

2005 ENDI Workshop Schedule

Sunday, June 12

10:00 - 3:00 p.m.
12:30 - 5:00 p.m.
5:00 - 6:30 p.m.
6:30 p.m.
9:00 p.m.
10:00 p.m.

Registration at Longstreet
Tours
Dinner/Free Time
Introduction/Activities
Meet Your Lab Leaders
Dorm Check-in
Dorm Orientation

Monday, June 13

8:15 - 9:15 a.m.
9:30 - 11:30 a.m.
11:30 - 12:45 p.m.
1:00 - 5:00 p.m.
5:00 - 6:30 p.m.
6:30 - 9:00 p.m.
10:00

Breakfast
Lectures
Lunch
Labs
Dinner/Free Time
Labs
Dorm Check-In

Tuesday, June 14

8:15 - 9:15 a.m.
9:30 - 11:30 a.m.
11:30 - 12:45 p.m.
1:00 - 5:00 p.m.
5:00 - 6:30 p.m.
6:30 - 9:00 p.m.
10:00

Breakfast
Lectures
Lunch
Labs
Dinner/Free Time
Labs
Dorm Check-In

Wednesday, June 15

8:15 - 9:15 a.m.
9:30 - 11:30 a.m.
11:30 - 12:45 p.m.
1:00 - 5:00 p.m.
5:00 - 6:30 p.m.
6:30 - 9:00 p.m.
10:00

Breakfast
Lectures
Lunch
Labs
Dinner/Free Time
Labs
Dorm Check-In

Thursday, June 16 (Sleep-In Day)

9:30 - 10:15 a.m.
10:30 - 11:30 a.m.
11:30 - 12:45 p.m.
1:00 - 5:00 p.m.
5:00 - 6:30 p.m.
6:30 - 9:00 p.m.
10:00

Breakfast at Longstreet
Lecture
Lunch
Labs (Evaluations)
Dinner/Free Time
Labs
Dorm Check-In

Friday, June 17

8:15 - 9:15 a.m.
9:30 - 11:30 a.m.
11:30 - 12:45 p.m.
1:00 - 5:00 p.m.
5:00 - 6:30 p.m.
6:30 - 9:00 p.m.
10:00

Breakfast
Lectures
Lunch (Evals)
Labs
Dinner/Free Time (Evals)
Labs
Dorm Check-In

Saturday, June 18

8:15 - 9:15 a.m.
9:30 - 11:30 a.m.
11:30 - 12:45 p.m.
1:00 - 5:00 p.m.
5:00 - 6:30 p.m.
6:30 - 9:00 p.m.
10:00

Breakfast
Lectures
Lunch (Evals)
Labs/Exhibition Debates
Dinner/Free Time (Evals)
Labs
Dorm Check-In

Sunday, June 19

8:15 - 9:15 a.m.
9:15 - 11:30
11:30 - 12:30 p.m.
1:00 - 3:00 p.m.
3:00 - 5:30 p.m.
5:30 - 6:30 p.m.
6:30 - 9:00 p.m.
10:00 pm.

Breakfast
Free Time
Lunch
Lab Olympics
Free Time
Pizza Party @ Longstreet
Movies
Dorm Check-In

Monday, June 20

8:15 - 9:15 a.m.
9:30 - 11:30 a.m.
11:30 - 12:45 p.m.
1:00 - 5:00 p.m.
5:00 - 6:30 p.m.
6:30 - 8:00 p.m.
10:00

Breakfast
Lectures
Lunch
Labs
Dinner/Free Time
Labs
Dorm Check-In

Tuesday, June 21

8:15 - 9:15 a.m.
9:30 - 11:30 a.m.
11:30 - 12:45 p.m.
1:00 - 5:00 p.m.
5:00 - 6:30 p.m.
6:30 - 8:00 p.m.
10:00

Breakfast
Labs
Lunch
Labs
Dinner/Free Time
Labs
Dorm Check-In

Wednesday, June 22

8:15 - 9:15 a.m.
9:30 - 11:30 a.m.
11:30 - 12:45 p.m.
1:00 - 5:00 p.m.
5:00 - 6:30 p.m.
6:30 - 8:00 p.m.
10:00

Breakfast
Labs
Lunch
Labs
Dinner/Free Time
Labs
Dorm Check-In

Thursday, June 23

8:00 - 9:00 a.m.
9:00 - 10:30 a.m.
10:45 - 12:15 p.m.
12:15 - 1:30 p.m.
1:30 - 4:00 pm.
4:00 - 5:30 pm.
5:30 - 6:45 pm.
6:45 - 8:30 pm.
10:00

Breakfast
Round I
Round 2
Lunch/Free Time
Labs
Round 3
Dinner/Free Time
Round 4
Dorm Check-In

Friday, June 24

8:00 - 9:00 a.m.
9:00 - 10:30 a.m.
10:45 - 12:15 p.m.
12:15 - 1:30 p.m.
1:30 - 3:00 p.m.
3:00 - 6:30 p.m.
6:30 - 9:30 p.m.
10:00 p.m.
10:15 - Midnight

Breakfast at Longstreet
Round 5
Round 6
Lunch
Free Time/Packing
Labs & Lab Awards
Awards Banquet
Dorm Check-In & Room
Cleaning
Dorm Party

Saturday, June 26

9:00 - 11:00 a.m.

Check-Out/Departure

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Lectures

Monday

9:30	Intro to Debate (M Wade)
10:30	Topic Overview (P Wade)

Tuesday

9:30	Cross-Examination (M Wade)
10:15	Video Debate (P Wade)

Wednesday

9:30	Topicality (Jillian)
10:30	Flowing (E. Lee)

Thursday

10:30	Affirmative Strategies (Cisneros)
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Friday

9:30	Disadvantages (E. Lee)
10:30	Kritiks (Ricky)

Saturday

9:30	Counterplans (E. Lee)
10:30	Getting Ready for the Exhibition Debate (M. Wade)

Monday

9:30	Rebuttals (Luis)
10:30	Judge Adaptation - (M. Wade)

Introduction

There are several challenges involved with teaching a small group lab at this institute:

- (1) Students are more often than not very young, with underdeveloped vocabularies and virtually non-existent research skills – even at the JV level.
- (2) They require patience on the part of leaders who readily see the strategic conclusion to an argument or case position and who have difficulty outlining the basic steps leading up to that conclusion because they have forgotten what it was like to be a beginner.
- (3) It is often difficult to lower expectations of student ability on the part of the group leaders to maximize the instructional benefit to the students.
- (4) There is very little time in two weeks to evaluate mid-workshop, adjust teaching strategies, and accomplish objectives.

Some groups or students will be terribly unmotivated because they never wanted to come to “camp” in the first place or have no coach or program in their high school. Many students take this program as “enrichment” for the gifted. However, it should be the objective of each staff member to motivate all students. There is also a tendency in teaching to gravitate towards the more capable students in the group because they provide more personally rewarding experience for the teacher. Yet, they would probably achieve just as much if they never met you. It is the weaker student in a workshop setting that needs your best efforts—or the bright, rural or inner city student who has not had exposure to the opportunities offered by a workshop. Help these students to learn so that they can help themselves when they leave the workshop. It is difficult to comprehend the boost in self-esteem to the child that can’t imagine using the

computer for research when she or he “makes it.” This program can change a child’s life. It requires your commitment and your hard work to achieve this, but it will be one of the best experiences of your life.

Please remember that most human beings respond to respect and positive reinforcement. In your infinite knowledge, you may find the comments of your lablets to be hysterically funny (“extra topicality just means we have enough topicality for this round AND the next”). Please remember that this age group is very sensitive and that no one likes to be laughed AT. It helps you to empathize with them to remember your first practice debate.

