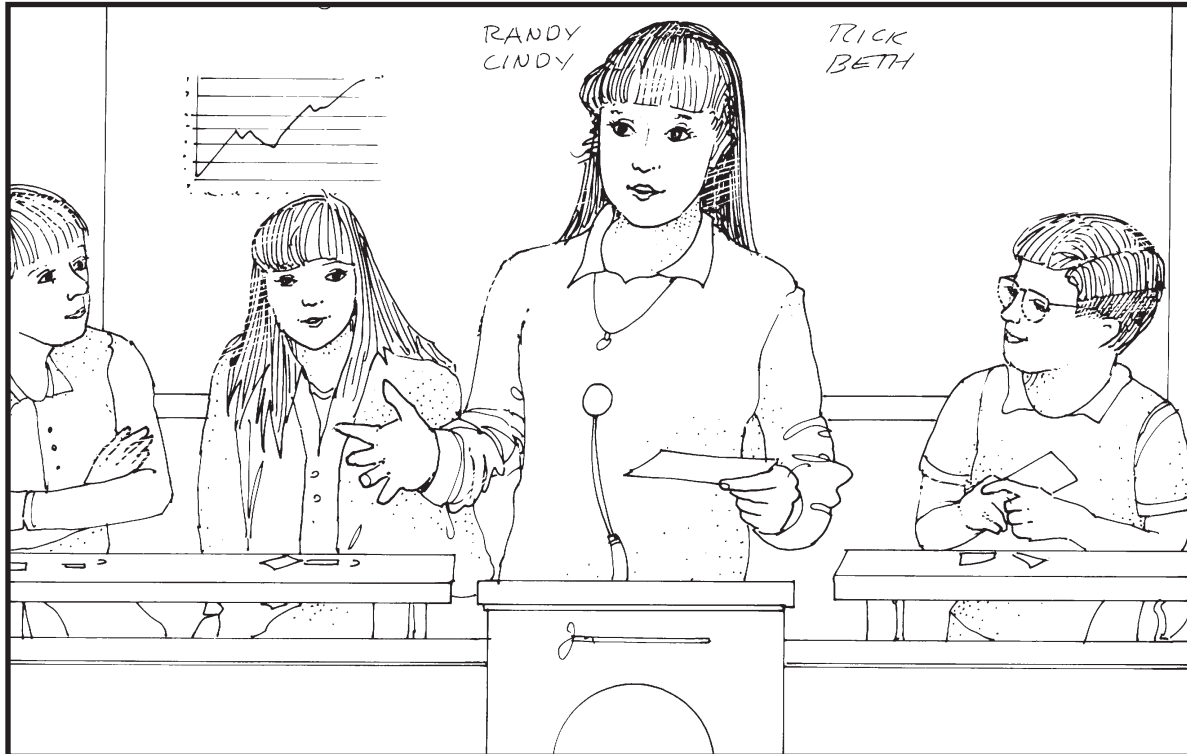

DEBATE MANUAL

ELEMENTARY VERSION



UTAH DEBATE

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The National Energy Foundation is a unique non-profit organization dedicated to the development, dissemination, and implementation of supplementary educational materials and programs. These resources for education relate primarily to energy, water, natural resources, technology, conservation, and the environment. All of NEF's educational resources and services are designed to enrich and enhance instruction. They recognize the importance and contribution of natural resources to our economy, national security, the environment, and our quality of life.

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Salt Lake Clean Cities Coalition	Washington County School District
Utah State Office of Energy Services	

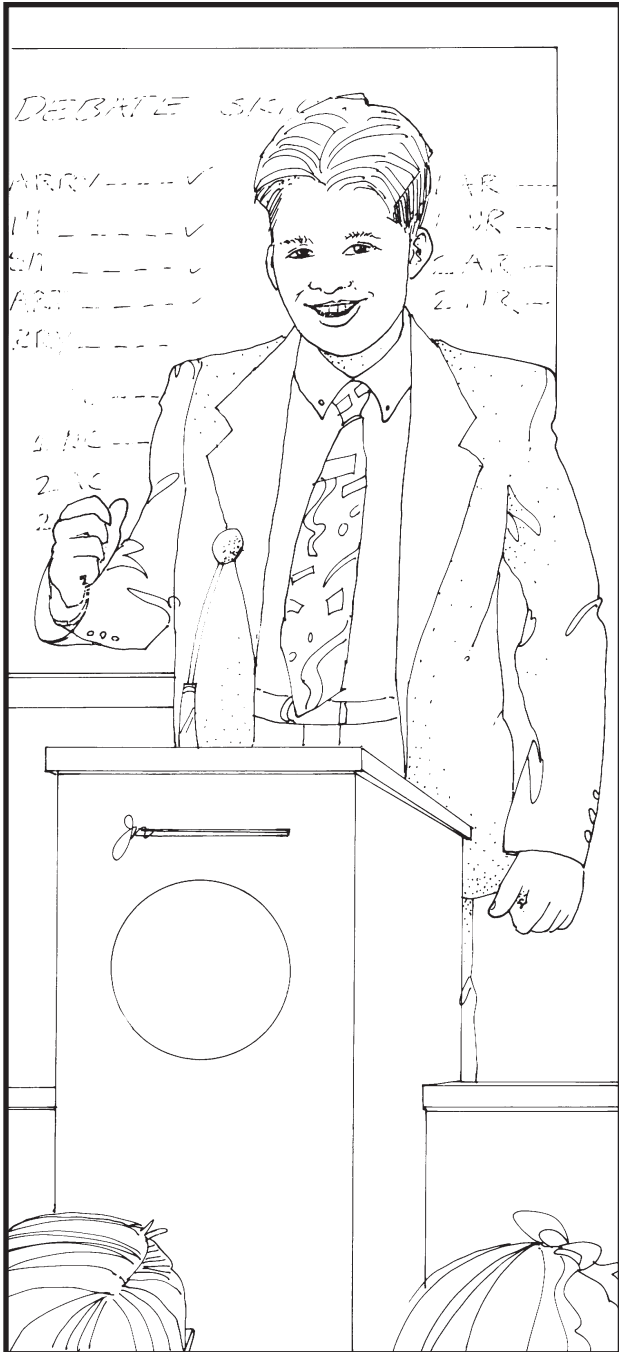
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POLICY DEBATE GUIDE



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This collection of debate lessons and materials has been created to give educators in grades 4–9 a basis from which to teach the elements of debate to their students. The debate topic used in this guide is designed to be accompanied by educational materials and resources from the National Energy Foundation. This correlation of topic and research materials has been assembled so the debate learning process can be as easy and rewarding as possible.



