time for the students to work on flowing on their own paper!
	2. Explain how flowing works! Show them on the board:
		1. Make sure they know the difference between on case and off case
		2. Make sure they know the order in which things are written on the flow
		3. They can divide the paper up in advance if that makes things easier for them!
		4. Use some examples of arguments (either from the topic about school uniforms or for one of the topics from debate baseball last week) to show them how a flow would progress
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. Because this is the first practice round, feel free to give the kids 20 minutes of prep, instead of 15 if that is what they need.
	3. For this practice round, use the topic, *THW ban homeschooling*.
	4. After the round, give as much constructive feedback as time will allow for!

**Week 3 (October 14 – October 18):**

1. Discuss last weekend’s tournament (20 minutes)
	1. Go through each round (or the rounds that the students found the most challenging).
		1. What were the good arguments that they gave?
		2. What were good arguments for the other side?
		3. What are good responses to the arguments for each side?
		4. Which side do the students think is stronger and why?
	2. Ask the students in general what they think they did well and what they can improve on. Try to incorporate the areas that they struggled with as you move on with practices down the road!
2. Discussion (15-30 minutes)
	1. Who gets to decide what should go on at schools? What role should parents play in decisions that happen at schools? What about the students themselves? What about teachers? What are the reasons that each of these groups should have a say? When there is a conflict, who should get the final say and why?
3. Game (30 minutes)
	1. Read out resolutions. Everybody who agrees goes to one side of the room. Everybody who disagrees goes to the other side of the room. Everybody who doesn’t know stays in the middle. The people on either sides of the room have to convince the people in the middle why they should come to their side of the room.
		1. In most American public schools, students are required to take four full years of classes in order to graduate. But some schools are introducing “co-op” programs where students can take a semester off to get a job. THB that all high schools should implement co-op programs.
		2. THB that standardized exit exams should be required in order for students to graduate high school.
		3. THB that teachers should not be able to randomly search students’ lockers.
		4. THB that high schools’ administration should not have control over what the school newspaper prints.
		5. THB that Nazi supporters should be silenced when expressing hateful views.
		6. THW ban the private ownership of handguns
4. Drill (15-20 minutes)
	1. Divide the students into two teams. For the sake of this curriculum, students will be labeled G1, G2, G3 (for the students on Gov), and O1, O2, O3 (for the students on opp).
	2. Use the topic, THW require all parents to send their children to pre-school.
	3. Give each team 5-7 minutes to brainstorm arguments for their side
	4. In a 1 minute (or so) speech, student G1 gives the first argument in support of the resolution.
	5. Student O1 then has to stand up and, in a 1-ish minute speech, respond to/attack student G1’s argument and then offer his/her indepenedent argument against the topic.
	6. Student G2 then stands up and refutes student O1’s new argument, before giving his/her own new argument supporting the topic.
	7. Student O2 then stands up and refutes student G2’s new argument, before giving his/her own new argument against the topic.
	8. This process continues until either (a) you run out of time or (b) the students run out of arguments.

**Week 4 (October 21 – October 25):**

1. Discuss upcoming tournament (Friday, November 15)
	1. The second tournament of the year will be on Friday November 15th at 3:00 pm.
	2. Make sure that the students put it on their calendar and start checking to see whether they will be able to attend!
	3. As always, pizza will be provided
2. Practice Round (45-75 minutes)
	1. Corporal punishment is the use of physical force in order to discipline children.
	2. THW allow the use of corporal punishment in schools
	3. Divide your kids up in the manner you deem most appropriate. Feel free to use the guidelines from week 2 for reference!
	4. After the round, give as much constructive feedback as you deem appropriate!
3. (If time remains) Discussion
	1. What is the purpose of school? Possible answers:
		1. To prepare students for the workplace
		2. To prepare students to be able to participate in the democratic process
		3. To instill students with a sense of right and wrong
		4. To teach students how to think and problem solve
		5. To instill in students some subset of basic knowledge
		6. To instill in students a passion for learning
		7. Many more may come up!
	2. There are only so many hours in the school day—sometimes, different purposes of school have to be prioritized. Which ones should be prioritized and why?