Your Role As an Instructor

Remember that students are particularly peer-oriented through high school. Any curriculum activity that encourages students to take the initiative in learning and present the fruits of their learning to peers, to cooperate in a group toward a particular learning outcome, or to build group cohesion and interaction is preferable to the “teacher lectures, students parrot back information” model of teaching. The teacher should serve as a facilitator to learning, not as the sole tool of learning. This can take the form of drawing conclusions after a group discussion, challenging the direction of the discussion by playing devil’s advocate, or bringing new ideas into a stagnant conversation.

ABOVE ALL, STUDENTS RESPOND BEST WHEN THEY FEEL THEY ARE BEING TREATED WITH RESPECT BY TEACHERS. It is too often the case that teachers use the power inherent in their role to attempt to force the class to learn/ behave as they wish. One of the great attractions of debate to a participant is that students drive their own learning, contributing their own motivation to go to the library and prepare to compete against their peer opponents. Teachers have a dynamic role to play in guiding and encour-

aging these efforts, as opposed to dominating them. To accomplish this task, it is especially important that **ALL LAB LEADERS ARE VALUED AS CO-LEADERS**. Remember that this arena is completely separate from the competitive environment, and that some of the best teachers are those who are still working to become successful debaters.

Your Role As a Disciplinarian

Group behavior management is difficult at best. As the Institute progresses both students and faculty will be crankier. Discipline means to teach, not to hit or yell at. Tips for good classroom management:

- 1) When groups get restless your curriculum item is not working. Change your activity, give them a break, or take them outside for some frisbee throwing for ten minutes.
- 2) When individual students are demanding, they need attention. If you don't find positive ways to grant this, they will persist with negative behaviors. Affirm their pesky questions and write them down to cover at a later time when appropriate. In this way you respectfully acknowledge their question (and, thus, them) but you prevent them from inappropriately dominating the group. Another strategy is to give them assignments to present to the class the following day (based around their questions) and help them succeed so their need for attention is gratified.
- 3) if you are being challenged by UDL kids who seem motivated to undermine you, it is probably a sign that you are disrespecting them and should signal your need for introspection or seeking help from Melissa or Larry Moss. A useful exercise is to have the students read Bob Branham's article on Malcolm X and debate for discussion. Copies are available in the BF Office,

- 4) if you face sexist, racist, classist, or heterosexist remarks in class you need to understand that such comments are usually the result of profound ignorance. Challenge the language or concept **WITHOUT** challenging the dignity of the person. Hate speech is like cigarette smoke. Your right to smoke ends when it pollutes the air I have to breathe. In the same way, your right to hateful speech ends when it pollutes my ears and poisons my environment. Analogies such as these are more helpful in teaching respect than the typical responses: a) getting mad at the perpetrator, b) humiliating the perpetrator, c) ignoring the situation, or d) giving out a bibliography of 1,000 pages of books the perpetrator should read to become sensitive.
- 5) Remember that respect extends to issues of decision-making and classroom control. Specifically, lab leaders should respect **STUDENTS' NEED TO HELP SELECT THE MUSIC** that will be played during work time. Yes, we all recognize that the Alan Parsons Project is the greatest band of all time, truly, but you should allow your students to come to that realization in their own way. In the mean time, a little hip-hop won't kill you.

A Word About Lectures

For the past several years, we have been experimenting with different ways to deviate from the early-morning lecture schedule we have traditionally employed. Our past strategy of bringing lab groups together for joint exercises was a fine idea when we had 10 novice labs and 12 JV labs. Since our numbers have declined, we have come up with a new strategy.

For JV (Blue) labs, we are now offering a choose-your-own lecture format starting on Tuesday. This means that lab leaders **MUST** spend time on Monday working on a lecture attendance schedule for each student. If you don't do this, we will have no way to tell which

students have gotten out of bed to attend lectures. In other words, we can't take attendance without such a list.

The Novice (Gold) lab needs more structure, so they will not have options. This puts a great onus on novice lecturers to come up with interesting activities to teach basic ideas, especially as the workshop wears on. Just because we have assigned you to lecture on a specific topic, don't assume you are obligated to stand behind a lectern and bore the audience to sleep. Enlist your colleagues. Be creative.

Exhibition Debate Do's & Don'ts

We are big believers in the concept of exhibition debates. After all, we are holding several live exhibition debates, and the videotaped debates represent another opportunity for students to see good debate habits modeled by incredibly cool college students.

However, we would like to sound a note of caution when it comes to practice of scheduling impromptu exhibitions between staff members. Of course, very brief demonstrations are a normal part of the workshop experience. Full-fledged exhibition debates are another matter, though. If you feel that a group of students needs to see a particular skill set modeled, please come talk to us. We will be happy to help you prepare a quality exhibition. However, if you are planning to stage an exhibition so that you can show your lab what mad skillz you have, please refrain. In the past, we have had some serious problems when well-meaning staff members have either demonstrated bad habits or simply scared students who were not advanced with their, um, *unique* strategic choices and delivery styles.

How The Students Are Divided

We will divide students into the following three general groups:

- Gold (Beginners)
- Blue (JV)
- Scholars (Advanced)

These divisions serve several purposes. First, they allow us to break the population up into groups for morning lectures. The divisions will follow lab lines—in other words, every member of any given lab will be in the same general group. Second, they help us divide the tournament. Beginners will only debate beginners, JV will only debate JV, and Scholars will only debate scholars. The use of color labels (the two official colors of Emory) helps us avoid some rhetorical problems we had in the past when some students became uncomfortable with their designations.

You will get to meet your lab group on the very first night of the workshop (Sunday). We have redesigned the curriculum in order to give you the maximum amount of time with your group. Past student evaluations have consistently indicated that students prefer activities to lectures. The new schedule will only address this problem if your curriculum also avoids lectures, however.

The large group lectures are not primarily designed for information transmission. They, however, serve several other pedagogical purposes: 1) they provide role models for good public speaking, organization and communication, 2) they provide culturally diverse role models with whom students can relate, 3) they provide a non-lab relationship with particular members of the faculty so that students feel they have a comfortable, alternative adult listener for particular problems they might be facing at the Institute, 4) they allow a formal arena for 5 minutes of general complaining about the dorms/schedule/food, etc. so that students can have a voice (and, in some cases, impress their peers), 5) they allow for roll taking before labs so everyone is up and ready to participate.

Sunday, Week One

Sunday is taken up with registration, orientation, and introductions. We will need a lot of help to make sure everything works smoothly, so many of you will end up with some kind of work during the day. **EVERYONE MUST COME TO THE EVENING MEETINGS**, however, as you will be meeting your labs.

10:00 - 5:00 Registration, Diagnostic Evaluation, Conferences, and Campus Tours

The conferences serve to get acquainted with the students and to evaluate their experience and potential. The division of the students into separate lab groups will be based on these encounters along with diagnostic tests and background information we receive from the students. It is very difficult to split the students up initially, but we have done a lot of work to gather the greatest amount of information we can. Still, the composition of the groups should remain flexible for a few days. The population is likely to be clearly split along experience lines, and will be divided into four groups based on this criteria. Very likely, the majority will have little to no experience.

Campus tours are required by the University. Make them as pleasant as possible.

6:30 - 9:00 Introductory Activities (Scholars: DUC 355 • LD: DUC 362-3 • Gold: Faculty Dining Room • Blue: Harland Cinema)

We will be giving the students a very brief introduction to the camp. There will be no formal lectures, however. Instead, we will be having a variety of activities based on which groups the students are in. Gold debaters will see a movie. LD will have their own activity.

Scholars and Blue (JV) debaters will see separate exhibition debates on this year's topic. Those staff members from Gold labs who are participating in these debates will need to make sure that the other members of their lab know they are going to be absent.

9:00 - 9:30 Meet Your Lab!