OVERVIEW OF POLICY DEBATE GUIDE

DEBATE is an opportunity for students to use their skills of reading, thinking, writing, speaking and listening in a meaningful situation that can be related to their own lives. Teams of two students research a controversial issue to collect facts and expert opinions for/against a proposed change (stated as a resolution). They prepare cases by using these data and making inferences. Teams face opponents in timed speeches. They attempt to elicit judges' votes by stating a strong case and refuting opponent's claims with contradictory facts and explanations. Elementary students argue either as an affirmative or a negative team. Intermediate students are prepared to argue both affirmatively and negatively.

Debate can be used in the classroom in two ways:

1. As a unit of study, introducing debate skills with the process and information for the debate
2. As a part of the year's curriculum and as an outgrowth of language arts, science, and social studies.

Debate focuses on six main skill areas:

1. **ANALYSIS:** the higher thinking skill of breaking down an idea into its parts (parts may be comparisons, contrasts, causes and effects, and trends). In debate, analysis follows a fairly standard process of finding pro and con positions on the issues.
2. **ORGANIZATION:** the three part organization of a speech—introduction, body, and conclusion.
3. **DELIVERY:** the presentation of a speech including projection, eye contact, fluency, and style.
4. **EVIDENCE:** facts, statistics, and expert testimony given in support of an argument.
5. **REASONING:** the higher level thinking skill of synthesis used to identify main points, support each with evidence, explain relationships, and draw conclusions.
6. **REFUTATION:** identify and counter opponents' arguments and conclusions with reasoning and evidence.

Debate includes specific vocabulary and speech structures.

Each Debate Skill in this guide includes:

- Title
- Objective
- Guidelines
- Debate Vocabulary
- Pre-debate Activities

SCHOOL-WIDE FINAL DEBATES

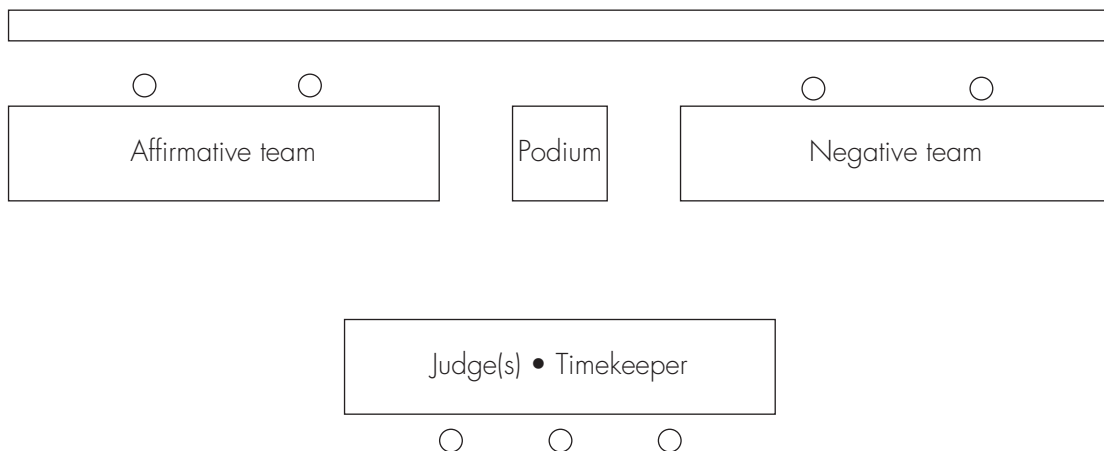
1. Assign half the teams a number and the other half a letter. Numbered teams are affirmative the first round and negative the second round (middle school only).
2. Locate empty rooms, spaces, closets, hallways, etc. (Classrooms with student observers can help other students learn energy and environmental concepts and the debate process.)
3. Elementary teams choose to debate only affirmative or negative. (High school debaters, teachers or trained parents are effective judges for elementary debates.)
4. Anyone who isn't debating or judging acts as a timekeeper. (Use verbal or hand signals.)
5. Speaker points are awarded.
6. If you grade debaters, you may base your evaluations on judges' comments, complete ballots and thorough flow charts. (See DEBATE BALLOT in Policy Debate Appendix)

DISTRICT AND STATE (INTER-DISTRICT) DEBATES

District debates are coordinated with Gifted and Talented coordinators, high school coaches and teacher teams. Winners from district meets are invited to attend state level or inter-district meets. Division one and two debaters will participate in separate meets.

ROOM ARRANGEMENT FOR DEBATE

1. Teams sit at front of room on opposite sides, facing judge, and timekeeper.
2. Speaker stands between two teams at podium or table (if available).
3. Judge and timekeeper must sit where speakers can see them.
4. Names, speaker positions and/or code numbers are put on chalkboard if available.