As soon as your activity is over, we will divide the students up into labs. Once your lab is accounted for, you will need to introduce yourself to your lab members, making them feel comfortable and welcome. Make sure to tell your students where your lab will meet on Monday. Make them write that information down! Also, make sure you have an accurate and complete list of your students' names, including their room numbers. You will be responsible for making sure all of your students attend lectures and other functions, and it will be helpful to have a good list. When that look of fear has vanished from your students' eyes, walk them to Longstreet for dorm check-in and orientation.

10:00 Dorm Check-In and Orientation

In the past, we have hit the students over the head with dorm rules the minute they arrived at camp. This year, we will save the threats for after you have met them. Make sure all of your students arrive in time for check-in.

Monday, Week One

Morning Lecture Topics

Introduction to Debate/Public Speaking
Introduction to the Topic Area

Relevant Policy Manual Sections

What is debate? (2), Elements of debate (3-6)
Intro to delivery (14-15)

1:00 - 5:00 LAB GROUPS

6:30 - 9:00 LAB GROUPS

You will already have met your labs on Sunday night and during Monday morning lectures, but you'll be lucky if you can remember everyone's face, let alone everyone's name. For all practical purposes, this will be your first meeting with your lab. Make sure to bring a list of your students with you, since **YOU ARE RESPONSIBLE FOR TAKING ROLE AT EVERY LAB MEETING** and immediately reporting any absentees to the administrative staff. It would be good if you knew how to get to your lab room **BEFORE** you arrive for this meeting. The first lab group is very important because you need to get the students loosened up and willing to talk in front of the group. Most of the time this is not a problem, but it can be very intimidating for some of the kids to interact with college students.

START by asking the **STUDENTS** to speak. OUR "IMPROMPTU SPEECHES" ACTIVITY GETS THE BEST EVALUATION REPORTS FROM STUDENTS. Emphasis on *them* as first priority achieves a lot: (1) it respects *them* as the focus of the group's activities; (2) privileges their reactions to each other in a way that sets up a group dynamic for constructive critique; (3) places the teacher in the appropriate role as a facilitator; (4) enhances their ultimate interest in the faculty team because the students were respected *first*.

Solicit questions from your students about debate. One of the most important goals of this entire day is for students to go to bed feeling like they understand what debate is all about. Ask them what they got out of the lectures and help fill in the blanks. Work to make them feel comfortable. Break up long debate discussions with games and some of the activities listed below. Once students are feeling better about debate, group brainstorm about the resolution: Have a copy of the resolution ready to pass out/write it on the board. Start generating a list of topic related ideas. Ask questions to help facilitate the process.

Have **FUN** the first day. The students are probably in *shock* from the topic lecture. **REDUCE** anxiety where possible!

Suggested Activities: Impromptu Speeches, SPAR Debates, List Exercise, Camping Exercise. See the appendices to this curriculum.

Daily Lab Conclusion Exercise

Have students write 2 questions they want answered—non-negotiable, they must do it!—and have them hand them in anonymously. Yes, you even have to answer which two lab leaders date. Pedagogical payoffs: (a) kids can ask questions they might be embarrassed to ask publicly, especially in the beginning; (b) it gets them in the habit of forming questions critically; (c) it aids in cross-x questioning; (d) it provides a form of on-going evaluation.

Once you have answered these questions for your lab, **TURN THE QUESTIONS IN TO** Christy Bradley. Christy is our wandering evaluator for the Institute. Seeing your lab's questions will help our lecturers know what to focus on in the future. It will also help us develop a better curriculum for future Institutes.

Tuesday, Week One

Morning Lecture Topics

Cross-Examination

Video Debate

Relevant Policy Manual Sections

Cross-Ex (17-20)

1:00 - 5:00 LAB GROUPS

6:30 - 9:00 LAB GROUPS

(1) Answer questions the kids turned in on Monday. (2) Quiz them on what they learned in the lectures. They will realize that they will be asked what they have learned, and you'll find out how much of the lectures sunk in. These first two steps should become a daily routine, making students feel more comfortable. (3) Discuss the videotaped exhibition debate they just saw. They should have their flows of this event. You will almost certainly need to go over the duties of the speakers again.

REDUCE ANXIETY. Emphasize how well *they* debated in the mini-debates on Monday. Remember that they are beginners—answer their questions with **SIMPLE** examples, analogies, and explanations. If you didn't finish the SPAR debates on Monday, this is a good time to continue the exercise, talking about the duties of the speakers that were discussed in morning lecture.

Continue working to familiarize students with the topic. Try a "Topic Cards" exercise. Pass out cards face down with questions about the topic such as "What does 'peacekeeping' mean?", "Is the U.S. responsible for the problems of people in other countries", or "How does what happens in the Sudan affect us?" Let the person who volunteered to turn over their card have the first crack at answering the questions and then put it up for group discussion. You can use this exercise for the negative, too.

Start to work with the IAC. Go over the terms and major ideas in the affirmative. Make sure that they are not blankly nodding at you by constantly quizzing them on basic knowledge. The majority of kids who get lost at camp get lost early and never get caught back up. Take time now to make sure that they are all on the same page. Include basic definitions of the stock issues. These should be kept short and concise so that they can be memorized.

Stage a group debate on the affirmative: Divide the lab in two. Have one lab leader help a group come up with what is good about the affirmative and the other help them think of what is bad about the affirmative. Put the lab back together and use a point-counter point method to get them all talking. Everyone should speak at least once.

NOTE: It is a good pedagogical process to use a group critique. If your group has built a strong identity, it should be able to dish out gentle, constructive criticism with the knowledge that they will be subject to it as well. **THE MORE ACTIVELY THE STUDENTS ARE INVOLVED IN CREATING THEIR OWN PRODUCT AND CRITIQUING IT, THE MORE REAL LEARNING WILL TAKE PLACE.** One way to encourage class participation is to let the students teach part of the class from handbooks. For example, if the group needs to be educated (for research and argument construction) on a Leadership disadvantage, a ten minute "report" from the handbooks or the dorm library could be given so the student is the source of knowledge with the staff members moderating discussion, facilitating cross-examination, and encouraging a "flow" of the report. We never feel we have enough practice rounds, but if each student has flowed, spoken, and cross-examined almost every night, then they have the practical experience to survive the tournament.

Wednesday, Week One

Morning Lecture Topics

Topicality
Flowing

Relevant Policy Manual Sections

Topicality (25-26), Answering T (27-28)
Sample speeches/flow (12-13)

1:00 - 5:00 LAB GROUPS

6:30 - 9:00 LAB GROUPS

QUESTION AND ANSWER SESSION. Use a short time to answer any questions they turned in on Tuesday. Ask them about the lectures to make sure that they are getting something out of them. Tell them they either have to state something that they have learned or ask a question. No one can repeat a statement or a question—make another student try to answer the question (they can look at their notes). Sometimes it is helpful to assign a student a “pop summary”—have them summarize what was just discussed. Remember: the lecturers are **ROLE MODELS**. If the content is confusing them, shift to issues like the style of the speaker, etc.

FLOWING BRIEFS. Read a few cards at a time to them and see how they do. Emphasize the importance of getting the tag over the author and date because most won't be able to get it all. Make sure the briefs that you pick to read to them have simple tags because the vocabularies of college students who write briefs are a lot different from the 14-15 year-olds in the lab.

GROUP FLOWING ACTIVITY. Have the students get into groups of three to four. Read about five cards to them and let them try to compile a flow. Give a prize to the best flow under the stipulation that everyone in the group has to contribute to the flow. Gradually increase your speed after the second or third set of cards, but **DON'T GET TOO FAST**. Repeat this 3-4 times, trying to reward all the groups.