SUGGESTED TIME LINE OF PRE-DEBATE ACTIVITIES

Listed below are processes and techniques that enhance debate skills. Many activities may already be offered; but, with a slight shift of emphasis students will become stronger in the skills they need to be successful and strong debaters. Suggestions for pre-debate activities are contained within this guide. (Activities may be found in district guides or other books.) We suggest the following chronology for skill mastery:

SEPTEMBER – DECEMBER:

- Brainstorming
- Categorizing
- Forecasting
- Problem solving and decision making
- Analyzing (analysis)
- Evaluating

In language arts:

- Read orally in class
- Memorize poems or speeches
- Read student writing aloud
- Look at both sides of an issue
- Speak extemporaneously
 - a. one minute
 - b. two minute
- Take notes while reading or listening
- Strengthen listening skills
- Enhance learning skills from English textbook
 - a. fact and opinion
 - b. persuasive writing
 - c. cause and effect
 - d. research skills

In language arts or social studies:

- Strengthen newspaper skills
 - a. components of a news article (same components of a debate plan)
 - b. cause and effect
 - c. presentation of information in a story (funnel technique—most important to least)
 - d. find main ideas and supporting ideas
 - e. study advertising techniques
 - f. read about and study current issues, then informally debate the issues

SUGGESTED TIME LINE OF PRE-DEBATE ACTIVITIES – continued

In social studies:

- Find causes and effects of historical events
- Analyze components of history
- Look at both sides of the issues

In math:

- Study statistics
- Go over how to read surveys and opinion polls
- Teach students to read graphs and charts
- Have students use reasoning to explain how they solved problems

In science:

(Topics usually involve energy, natural resources, or the environment and can easily be addressed in the science curriculum.)

- What is energy?
- How does it affect the environment or natural resources?
- Learn about energy sources
- Learn about alternative energy sources
- Study the environmental issues of energy
- Predict the future of energy or natural resources

About October—as soon as resolution for the year is announced:

- Give students a large manila envelope with a copy of the resolution inside or taped to the front (this is to collect all debate information).
- Discuss the resolution.
- Brainstorm all possible solutions (have student write these down and keep in a folder).
- Brainstorm all possible problems, hindrances or negative responses to the resolution.
- Instruct students to begin collecting all information they find on the subject. Have them share the resolution with their parents so they can help collect information. (If possible, put the resolution in the school newsletter.)
- Set dates for class and/or school meets. Inform students and parents of these dates. (Again, this could be put in the newsletter.)
- Periodically remind students of the resolution and discuss any current trends or topics.
- To assist students in gathering information refer to the RESOURCES section of the Policy Debate Appendix.

IN JANUARY:

- Discuss the resolution again.
- Bring in several news articles, if they're not too long, make a copy for each student. Read and discuss the articles together. Show students how to make and organize evidence cards. Some students like to use three-ring binders instead of the cards. (Instructions on how to do evidence cards is discussed later in this book.)
- Spend an hour once a week building debate vocabulary, discussing the resolution, news articles, and current trends.
- Review any other applicable resources, such as: videos, books, public opinion, etc.
- Near the end of January have students choose their partners. Elementary should also choose their side of the resolution. Have students continue to look at both sides of the issue.

FEBRUARY – APRIL:

- Attend the debate workshop provided
- Research and study both sides of the issue
- Watch current trends Use the Debate Guide to develop:
 - » Plan
 - » Speeches
 - » Rebuttals
 - » Reasoning
 - » Evidence
 - » Delivery

NOTES:

DEBATE VOCABULARY

Note: All debate vocabulary is important to all debaters; however, the list may be overwhelming to a first time debater. Asterisked (*) words are identified as those words to be learned first.

ACCRUE: to accumulate or to increase

ADVANTAGE: what is gained by adopting the affirmative plan

AFFIRMATIVE*: the side in the debate arguing in favor of the resolution; the side that wants to change the status quo

ANALYSIS*: the higher level thinking skill of breaking down an idea into its parts (parts may be comparisons, contrasts, causes and effects, and trends) [In debate, analysis follows a fairly standard process of finding pro and con positions on the issues.]

ARGUMENT*: a process of reasoning [Points are developed that move from the known to the unknown and use evidence to reach a conclusion.]

BRIEF: an outline of an argument with evidence that supports one side of the proposition

BURDEN OF PROOF: the obligation of debaters, affirmative or negative, to prove with evidence and reasoning any argument they introduce

CASE: affirmative arguments that show a need to change

CAUSAL LINK: the logical connection between two events or arguments—the link

CAUSALITY: the relationship between two things in which one is believed to cause the other

CIRCUMVENT: to get around or avoid

CLASH: the term used to refute an argument

CONSTRUCTIVE SPEECH*: the first speech given by each participant in a debate [In this speech, the debater presents the arguments in support of his/her position.]

COUNTER PLAN: alternative plan to the affirmative proposal [A counter plan must be non-topical.]

DELIVERY*: the presentation of a speech including fluency, projection, eye contact, and style

DISADVANTAGE: negative argument indicating that adoption of the plan will result in severe consequences

EVIDENCE*: facts, statistics, and expert testimony given in support of an argument

FLOW CHART: a system of keeping track of arguments given in a debate [A flow chart is for the personal use of each team and is not shown to the judges or other team.]

FLUENCY: the ability to speak knowledgeably about the debate topic with a comfortable pace and smooth delivery

GESTURES: movements of the body, or part of the body, to express or emphasize ideas and emotions

HARM: an undesirable impact or result brought about by a plan or policy

IMPROMPTU: to speak on a topic with a short amount of preparation time

INHERENT: the nature or character of something, a necessary part [Inherent is used to describe a feature or characteristic that exists and will continue to exist in the absence of the affirmative plan.]

JUSTIFICATION: why the resolution, rather than any other program, should be adopted

NEGATIVE*: the side of the debate arguing against the resolution

ORGANIZATION*: the three part organization of a speech—introduction, body, and conclusion

PACE: the rate at which a speaker delivers his/her ideas, arguments, and refutation

PERSUASIVE: to speak with conviction and emphasis using tone of voice, pace, and gestures as well as reasoning, analysis, and evidence [Correct pronunciation and knowledge of the topic is necessary for a persuasive argument to be convincing.]

PLAN*: the steps given by the affirmative team to implement the resolution and give justification for the plan

PLANK: each separate step of a plan

PREPARATION TIME: the time used between speeches for preparation

PRIMA FACIA CASE: has first appearance of proving a fact [The affirmative has a prima facia burden in the First Affirmative Constructive to demonstrate:

1. topicality (meet resolution)
2. significant harm (need to change)
3. the harm is inherent within the status quo
4. the plan will solve the harm
5. present a plan]

PROJECTION: the ability to make your voice heard clearly and distinctly at a distance [Also, the ability to project feelings and emotions in your voice.]