HOW TO DEBATE LECTURE. Introduce them to debate by explaining time limits, preparation time, speech orders, etc. They should have read the relevant sections in their debate manuals. Make this a **SHORT** lecture. Remember that you are to be good role models in lectures if you choose that format. An alternative would be to assign each student a part of the manual; have **THEM** report on speaker positions and the like.

CROSS-EXAMINATION. All class presentations should be cross-examined by a randomly selected member of the class. This also encourages close listening skills. Practice cross-x and refutation skills by having debates (or mini-debates) in which the only legal rebuttal arguments are those which extend on cross-x questions. One lab leader should flow all presentations, mini-debates, and debates on the board so that others can note the consistent use of symbols, etc. Have practice debates where the questioner can only ask questions of information/clarification to teach critical listening and test the knowledge of the witness.

Use the Skit in the back of this manual to break things up and help familiarize students with some of the more difficult issues addressed in the IAC.

THE PRINCIPLE OF DIRECT CLASH (courtesy of the Tuscaloosa debate league manual). **SILENCE MEANS CONSENT.** The main principle of debate is direct clash. Unlike everyday arguments, in debate, “silence means consent.” If you fail to respond to an argument, it signals that you consent to it. So, it is very important to directly clash or offer a counter-argument to each claim. By requiring direct clash, debate ensures that the argument progresses. Often, everyday arguments are frustrating because they do not clash when arguers do not respond to each other's claims and either beg the question or discuss irrelevancies instead. Therefore, the principle of

direct clash requires you to know how to directly refute claims. Each debate is fun because it is a dynamic interaction between teams who construct and respond to arguments with each other. It does not require rote memorization. Instead, it asks you to evaluate and respond to the claims your peers make. While every individual debate round and every individual argument is different, there is a standard form for refuting those arguments, the four-step refutation model.

FOUR-STEP REFUTATION MODEL. (1) Identify your opponent's claim that you are refuting. (2) Offer your claim or counter-argument in the following form. Number: often you will have more than one answer to an opponent's claim, so it is important to number each argument to keep the debate organized. Tag: A "tag" is a brief statement of your claim. A good rule of thumb is to make your tags between 5 and 7 words long. Making claims in this form will ensure that your arguments are direct and concise. It allows you to "get to the point." (3) Offer a warrant and data for your claim. Explain the reason(s) why your claim is true and offer evidentiary support for those claims by reading an evidence card. (4) Impact your argument. Explain why your argument matters. Examine the implications of your argument.

Go over the role that evidence plays in a debate and make sure that they all know terms like "tag" or "cite." A common trap that novices fall into is the idea that they should only be reading evidence and that there is a single right response to every argument. As a result, they become inflexible in rounds and just read random cards. Make sure that they know that evidence is only one type of proof and that logical arguments are critical. They also tend to think that there is only one right way to use evidence and need help to see that it is up to them to decide when an argument applies.

Refutation exercise: Pass out cards with claims on them relating to the affirmative case and matching negative responses. Everyone should get one of each. Clearly mark which claims are affirmative and which are negative. Have a volunteer read off their affirmative card. Let the rest of the group look over their cards to find the negative response and then have them call it out. One lab leader should be in charge of calling on people and the other can "flow" the process by putting aff claims in a column and matching up the right negative arguments. Have them all use the four-step refutation model.

NOTE: With beginners, try reducing basic theory to catch phrases that they have to repeat back periodically (EX: "no claims without warrants," "disadvantages are offcase," "two things are in a IAC—a reason to change and a plan to change," "signpost—say where you are going," "a disadvantage has three things—a link, a brink, and an impact," etc.). With four lab leaders, each could "own" four such phrases that will be repeated throughout the two weeks. 16 such sentences would be wonderful to take home.

INTRODUCE THE AFFIRMATIVE CASE EVIDENCE. Give the students the affirmative case and the backup evidence (try to get four folders for everyone in the group). Tell them to label their first folder "Affirmative Case." go through the case by explaining significance, harms, inherency, solvency, and the plan. Quiz them a lot during this session to be sure they understand. After you've gone over the case, call on students to answer cross-examination questions. If they can't answer, have someone else try. Give them a break—they'll need it.

FLOWING EXERCISE. Read 3-4 pieces of evidence from the affirmative case or backup evidence. Reward the best flow with candy, pens, or cheap toys. Repeat 3-4 times.

NOTE: Spend time quizzing the group on speech order, speech times, cross-x, and anything else that is covered.

INTRODUCE THE NEGATIVE CASE EVIDENCE. Give the students the negative on-case evidence and tell them to label another folder “Negative Case.” Explain that these arguments are “on-case” attacks specifically about the affirmative case. Quiz them during the explanation of the negative cards.

INTRODUCE THE NEGATIVE DISADVANTAGES. Explain the components of a disadvantage (use the cliff graphic in the debate manual). Quiz them frequently during this lecture. Finish by writing some affirmative answers to the disadvantage. Help the students divide the disadvantage evidence into affirmative and negative folders. Repeat the cross-examination exercise for the disadvantages.

CROSS-EXAMINATION EXERCISE. Sit in a circle. Have the first person ask the student sitting next to them a question about the affirmative case. The next person should answer and come up with a question for the person sitting next to them. No question can be asked twice. Repeat this exercise for the affirmative case.

Spend some time at the end of lab reducing anxiety about the huge chunk of evidence they have just reviewed. This is an important time for students, when many of them may decide that this is all too overwhelming. Such feelings undermine self-confidence and future learning. On the other hand, students who finish this day of the institute feeling that they understand the idea of evidence will have a powerful head start. Great patience is required today, along with **A COMMITMENT TO PRIORITIZE STUDENT INVOLVEMENT IN THE ACTIVITIES OVER “GETTING THROUGH” THE EVIDENCE PACKET.**

Work to increase lab unity. Here are some ideas that have worked in the past:

- Take pictures of your students and start a posterboard of their work (good flows, etc).
- Let them “name” themselves. Have the lab make nominations, debate about nicknames, and vote. Facilitate the process, keeping it positive.
- Eat as a lab group two or three times.
- Stage “uniform” days where everyone in the lab wears similar clothing. Let the other labs know who you are.

Thursday, Week One

Morning Lecture Topics

Affirmative Strategies

Today is sleep-in day. Students should be well-rested for the morning lecture. Very basic breakfast items will be offered at Longstreet for unforgiveable early risers.

10:30 - 11:30 Morning Lecture

1:00 - 5:00 LAB GROUPS

6:30 - 9:00 LAB GROUPS

QUESTION AND ANSWER SESSION. Answer the questions they turned in on Wednesday. Review the affirmative case. Tell them to “flow” all the lectures for the rest of the workshop. Reward the best lecture flows every day.

Reinforce the work you did last night by staging a filing drill. This exercise will quickly establish who has been keeping their stuff organized and who has not. Have a contest for who can do things like “pull out a uniqueness answer to X DA” the fastest. All but a few students will be having trouble. Get them organized!!

LAB JEOPARDY! I’ll take “Classic 2NR Mistakes” for \$1000, Alex. Check out the instructions in the back of this booklet. Don’t forget prizes for correct answers. **THIS IS OUR SINGLE MOST HIGHLY EVALUATED ACTIVITY!**

Work on flowing skills. Read cards aloud every day. Try the following “Playing Card Exercise.” This drill introduces sign posting. Have them flow a list of playing cards in a column (1. Ace of spades. 2. Nine of hearts. Etc.) As you read off the cards, lay them down on a desk in a column, as they would look on a flow. Students who use abbreviations will be rewarded because they will be able to keep up. Go off the first column by saying, “Off the Ace of spades my one is the Jack of diamonds, my two is the Queen of hearts” etc. You should be able to go for several columns but just try two right now. Students have fun with this exercise and it will quickly become clear who is good at it. Let students volunteer to call out the cards.