REASONING: the higher level thinking skill of synthesis used to identify main points, support each with evidence, explain relationships, and draw conclusions

REBUTTAL SPEECH*: the speech given following the constructive speeches [The debater refutes the arguments of the other team. The rebuttal speech may also be used to clarify, answer the other team's refutations, to summarize arguments, and persuade to own point of view.]

REFUTATION: identify and counter opponents' arguments and conclusions with reasoning and evidence

REFUTE: reasoning and evidence given by one side in a debate to oppose the opponents' arguments and conclusions

RESOLUTION*: the formal statement of the issue to be debated

SIGNIFICANT: the impact, importance, or scope of an issue or a part of the issue

SOLVENCY: the term meaning the problem can be solved [Affirmative reasons that problems identified can be solved with the affirmative plan; negative reasons that problems are being solved by the status quo and that the affirmative plan will bring harm rather than solvency.]

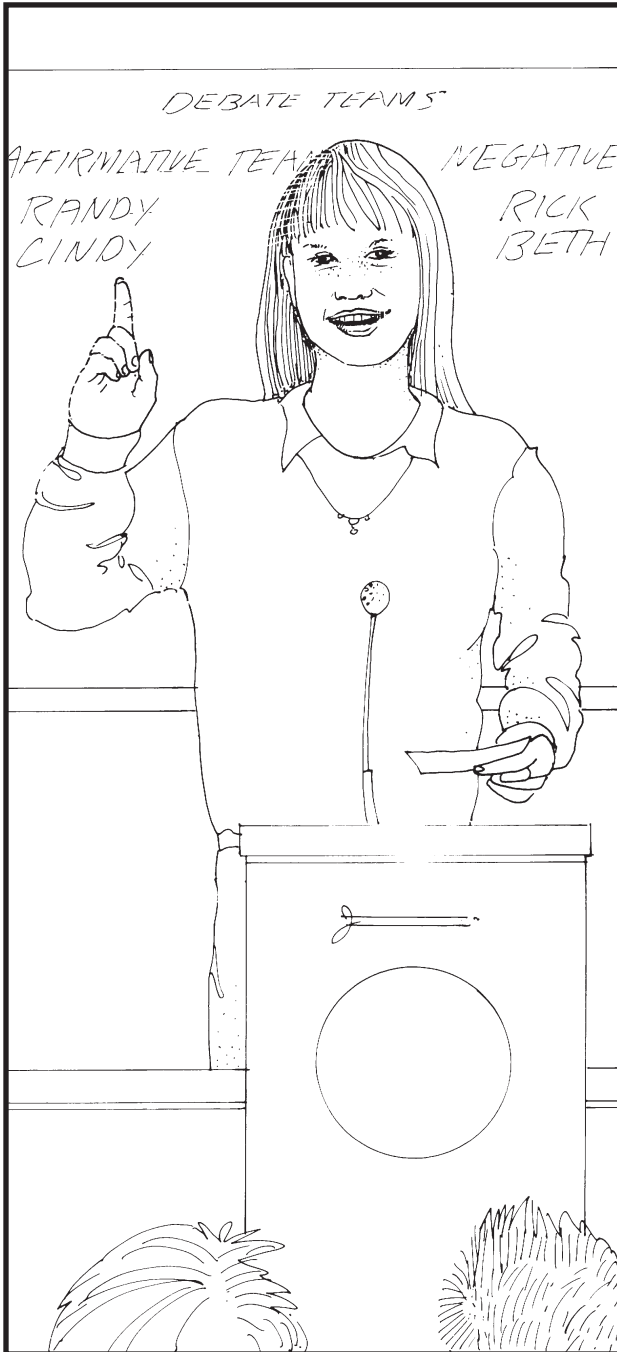
STATUS QUO*: the present system, the existing order [The status quo is that which would be changed by adopting the affirmative plan.]

TONE: the quality of voice that includes pitch and clarity of words

TOPICALITY: the state of conformity to the intent of the resolution [A case is topical if it justified the full intent of the resolution. A plan is topical if the needs are solved or the comparative advantages are gained as a direct result of those planks in the plan that implement the resolution.]

NOTES:

POLICY DEBATE



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Teams of two students research a controversial issue to collect facts and expert opinions for/against a proposed change —stated as the resolution. They attempt to persuade judges to their side by stating a strong case and refuting their opponent's claims with contradictory facts and explanations.

NOTES:

DEBATE SKILL 1

TITLE: ANALYSIS

OBJECTIVE:

Students use the higher level thinking skill of breaking down an idea into its parts (parts may be comparisons, contrasts, causes and effects, and trends). In debate, analysis follows a fairly standard process of finding pro and con positions on the issues.



GUIDELINES:

Using logical reasoning, students should be able to:

1. Identify the parts related to an issue.
2. Look at causes and effects to understand the impact of decisions.
3. Compare and contrast the parts of the issue as they relate to the whole.
4. Analyze the direction of current trends (a general tendency or course of direction), then predict future scenarios of where we are heading and the impact of this direction.

DEBATE VOCABULARY:

ARGUMENT: a process of reasoning [Points are developed that move from the known to the unknown and use evidence to reach a conclusion.]

PLAN: the steps given by the affirmative team to implement the resolution and give justification for the plan

STATUS QUO: the present system, the existing order [The status quo is that which would be changed by adopting the affirmative plan.]

PRE-DEBATE ACTIVITIES:

Analysis can be taught as an isolated skill or through the curriculum. It can then be used to identify comparisons, contrasts, causes and effects, current trends, and future scenarios with logical arguments. (Note: Bloom's Taxonomy is a good source for skill development of analysis.)

ACTIVITY 1:

Use analysis skills to understand the parts of a story.