EXHIBITION MINI-DEBATES (on the topic!). Assign four students to do an exhibition debate (4-2-2) with the affirmative and negative case evidence. After the debate, have the rest of the lab critique the debate. **ONLY THEN** should you weigh in with your critique. Do rebuttal re-do’s for the group, and have the coaches critique them. **HEAP PRAISE ON THE PARTICIPANTS!!!**

MORE MINI-DEBATES. Divide the lab into 4 groups with two teams in each. Assign a lab leader to each group. Have mini-debates with evidence (4-2-2). Lab leaders should critique their groups generally. Each student should re-do one speech, and the rest of the group should critique it before the lab leaders do.

CASE DEBATE DEMONSTRATION. Two of the lab leaders should go back and forth over an observation or two in the case. The goal is to demonstrate possible arguments, demonstrate an organized speech and give them an opportunity to flow.

IMPORTANT NOTE: You will be receiving Mid-Institute evaluation forms before morning lecture today. **BOTH YOU AND YOUR STUDENTS** will have evaluation forms to fill out. Give the student forms to your lab to fill out anonymously. Students and faculty should then turn their forms in to Christy Bradley or one of the admin. staff. **SCHEDULE A CONFERENCE WITH THE ADMINISTRATIVE STAFF TODAY.** We will be talking with every lab on Friday and Saturday. The admin. staff will have sign-up sheets with time slots.

Friday, Week One

Morning Lecture Topics

Disadvantages
Kritiks

Relevant Policy Manual Sections

Disadvantages (22-23), Answering DAs (24)
Critiques (29-30), Answering the K (31)

1:00 - 5:00 LAB GROUPS

6:30 - 9:00 LAB GROUPS

FEEDBACK TIME. Praise them for honest evaluation. This is **RESPECTFUL** of their efforts. Answer questions from Thursday and talk about changes you will make based on their evaluations. This empowers their ownership of their voice in learning and creates a dialogic relationship between students and teachers.

REQUEST PARTNERS. Have them list 3 partners in the group they would like. Assign partners later that day (make sure you allocate time for ALL the lab leaders to sit down as a group and discuss partnership issues). **A LIST OF PARTNERS MUST BE TURNED IN TO CHRISTY BRADLEY BY DINNER ON SATURDAY!**

Continue working on topicality. Create a violation: The thing that will need the most development beyond the lecture is to how structure violations. They will have trouble picking out definitions and be unsure of how to draft a violation. Write up a topicality violation against the affirmative as a group. Have a sheet of definitions and let them pick the best one (with help, of course). Type this up later and pass it out to them: they will feel good seeing that they have created something

FIGHT AGAINST BURN-OUT. Today and tomorrow are the times when students will begin to wear down the most. Use Lab Jeopardy and other fun activities to break things up. Plan some physical activity for them

Continue working on disadvantages. Two of the lab leaders should demonstrate running a DA, answering it and extending it. Be very clear about numbering and sign posting and repeat until everyone has a good flow. Talk about how it would be impossible to give a speech based off of pre-written out paragraphs and that flowing is critical.

INTRODUCE RESEARCH AS AN ON-GOING CONCEPT. A good research activity is to xerox one article in the library for each member of the group. Have them mark it and hand it in to you. With a yellow highlighter, mark it yourself to demonstrate “good,” “better,” and “best” evidence. A law review article could be used to show them how to track down additional information on a point using the footnotes. A journal article defending a study could be used to teach them look for the way to defend or attack the methodology of an article’s conclusion. This is a good one-time exercise to teach them how to research themselves before heading for the handbooks.

PRACTICE DEBATES. Most lab time will be spent in practice debates for the rest of the workshop. Try to let everyone debate as many times as possible with as many different lab leaders as possible. Give detailed critiques and let students do rebuttal re-works. In the beginning, you may have to walk them through all of the speeches. Try to flow where they can see so that they can re-do their speeches based on a complete flow. Write evaluations (like ballots, with reasons why they won or lost specific arguments) after each debate. Have students who aren’t in a debate flow the ones who are.

Saturday, Week One

Morning Lecture Topics

Counterplans
Getting Ready for the Exhibition Debate

Relevant Policy Manual Sections

Running CPs (32), Answering CPs (33)

1:00 - 5:00 LAB GROUPS

6:30 - 9:00 LAB GROUPS

1:00 - 2:00 LAB GROUPS

PREPARE YOUR STUDENTS FOR THE EXHIBITION DEBATE. This is usually one of the most anxiety-generating days of the Institute because students finally get to see what a (relatively) fast debate looks like. Half of the students complain because they couldn't keep up with the debaters. The other half complain because they don't think they could ever debate that well. The second morning lecture will deal with these problems, but one lecture is not enough. It is crucial for lab leaders to be at this lecture so you will know how to supplement what has already taken place. Do a walk-through of the debate with your lab. Let them know what to expect. Make sure to assign flowing tasks for the whole lab during the exhibition.

2:00 - 5:00 EXHIBITION DEBATES

A fine array of debaters will perform in exhibition debates for the various lab sections. **EVERY LAB LEADER MUST** attend these debates. During the exhibition, wander around and help your students with their flows, encourage them to pay attention, etc.

6:30 - 9:00 LAB GROUPS

USE THE EXHIBITION DEBATE PEDAGOGICALLY. Discuss who **THEY** think won the debate. Encourage everyone to make complete arguments in supporting the team they "voted" for. Lab leaders should facilitate the expression of student opinions. Talk about flowing issues and evaluate their flows. Focus on areas of difficulty in flowing and plan practice sessions to improve skills in those areas. Discuss the arguments in the debate and answer questions they might have. Students should also be encouraged to talk about the style of each debater.

DEBATE RECONSTRUCTION EXERCISE. Divide the group into 2 or 4 teams. Have them construct a group flow of the exhibition debate. Leaders should put each group's flow on the board by having a student from each team read it aloud, then have the students identify the elements of each argument (link, brink, impact, solvency, significance, etc.).

SMALL GROUP Q & A. Break into 4 groups for Q & A. Work on particular issues of confusion, making use of the less intimidating atmosphere of the small group.

Monday, Week Two

Morning Lecture Topics

Rebuttals
Judge Adaptation

Relevant Policy Manual Sections

Pages 34-40

1:00 - 5:00 LAB GROUPS

6:30 - 8:00 LAB GROUPS

Write frontlines for the INC. The evidence book contains some basic frontlines, but these are only examples, not necessarily meant to be used in the tournament. The whole lab needs to participate in writing standard case answers. Solicit possible analytic and evidentiary answers to different parts of the case, praising students who come up with original ideas. Use student input to generate the frontlines, cleaning them up a bit but not intervening too much. It is very important that the lab leaders do not dictate frontline content. When lab leaders write frontlines, debaters end up reading them without understanding them. They become inflexible and do a terrible job in rebuttals. It is far better for students to have short frontlines that do not meet your own personal standards than for them to be lost during rounds.

Remember that you will have shorter lab periods in the evenings from now on. Assigning practice round pairings ahead of time will help you be more efficient.

PRACTICE DEBATES AND REBUTTAL RE-WORKS. Alternate lab leaders and teams so that each team gets to work with each lab leader. Schedule time at the end of every day for the lab to meet as a whole. Answer questions and promote lab unity.

Tuesday, Week Two

9:30 - 11:30 LAB GROUPS

1:00 - 5:00 LAB GROUPS

6:30 - 8:00 LAB GROUPS

Re-visit critiques and counterplans. By now, both you and your students will have mostly forgotten that there were some interesting lectures on Friday and Saturday, before the exhibition debate. This might be a good time for the lab leaders to do some demonstration of how a critique debate looks and how a counterplan debate looks. After all, you're making the students do a lot of debating this week—now it's your turn. Set realistic time limits and cover only one off-case position at a time. Make sure the whole lab flows the debate, and leave time for questions. Resist the urge to go on at length about your personal knowledge of postmodern philosophy.