After reading a story from the basal, students identify each part of the story (introduction and setting, characters, plot and resolution).

ACTIVITY 2:

Use analysis skills to understand the fall of a civilization. (Example: The Roman Empire) Analyze causes and effects of the "Fall of the Roman Empire."

What were the components of the Roman's daily life?

What weakened their society and government?

ACTIVITY 3:

Apply analysis skills to compare and contrast changes.

Compare life in the early 1900's to life now. Students should list all of the changes they can, then place them into categories by years.

Decide which changes had positive and which had negative impacts on society.

ACTIVITY 4:

Use analysis skills to identify current trends and predict the future accordingly.

Identify a current trend, then predict what this will do to the future. (This may be done as a list or used with the FUTURE SCENARIO worksheet found in the Policy Debate Appendix.)

Decide if the impacts will be positive or negative. (Example: What if car travel continues to increase at the current rate, what will be the outcome?)

DEBATE ACTIVITIES:

Analysis of the issues is critical in preparing a logical plan or argument. Sub-problems and related issues must be considered along with the “big problem.”

ACTIVITY 1:

Use analysis skills to understand the causes and effects of the current problem.

Analyze the current situation. Why the resolution and present concern?

Generate as many ideas as possible about the causes of the present problem.

What will be the effects of these? (This could be done as a whole group listing them on the board or individually with each student writing a personal list.)

ACTIVITY 2:

Use analysis skills to understand the problems and sub-problems related to the resolution.

List all the problems related to the status quo.

List any related or sub-problems that are contained within the “big problem.”

On another sheet of paper have students list all of the solutions they can think of for the problems.

Discuss the positive and negative of each proposed solution. Will any of these solutions create new problems?

ACTIVITY 3:

Use analysis skills to compare and contrast the parts related to the resolution to identify the most important components of the issue.

Complete the CREATIVE PROBLEM SOLVING sheet found in the Policy Debate Appendix. (The worksheet is self explanatory and will direct the students to focus on major problems and solutions.)

ACTIVITY 4:

Use analysis to identify current trends and forecast the future accordingly.

Identify the current trends of society related to the status quo. What do people do now? Does their current behavior, thinking, or habits create problems now or for the future? Have students fill out the FUTURE SCENARIO worksheet.

Discuss the impact of the future direction.

Will everyone be happy or content with outcomes?

Is there anything that could be done to change the current direction?

What would that accomplish?

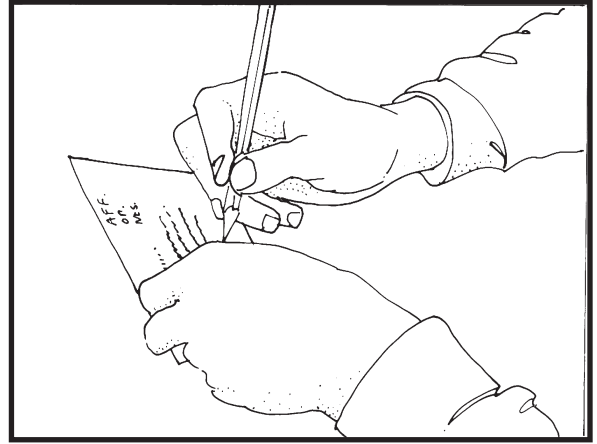
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DEBATE SKILL 2A

TITLE: PERSUASIVE WRITING/SPEAKING

OBJECTIVE:

Students use persuasive writing / speaking skills to influence or convince another to a new idea or a different point of view.



GUIDELINES:

Using persuasive writing / speaking skills, students should be able to:

1. Identify a point of view on an issue and be able to state it.
2. Develop and defend the point of view with reasons, evidence, and examples.
3. Understand and use persuasive skills to convince others.
4. Organize writing / speaking skills into a logical plan of action.

DEBATE VOCABULARY:

ARGUMENT: a process of reasoning [Points are developed that move from the known to the unknown and use evidence to reach a conclusion.]

EVIDENCE: facts, statistics, and expert testimony given in support of an argument

ORGANIZATION: the three part organization of a speech—introduction, body, and conclusion

PERSUASIVE: to speak with conviction and emphasis using tone of voice, pace, and gestures as well as reasoning, analysis, and evidence [Correct pronunciation and knowledge of the topic is necessary for a persuasive argument to be convincing.]

REASONING: the higher level thinking skill of synthesis used to identify main points, support each with evidence, explain relationships, and draw conclusions

PRE-DEBATE ACTIVITIES:

The skills of organized, persuasive writing / speaking are important to success in debate.

ACTIVITY 1:

Study the power of persuasion.

Using ADVERTISING TYPES found in the Policy Debate Appendix, discuss the different types of advertisement techniques. Have students analyze several magazine, newspaper, T.V. or radio ads. Decide what technique(s) were used. Discuss which types of persuasion would be appropriate for debate. Assign students to write an ad or do further research of advertising techniques.

ACTIVITY 2:

Discuss the correct format for writing a speech or paper. Hand out a copy of P.R.E.P. TALK/ WRITE found in the Policy Debate Appendix. Assign students to write a letter convincing a friend to do an activity with them. Have them use the format provided:

date
Dear Friend,
State your point. What do you want your friend to do? Give the details of time, place, etc.
Give your friend several good reasons to do this with you.
Provide evidence or examples of why they would enjoy this activity.
Restate your point.
Sign your letter.

ACTIVITY 3:

Write a persuasive letter.

Have students write a letter to their parents persuading them to allow a certain privilege (examples: allowing an outing with friends, being able to choose chores and/or the time to do them, joining a sports team or taking lessons).

Use the P.R.E.P. format. Remind students to be as logical as possible and to avoid the emotional or ridiculous. (Optional: Have students take the role of a parent and write a response to the letter.)

ACTIVITY 4:

Read a "letter to the editor" from a newspaper or periodical and identify each part of the letter. Did the letter contain all parts? Was it sufficiently developed? Did it give the students a new perspective or point of view? What tool(s) of persuasion did the writer use?