Keep working on frontlines. Move on to the 2AC and 2NC. Keep students involved in the process. For them, this is like a practice debate in CBS Super Slow-Motion. Resist the urge to do it all yourself.

PRACTICE DEBATES AND REBUTTAL RE-WORKS.

Wednesday, Week Two

9:30 - 11:30 **LAB GROUPS**
1:00 - 5:00 **LAB GROUPS**
6:30 - 8:00 **LAB GROUPS**

PREPARE YOUR STUDENTS FOR THE TOURNAMENT. Go over the whole tournament schedule with your group so students will be less confused. During the dinner break, you can pick up the pairings for rounds 1 and 2 from the admin. staff. The 1:00 - 5:30 slot should include more frontline work and a practice debate, but 6:30 - 8:00 should be reserved for questions. Go over the pairings with your students and reduce their anxiety. Now would be a good time to share your pride in their progress and your confidence that they will defend the honor of the lab group.

Thursday, Week Two

THE TOURNAMENT STARTS!

8:45 **More Copies of Pairings Available in the Coke Commons**
9:00 - 10:30 **Round 1**
10:45 - 12:15 **Round 2**

1:30 - 4:00 **Labs**

Talk with your group about what happened. Reduce anxiety by talking about what could be done better. Reserve some time for one-to-one or one-to-two discussions with your students about how things are going. Make sure everyone is debating. Sometimes 10 minutes spent helping a student understand or adjust a frontline is all it takes to increase confidence. Pairings for rounds 3 and 4 should be available from the admin. staff during lunch. Go over the pairings with your debaters.

4:30 - 6:00 **Round 3**
7:30 - 9:00 **Round 4**

Friday, Week Two

1:30 - 2:00 **Labs & Lab Awards**

It is crucially important for you to keep everyone's confidence and enthusiasm high before the last two rounds. Some students will be convinced they are the best debaters of all time, while others will just want to quit. Give the confident ones tasks to perform on their own and focus your attention on the ones who feel like giving up. Make sure everyone is committed to debating the last two rounds. Pairings for rounds 5 and 6 will be available during lunch from

the admin. staff.

Give out NUMEROUS awards to students. We will be giving awards based on success in the tournament, but you should give out awards based on things like “most improved,” “best flow,” “most original,” and other things. Get creative. EVERY STUDENT SHOULD GET A LAB AWARD. Resist the urge to give out the coveted “biggest pain in the ass” award. The admin. staff will provide you with actual certificates if you turn your award list in to them by Wednesday night. Send your students off to debate with a warm, happy feeling inside.

Make sure students are actually on their way to their rounds, and that they know how to get to their rooms for both rounds 5 & 6.

2:30 - 4:00 Round 5

4:30 - 6:00 Round 6

6:30 Awards Banquet

As Melissa would say, we’re having a big, swanky event in Cox Hall with food, glory, and trophies. You MUST be there to heap praise on your students, especially those who did not win a trophy. When the ceremony is over, walk your students back to the dorm for check in, room cleaning, and par-tay.

10:00 Dorm Check-In and Room Cleaning

WE’LL NEED YOUR HELP TO MAKE THIS WORK. We want to get out of here as soon as possible on Saturday, so we’re going to make the students clean their rooms and pack on Friday night. Your job will be to assist with dorm check-in. Then you will help distribute garbage bags to everyone. Students must go to their rooms, clean up, and pack (mostly). No student may leave for the party until a staff member has looked at their room and okayed it.

10:15 - ??? Dorm Party

We need your help tonight more than any other night. Mingle with the students, have fun, but DO NOT LEAVE. Students will be motivated to escape the confines of Longstreet and cause mayhem. Your job is to prevent that, and to make sure the party stays fun. Resolve confrontations, console those who did not win an award, and generally be a wandering ambassador of good will. EVERYONE will be needed in the dorms tonight. Remember, this is the last night of the institute. There will be time for sleep later. Sleep is for the weak. You are strong.

Saturday, Week Two

9:00 - 12:30 Check-Out/Departure

We will need EVERYONE’S help for the entire time. Regular check-out ends at 11:30 a.m., but we will need help after that time to finish up.

Guest Speakers

Below, you will find a (non-exhaustive) list of staff members who have offered their services as guest speakers in the past. We suggest that you talk to them about visiting your lab and guest lecturing. This gives your students the opportunity to learn from these bright people. It also gives them the opportunity to hear from some ELSE. Believe us, by the third or fourth day, they'll be itching for some variety.

Recognize that it may be difficult for other lab leaders to find time to help you. How about an exchange program? One of them can come to your lab, while one of you goes to their lab.

- Joe Zompetti
- Ricky Garner
- Alysia Davis
- Mike Davis
- Ed Lee
- James Herndon
- Patrick Wade
- Jillian Marty

Don't let us restrict you! Talk to people who aren't even on this list. Who knows what secret guest lecturing powers lie unrecognized among our staff?

Newspaper Challenge

Goal: to increase speed and comprehensibility when reading material, and retention of information from debates.

Materials: Several copies of the front section (news) of *The New York Times* or *Washington Post*.

Execution: Pair students off into two teams. Have them read a similar article for 30-45 seconds. Ask teams to summarize possible points made in the article. Then have them debate the accuracy of these claims. It is important to choose an article from which cards could be cut so that there are clear arguments to debate. In order to modify this exercise, it might be appropriate to use a new magazine article. For instance, the *U.S. News and World Report*, *The Economist*, or *Newsweek* might lead into good discussions.

Are You My Link?

Created by: Cate, Corey, Brian and Rania.

Preparation: Figure out the number of students with whom you are working, and divide the number by three. The result is the number of DA skeletons you will need to construct. Figure out the link, uniqueness / brink, and impact of the DAs. On a note card, write out the link to a DA, on another the uniqueness, and on a third, the impact. Do this for each DA. If you are really industrious, you could even attach a piece of evidence to each note card, but a detailed explanation should be more than enough. Do this for the number of DAs you will need. If you have a number of students not divisible by three, you can always create DAs with multiple links and / or impacts and / or brink stories.

Execution: Randomly hand out the note cards to the lab members, and then turn them lose. They will need to talk to most of the members of the group to find their missing link, uniqueness, and / or impact. The idea is for the students to talk to each other (and in so doing meet each other) so they can put the component parts together to form a coherent argument. After all students think they have found their mates, have small groups present their DAs to the whole group.

Modifications: Versions of this exercise could be used for counterplans, IACs, as well as for putting arguments and responses together (i.e. come up with DAs and answers, and see if students can figure out which arguments answer which DAs.) The options are endless.

SPAR Debates

Courtesy of Gordon Mitchell and the Pittsburgh Urban Discussion and Debate League.

This is an introductory activity designed to familiarize students with the idea of making arguments, asking questions about arguments, and judging the relative strength of competing arguments. The format of the exercise, with its quick start-up time and short speeches, allows space for teachers and students to build excitement and interest in debating. The format also allows opportunities for teachers to frequently interject constructive comments that begin to frame debate as a comfortable, supportive, and creative intellectual form of interactive communication utilizing both written and oral media.