Have students write a letter to the editor on an issue they feel strongly about.

ACTIVITY 5:

Write from the "other side".

Choose a well-known fairy tale. Have the students analyze the villain's reason(s) for doing what he did and write a paper in his defense. (examples: What was Goldilocks' real reasons for going into the three bears' home?

What were the reasons that the stepsisters treated Cinderella the way they did? What were the wolf's views about the three pigs? Why did the queen feel the way she did about Snow White?)

ACTIVITY 6:

Write / Speak from both sides.

Write a defense for the following scenario:

Students at your school would like to install a candy and a pop machine in the cafeteria. Write a speech to present to the principal and staff.

Take the role of the principal or a teacher and oppose the suggestion. Write the opposing speech. (Students could choose sides and informally debate this in class using their speeches.)

ACTIVITY 7:

Write persuasive papers on specific topics after research and investigation.

(Ideas for subjects are found in the Policy Debate Appendix under RESOLUTIONS FOR PRACTICE.) Informal debates could be given on the topics.

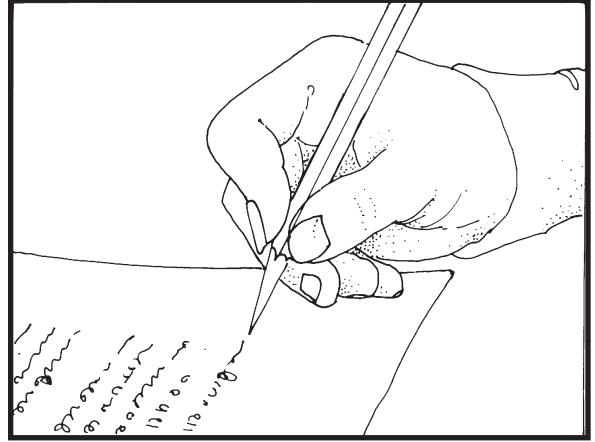
NOTES:

DEBATE SKILL 2B

TITLE: ORGANIZATION OF A PLAN

OBJECTIVE:

Students will plan the organization of a course of action that will change the current direction.



GUIDELINES:

Using organizational skills, students should be able to:

1. Identify the components of a plan. (Who? What? Where? When? Why? How?)
2. List the components of the plan in order of importance and/or order of action.
3. Make a plan that could solve a number of the issues contained within the resolution.
4. Develop a plan that is both realistic and feasible.

DEBATE VOCABULARY:

PLAN: the steps given by the affirmative team to implement the resolution and give justification for the plan

COUNTER PLAN: alternative plan to the affirmative proposal—it must be non-topical Plank each separate step of a plan

RESOLUTION: the formal statement of the issue to be debated

PRE-DEBATE ACTIVITIES:

Planning is a valuable life skill. While it comes naturally for some, planning can be taught to others through activities.

ACTIVITY 1:

Search newspaper articles to identify Who? What? Where? When? Why? How?

ACTIVITY 2:

Plan and organize assignments through the use of time lines.

Give students a long term assignment or project. Using a calendar, have the students fill out the completion date and intermediate check dates. Where will they need to be at each check date? How will this be accomplished? (It is also helpful for students to plan times, workplaces and supplies needed.)

ACTIVITY 3:

Plan a party—real or pretend.

Students should describe their party, then plan all details for the party—decorations, food, rides, etc.

ACTIVITY 4:

Plan how to accomplish the following assignment:

You have been assigned to organize a group of students to clean an area of the roadside that your school has adopted. Set up a plan, then prepare a flyer or poster with all information. (Include who? what? where? when? why? how?)

DEBATE ACTIVITIES:**ACTIVITY 1:**

Complete the worksheet in the Policy Debate Appendix titled WHO SHOULD SOLVE THE PROBLEM? Discuss the results. (It is important that students understand the responsibilities and limitations of different governmental levels and agencies.)

ACTIVITY 2:

Write an outline for a plan or counter plan using the worksheet in the Policy Debate Appendix titled PLAN OR COUNTER PLAN.

ACTIVITY 3:

Ask three adults to read the plan and answer these questions:

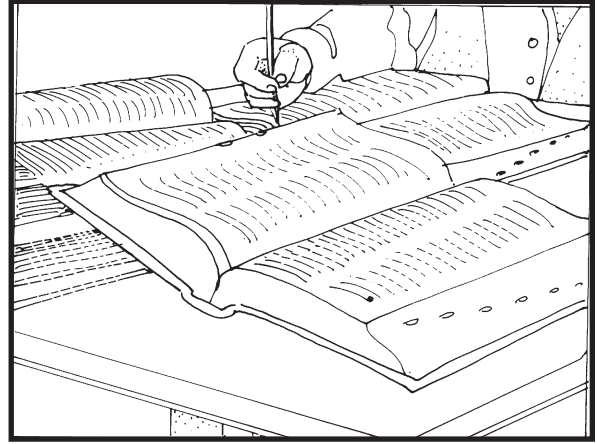
1. Do you think this plan will work? Why or why not?
2. Can you see any flaws in the plan?
3. Do you think the time line for change is realistic?
4. What are your suggestions?

DEBATE SKILL 2C

TITLE: WRITING A DEBATE SPEECH

OBJECTIVE:

Students will write a debate speech.
Elementary speech is three (3) minutes



GUIDELINES:

Using writing and organizational skills, students should be able to: Identify those speeches used by both the affirmative and negative team.

1. Identify and understand the components of each of the speeches.
2. Develop an outline for the First Affirmative Constructive, First Negative Constructive, Second Affirmative Constructive, and Second Negative Constructive speeches.
3. Organize the speeches into the correct order of delivery.
4. Have a clear understanding of the division of labor associated with each speech.

DEBATE VOCABULARY:

All of the terms found in DEBATE VOCABULARY, page 9, are important to this activity. If this activity is going to be copied and given to the students, that section should be included.