SPAR Format

Affirmative opening speech	90 seconds
Cross-examination by negative	60 seconds
Negative opening speech	90 seconds
Cross-examination by affirmative	60 seconds
Affirmative closing speech	45 seconds
Negative closing speech	45 seconds

Procedure

- 1) Debaters step up to the front of the room. One debater calls a coin flip.
- 2) Winner of the flip gets the option to either:
 - a) Select the topic for debate (topics should be listed on the chalkboard),
OR
 - b) Defer selection of topic choice to their opponent and then pick the side of the topic they wish to defend.
- 3) Once a topic and sides are determined, debaters get 5 minutes preparation time to brainstorm arguments and write them down. For a demonstration, this may work best writing on a chalkboard. Some discussion of the process of argument invention and strategy would be useful here.
- 4) Demonstration debate takes place. Student comments and questions should be fielded during and after the demonstration.

- 5) To keep the exercise running fluidly, it is suggested that at all times there be an “on-deck” pair of debaters preparing their arguments while the preceding pair is debating. In this system, *two* pairs need to be selected initially and given five minutes to prepare arguments in a designated “prep space.” After the first SPAR debate is completed, a new pair should be invited to the front of the room to select a topic and sides, while an “on-deck” pair that has been preparing takes the stage and immediately begins its debate.

Discussion

Students should be given the opportunity to discuss things about the debate process that they noticed, things they liked/disliked, things that were learned, etc. Teachers should take the opportunity to point out examples of strong arguments and outstanding performances, and then isolate one or two main issues they want to work on for next time.

Some Possible Topics

- Honesty is always the best policy.
- Slavery still exists today.
- True love really does exist.
- Violence is a necessary means to settle disputes.
- Police are necessary for safety.
- People should eat meat.
- Girls should be able to play on the boys’ football team.
- Stories and poems with violent content should be banned from school.
- School uniforms should be mandatory.
- Animals think like humans.
- Books are more fun than video games.
- There are good lessons to be learned from TV cartoons.
- It is a good idea for radio stations to censor songs with obscene lyrics.
- School starts too early.
- Students should always obey authority.
- The driving age should be lowered to 14.
- School should last 12 months a year.

Topic Area Skit

Involve the whole lab in a skit that investigates the dilemmas involved in foreign policy. The set-up is a hearing before a congressional committee that is trying to decide what to do about an Iraqi citizen who has been detained at Guantanamo for two years without being tried or having formal charges filed. The "committee" has to keep track of all of the arguments presented by a variety of people testifying about different sides of the issue. After all testimony is complete, the committee should be given time to come up with their decisions. They may decide to release the prisoner, to allow the prisoner to be detained indefinitely, or try to develop some compromise. Each of them should then present reasons for their decisions.

Everyone should "flow" all of the reasons given by each speaker on a piece of legal paper. You may also allow cross-examination from the committee for each witness.

The Situation:

The plight of the hundreds of prisoners being held without trial by the United States is finally coming to the attention of the American public. A recent Amnesty International report labeling the Guantanamo holding facility as a "modern-day gulag" has generated thousands of angry letters to congressional representatives on both sides of the issue. One prison in particular has received significant press as an example of someone who is being wrongfully detained. A congressional committee has been convened to decide what to do about this person.

For the purposes of this skit, here is the situation you are faced with. Frustrated with mounting public pressure and complaints from politicians, the Pentagon has agreed to allow a congressional committee to decide the future of one prisoner. They may vote to release the prisoner, to declare that the military is justified in holding anyone without trial, or to come to some other kinds of solution. At the end of the skit, the entire group (witnesses and committee members) should vote, then discuss the outcome of the vote.

The Team In Favor of Releasing the Prisoner:

The Prisoner.

You know that you have associated with people involved with terrorism, but you have never taken part in violence. You have suffered physical and psychological harm at the hands of the US military, and are frustrated with their unwillingness to file formal charges. You just want to go home.

The Head of Amnesty International.

In spite of the US government's refusal to allow your organizational to visit Guantanamo, you have compiled a lengthy report detailing abuse of pris-

oners and questionable grounds for detaining the individuals who are imprisoned at Guantanamo. You believe releasing this one prisoner could help start a trend that would end in the closing of the detention camp there.

A Democratic Congressperson.

You supported President Bush's actions in the wake of September 11, but are now convinced that Bush has gone too far in prosecuting the "war on terror." Your constituents are pressing you to speak out against the abuses of prisoners at Guantanamo, and you see this as a good place to start your campaign.

An American Civil Rights Activist.

As a human rights lawyer, you think that the entire concept of enemy combatants is legally and morally bankrupt. You would like to use this committee as a venue for exposing not just the problems of foreign detainees, but the pattern of illegal searches that are going on in the US.

The Team Against Releasing the Prisoner:

A Representative of the US Military

You have seen the complete intelligence file on the prisoner in question, and are convinced that there is ample evidence to suggest that this person has been involved in acts of terror or at least has knowledge that could be valuable. You are afraid that if this one prisoner is released, much more dangerous people will go free.

A Republican Congressperson

You believe that this whole committee is part of a liberal plan to discredit the president. While you might admit privately that some of the prisoners in Guantanamo are being held without reason, you think (and your constituents definitely think) that it is worth violating the rights of a few people to ensure the safety of the many.

Donald Rumsfeld.

As Secretary of Defense, you are committed to defending the reputation of the military and ensuring its continued right to do what it needs to do to defend the country and win the war on terror. You feel this committee is a thinly veiled attack on you personally, part of a larger strategy to remove you from office.

A Survivor of the World Trade Center Attack

As someone who barely escaped the collapse of the first tower – someone who lost many friends and colleagues in the attack – you can't believe that anyone is seriously considering restricting the military's ability to fight terror. If prisoners are suffering, at least they are still alive.

Video Debate

The benefit of the videotape debate is that you can start and stop it. It is the best tool and a very necessary tool for demonstrating to the young students what a debate is and perhaps most importantly for them, what a debate is NOT. For most students this will be their first exposure to what we call debate. They might have expectations which academic debate will not fulfill and this is the first step in dispelling those notions.

Purpose

1. To expose them to competitive academic debate. Teach them that they should not expect debate to be Face the Nation, A Few Good Men, or even South Park.
2. To show them, but not expect them to learn, the fundamental components of affirmative and negative positions.
3. To teach them how to flow a debate.

Preparation.

1. Teach them a little bit about flowing.
 - two legal pads.
 - each major argument on different pages
 - seven columns for the case debate
 - six columns for off-case
 - number, label, explanation
 - any evidence or citations are a bonus.
2. Remind them that flowing is an ongoing learning process
 - each person's technique will evolve over time

Flowing the debate.

1. A lead instructor should attempt to flow the debate while it is progressing.
2. A visual copy of the debate flowsheet is most valuable to the students, so a good flower should flow the debate on a blackboard or large posterboard. It gives them a model they can copy and translate. It lets

them see what they should be doing.

3. The lead instructor should identify major arguments when they are labeled in the debate to remind the students what to write down.
4. Stop the debate after each speech. Let them adjust their flows. Give them a minute or two between stops and starts. This helps them hone their concentration when the debate is taking place. Let them ask questions. But do not let the questions overwhelm the time spent on the debate. Don't let them distract from the exercise.
5. Additional instructors should be available to help the students who are trying but having a hard time and to encourage the ones who are giving up and deciding they can never debate after watching the first affirmative.
6. Remember: To the students, cross-ex is usually the most exciting part of the debate allow them to enjoy it, even if it is not the main purpose of the exercise.
7. Honesty is important. They are smarter than you think. If one of the debaters on the tape does something that isn't such a good idea, do not try to cover up to preserve their personal integrity. Your audience will see through it and you will only injure your own credibility.
8. Do not hesitate to explain in simple terms jargon or other confusing issues which occur in the debate. But remember that the point of the exercise is to show them what a debate is, not to instruct them on sophisticated permutation theory.
9. Swearing is INFORMAL. Point out the FORMALITY of the language used in the debate. Talk about getting good speaker points!

Impromptu Speeches

Give each student time to prepare a three minute speech to deliver in front of the group. Have the group critique the speaker with compliments and constructive criticism. A staff member should also make comments. Suggested topics:

- (1) 3 worst things about my schools
- (2) 3 things I would NOT like to see happen in my lifetime
- (3) 3 worst teachers in my school
- (4) 3 worst lunches in my school cafeteria.

“Negative” topics are usually more successful because the students will have more to say about them and because it is “cooler” to be negative with one’s peers at their age.

Be sure to point out stylistic things to them in the first speaking activity so they will be aware of them later (EX: shifting back and forth, talking to the floor). This activity allows the group to get to know each other in a potentially humorous, non-threatening way so that they may develop a camaraderie that will facilitate other curricular activities. The first night is the hardest. It is better to display your competence by *listening* to the students speak than by telling them “war stories.”

Debate Football

Label the sides of a small, soft football with the names of stock issues and other covered terms. Throw the football around the circle (gently). Whoever catches it has to define the term on which her/his thumb rests after the catch. If the student defines the term correctly, they can throw the football to another student. If they fail to define the term, they must toss the football back to a lab leader, who will then choose another student. If you want to, work out a scoring system. This activity encourages movement and energy in the classroom. You could even develop an out-of-the classroom version that works on the same principle as ultimate frisbee. Be creative!

Camping Exercise

This is a listening exercise. Send everyone out of the room except for one student. Read the story below to the student. One by one have a student come in the room and let the listener repeat as much of the story as she or he can. Do not repeat the story or let the students repeat it again. By the time the last student has repeated the story, it is probably very different from the original. Read the story to the group after the listener has repeated the story they heard. This is a fun game that illustrates the benefits of critical listening.

John Doe went camping in the mountains of Colorado. He carried a ten pound backpack which was filled with food, extra clothing, a tent, and various camping equipment. As he was hiking, he tore his red flannel shirt, tore his brown trousers while climbing a hill, and lost his black boot in the raging river. His silver canteen fell down a cliff, and his compass fell into a crevice. Luckily, his map of the area was still inside his backpack, and he finally made it to Canada three weeks later.

Weekly World News

This exercise is intended to underscore the importance of critically examining evidence. It will also increase student’s familiarity with the process of evidence production. You will need a class set of copies of an article from the *Weekly World News* or another tabloid. Make it humorous. Give the students a brief description of how to find cards in articles. Ask the students to find the crucial arguments in the article and bracket them.

When they have found the cards, ask them to write tags in the margins. When they are done, have them turn the articles into you. Look over their work during a break and write suggestions and corrections onto their article. When you have looked over their articles compliment the entire group about what a good job they did. Show them a couple articles as “best practices.” After that, discuss with them how to cut cards and write tags.

List Exercise

This exercise is the introduction to the concept of flowing. Tell the students that you are going to test their listening skills. Read them the following lists and give the person or persons who have the best “flow” a prize.

<u>List 1</u>	<u>List 2</u>	<u>List 3</u>	<u>List 4</u>	<u>List 5</u>
Ford	Apples	1	22	Red
Lincoln	Oranges	17	Ford	Berries
Toyota	Pears	15	Berries	16
Dachshund	Berries	25	54	Purple
Chevy		Bananas	37	37
Toyota		Socks	38	Chevy
		5	10	Yellow
				Apples

Repeat this exercise a second time and read more quickly (but still give them a chance to write things down). They will be able to see the improvement made in just a few minutes. **TEACH THEM TO FLOW.** Your students should flow regularly. They should be encouraged to “flow” the morning lectures. The first few times, you should collect their notes to critique the “flow elements” (are they using consistent abbreviations, are they attempting to outline or number consistently, are they creating a lucid representation of what is happening in lecture, is their handwriting legible?). They should flow each other every time a student makes a presentation to the group.

Lab Jeopardy!

Students at debate workshops often feel like they are trying to learn a new language. Debate jargon is truly a vast, complicated system of words and meanings, and students who get caught up in the process of trying to remember new words usually miss the big picture of the debate process. Lab jeopardy is designed to overcome this problem by involving students in a commonly understood mnemonic activity.

Create a list of 10 questions for at least eight categories. If you need help thinking of questions, take a look at the insanely long glossary at the end of the ENDI policy debate manual. Focus on things the debaters will need to know in the average round. Divide the question-generating duties up between lab leaders by category. Possible categories include: The affirmative, The stock issues, Disadvantages, Kritiks, Topicality, Counterplans, General Negative, and Misc (which might include things like flowing, research, and how to file).

Once the questions have been generated, create a board with 1-10 in each of the categories. This doesn't have to be too literal—you can use a chalk board or the giant post-it pads some labs will have. The students go around in a circle and answer the questions of their choosing. Make sure that each student has the opportunity to answer two questions. It also helps to have prizes for correct answer. Candy is usually popular. Students really seem to enjoy this exercise. Make sure to encourage students to help each other out when someone gives an incomplete answer. Lab Jeopardy seems to build a sense of group cohesion.

Scattergories T

Created by A. Rodu

Ahead of time, the lab leaders will need to develop several lists of words (some from the resolution, others chosen at random). The words should describe categories (like “authors” or “debate supplies”). There should be 8-10 words on each list. Students will, in two teams, play a game with the lists. The game format will be as follows: one student will be asked to choose a letter. Everyone will then be given the categories and will have to think of words that fit those categories that also begin with the chosen letter. Students will gain points for the number of appropriate words they are able to write down. A prize will be awarded to the student with the highest score.

Students will then be asked to think of why they listed certain words and will be asked to develop a definition of the category. Students will then be asked to think of definitions of the category that might include their word but exclude the words other students listed for the category. Students will list reasons why their definition is better. They will then cross-examine each other about the validity of their definitions.

Some sample lists:

List 1

Stressful Things
Cafeteria Food
Famous Actors
Picnic Foods
Water Animals
US Cities
Topic Words
Colors
Topic Harms

List 2

Emotions
Clothing Material
Famous Authors
Countries
Jewelry
School Subjects
Clothing

My T Violation

Created by A. Rodu

Each student will define, in their own words, critical words in the resolution. Students will then develop a list of reasons why their definition is better than other definitions they have heard. Students will be given a hand-out detailing the structure of a INC topicality violation. They will then create their own INC topicality violations using the definition and arguments (or standards) they have just created. Students will then cross-examine each other about the violations they have created.

Find the Extra T

Created by A. Rodu

Students will be given a list of cases that have the effect of increasing public health services for mental health. Some of the cases should be blatantly effectual, while others should be generally considered topical. Students will decide which of the cases are topical and why. They will generate a list of reasons why including the effectually topical cases is bad for debate.

Explaining Politics

Created by A. Rodu

The students should be divided into two teams. They will be given a list of 10 people, places, and acronyms related to a political disadvantage (e.g., “political capital” or “bi-partisanship”). With the aid of newspapers, magazines, and online articles provided by the lab leaders, students will engage in a scavenger hunt to identify the terms on the list. A prize will be awarded to the time who completes their list first.

Students will then divide the list of terms among themselves. Each student will deliver a presentation on the identification of their term and its importance to the resolution. Other students will flow these presentations. The students will then generate more people, places, and acronyms they have encountered when debating (or looking for terms about) a political disadvantage. They will assist each other in identifying these terms. Finally, students will, as a group, compile a “booklet” of people, places, and acronyms for their own use throughout the year and to give to other members of their squads.

TV Disads

Created by A. Rodu

Students will view a videotape of the first part of a sitcom episode (such as *Friends*). They will flow the events that take place in the show. Students will then engage in one-on-one mini-debates – arguing whether a particular character should undertake a proposed action based on possible outcomes. Encourage them to weigh possible outcomes against each other using analysis of the outcome’s risk, magnitude, or timeframe.