FIRST AFFIRMATIVE CONSTRUCTIVE

I. INTRODUCTION

- A. Present the issue with a quote or snappy saying
- B. State the resolution (use the current resolution)
- C. Introduce yourself and your partner

II. DEFINITIONS

- A. Define any words that are important to your case
- B. Clarify any terms or abbreviations used in your speech (such as EPA)

III. CASE

- A. I will now present our case
- B. The status quo is not working
- C. State contentions using at least three main points (They must be complete sentences.)
EXAMPLE:

Contention 1: Humans need to be responsible for their water use.

Contention 2: Water is a precious, limited resource.

Contention 3: The protection of our natural environment depends on proper water allocation.

- D. Each main point must have at least one piece of evidence to prove it
- E. Each main point may have sub points as needed. Each sub point must also have evidence to support it. Sub points are written in complete sentences

IV. PLAN

Purpose is to solve all problems listed in the case. The first affirmative should begin presentation of the plan, the second affirmative may finish developing it. Or—the first affirmative may just mention the plan leaving the second affirmative to develop the plan. Students debating in Division two have the option of presenting their plan in the first affirmative constructive (see Junior High Manual)

- A. Key the plan with words.

EXAMPLE: "To solve our water problems, we present the following plan."

- B. Plan must have at least three planks or parts to it
 1. Tell who will carry out the plan (government, agency, department—new or existing).
 2. Tell how the plan will be carried out and how it will solve the problem.
 3. Explain how the plan will be paid for (amount and source).
 4. Explain penalties for non-compliance.
 5. When will the plan be implemented and how long will it take to see results?

V. ADVANTAGES

What will your plan do to solve the problems?

- A. Key it with words such as "The affirmative plan will accrue the following advantages:
 1. Water will be used wisely.
 2. Our natural environment will be protected."

VI. ENDING

-
- A. Go back to your opening statement or have another snappy saying
 - B. Give a persuasive statement to the judges about your speech

(Note: See Policy Debate Appendix for CASE PRESENTATIONS)

FIRST NEGATIVE CONSTRUCTIVE

I. INTRODUCTION

- A. Introduce yourself and your team (negative)
- B. My partner and I do not support the proposed resolution “(use current resolution)”
- C. We think...

II. ATTACK FIRST AFFIRMATIVE CONSTRUCTIVE

- A. My opponent says _____, but I disagree because _____
- B. Hit every single reason that the first affirmative constructive mentions (be sure to flow)
- C. Key words: Where is the proof? I disagree!
- D. Use evidence, examples, and logic.

III. CASE

- A. Say “I will now present the negative case.”
- B. List all the reasons why your team feels the way you do—use examples and evidence
- C. Key words: “The status quo is just fine (give reasons for this).”
- D. Number your reasons if you wish, and use fingers to emphasize.
- E. This is your BIG job. Spend most of your time here.

IV. CONCLUSION

-
- A. Summarize—mention your most important reason(s) again.
 - B. Restate—the status quo is just fine!
 - C. Snappy ending

(Note: See Policy Debate Appendix for CASE PRESENTATIONS)

SECOND AFFIRMATIVE CONSTRUCTIVE

I. INTRODUCTION

- A. State your name.
- B. My partner and I support the resolution (do not repeat the resolution).

II. ATTACK THE FIRST NEGATIVE CONSTRUCTIVE

- A. My opponent says _____, but _____.
- B. Expose any discrepancies or problems with their case.
- C. Support these with evidence.

III. CASE

(This should be a brief overview, your partner should have done most of this)

- A. Start by saying “Let me review our case.”
- B. Repeat only a few of your partner’s reasons.
- C. Introduce one or two more reasons, but save most of the time for the plan.
- D. Use evidence and examples to prove the change is needed.

IV. PLAN

- A. This is your BIG job—spend most of your time here.
- B. Start by saying: “I shall now explain our plan.”—or “I will now finish explaining our plan.”
 - 1. Describe the plan.
 - a. What is it?
 - b. Who will oversee the plan and be responsible?
 - c. How will this get done?
 - d. When will it be done? (Give a time line for completion.)
 - e. Where will this take place?
 - f. Why should this be done?
 - g. Predict the cost and who will pay.
 - C. Explain how this will solve the current problems.
 - D. Give reasons for support of your plan.

V. CONCLUSION

- A. The status quo is NOT working—summarize reasons.
- B. Restate the advantages of your plan and why it will work.
- C. End with a snappy saying or a strong statement of persuasion.

(Note: See Policy Debate Appendix for CASE PRESENTATIONS)

SECOND NEGATIVE CONSTRUCTIVE

I. INTRODUCTION

- A. Introduce yourself and your team (negative).
- B. My partner and I do not support the resolution: “ (use current resolution) ”
- C. We think...

II. ATTACK SECOND AFFIRMATIVE

- A. “The affirmative plan can only cause harm.” Give reasons, examples, and evidence
- B. Your BIG job is to attack the affirmative’s plan.
- C. You may also attack their case (reasons) if your partner forgot to, or if you have a better example
- D. Key words: I disagree! Where is the proof?

III. COUNTER PLAN

- A. Only if you want to. This tactic is not necessary.

IV. CONCLUSION

- A. This is also your BIG job—spend time on it.
- B. Restate the resolution. State that it isn’t necessary.
- C. The main point is _____, and the affirmative team has not _____.
- D. Have a snappy ending. (Note: See Policy Debate Appendix for CASE PRESENTATIONS)

ORDER OF SPEECHES

CONSTRUCTIVE SPEECHES:

3 minutes for elementary; 5 minutes middle/junior high school

FIRST AFFIRMATIVE

FIRST NEGATIVE

SECOND AFFIRMATIVE

SECOND NEGATIVE

RECESS:

2 minutes to look over flow charts

Plan with your partner and decide who will attack each point and who will restate evidence and position.

REBUTTAL SPEECHES:

1 1/2 minutes for elementary

FIRST NEGATIVE

FIRST AFFIRMATIVE

SECOND NEGATIVE

SECOND AFFIRMATIVE

DIVISION OF LABOR

CONSTRUCTIVE SPEECHES

FIRST AFFIRMATIVE CONSTRUCTIVE

Introduces self and partner; presents resolution; defines terms; outlines harms in the status quo; presents case; and introduces plan and advantages.

Needs organization, persuasion, and clarity. Students debating in Division Two have the option of presenting their plan in the first affirmative constructive (see Jr. High Manual).

FIRST NEGATIVE CONSTRUCTIVE

Introduces self and partner (do not need to restate resolution); refutes case and definitions presented by first affirmative; disagrees with each harm; argues topicality if appropriate; presents own definitions; explains negative points; and emphasizes negative position. Should be persuasive and clear.

SECOND AFFIRMATIVE CONSTRUCTIVE

Refutes first negative point by point (say something about everything); preserves original case organization; addresses all arguments and if negative has missed an argument, points it out, repeats it and summarizes it; gives further details about plan, making sure the what (is the plan), why (is it needed), when (time line), who (will do it) and how (will it be funded) are included in the details of the plan; proves harm exists and will get worse if the current trend continues.

SECOND NEGATIVE CONSTRUCTIVE

Attacks plan and advantages presented by first and second affirmative; uses work-ability of plan, solvency of plan and disadvantages caused by the plan. Be creative! Refute any second affirmative arguments (or any arguments left from first affirmative).

See Rebuttals for division of labor in rebuttals.

DEBATE SKILL 3

TITLE: DELIVERY

OBJECTIVE:

Students use speaking skills and a persuasive style to deliver their information to the judge(s). These skills include controlling and varying vocal projection and expression, making eye contact, displaying confidence through voice and body language and using persuasive techniques. Delivery also includes being aware of and observing time limits.



GUIDELINES:

Using delivery skills, students should be able to:

1. Speak in a strong, pleasant, and clear voice that can be easily heard and understood. A variety of pitch and volume can add interest and persuasion to the speaker's points.
2. Maintain a pace that is neither too fast nor too slow, but vary the pace occasionally for interest.
3. Stand straight and tall with no fidgeting, rocking, or distracting movements, but give a natural appearance of confidence with voice expression, eye contact, and gestures that come easily.
4. Use time to think and to choose words carefully. The more comfortable with the topic the students become, the easier it is to be fluent and speak without 'ums', 'ers', 'okays' or nervous panic.
5. The effectiveness of the delivery is often as important in the judging of a debate as the arguments and refutations.

DEBATE VOCABULARY:

FLUENCY: the ability to speak knowledgeably about the debate topic with a comfortable pace and smooth delivery

GESTURES: movements of the body or parts of the body to express or emphasize ideas and emotions [Gestures should be natural, not exaggerated, and should add to your delivery, not detract.]

IMPROMPTU: speaking on a topic with a short amount of preparation time

PACE: the rate at which a speaker delivers his/her ideas, arguments, and refutation in a debate [A very fast rate of delivery is called “spewing” and is not appropriate in an elementary debate. Advanced debaters may pick up the pace of delivery but “spewing” is still not recommended.]

PERSUASIVE: to speak with conviction and emphasis using tone of voice, pace, and gestures as well as reasoning, analysis, and evidence [Correct pronunciation and knowledge of the topic is necessary for a persuasive argument to be convincing. Opening statements and rebuttals are important times to be convincing and persuasive.]

PROJECTION: the ability to make your voice heard clearly and distinctly at a distance; also the ability to project feelings and emotions into your voice

tone: the quality of your voice that includes pitch and clarity of words

PRE-DEBATE ACTIVITIES:

NOTE: Students require a supportive atmosphere from teacher and peers to gain the necessary practice to become comfortable with public speaking. Give time for students to talk about fears and concerns as well as numerous opportunities to speak in front of small and large groups. It is important for students to know that stage fright is common to everyone.

ACTIVITY 1:

Discuss experiences students have had speaking in front of groups. How did they feel? What are their concerns? Add your own experiences. Compare feelings about speaking to a thermometer. The temperature goes up (nerves, fears, etc.) as time to speak gets closer. It's normal. The temperature comes back down as you finish speaking. A feeling of accomplishment is a big part of speaking.

ACTIVITY 2:

Give rewards and support in the way of applause, positive comments, certificates, or points. Involve the students in picking out what others do well. Also, give students many opportunities to speak; the more practice students get, the easier it becomes.

ACTIVITY 3:

Give guidelines for speeches so students know what to expect but build gradually. Start simple, adding techniques and skills as you go. Too much, too soon can be overwhelming, especially for beginning debaters.

ACTIVITY 4:

Help students understand that the audience is important in the speaking process. Make a list of what makes a good audience. Have audience practice listening skills and audience skills while others give speeches.

PRE-DEBATE DELIVERY ACTIVITIES

ACTIVITY 1:

Depending on class size, divide into groups of 10 or less and have each group form a circle. Give group(s) a talking stick that allows each member to talk as long as they have the stick. Give a signal to pass the stick to the next person. Another variation is to tie a large piece of yarn into a circle. Make a knot where the yarn is tied. Students hold onto the yarn, moving it in the circle. First student speaks until the knot reaches him/her, then the next person begins speaking until the knot reaches him/her. Students may speak on their choice of topics or list ideas for topics on the board.

ACTIVITY 2:

Start a chart of 'Speaking Do's and Don'ts'. Add one and then practice it with a speech that would be particularly important for that skill, For example: voice projection might be writing and giving a cheer for your school, for homework, a subject in school, or for a team; word emphasis could be taking a sentence and changing the meaning of the sentence by changing the emphasis on each word (He hit me on the nose.); gestures might be playing charades, using not only titles of songs, books, and shows but slogans from the world of advertising, quotations, and phrases that are familiar to students.

ACTIVITY 3:

Watch videos of or listen to speeches such as Martin Luther King's "I Have a Dream" or inaugural addresses or reenact historic speeches and have students evaluate the effective delivery of the speech.

ACTIVITY 4:

Help students become more comfortable with speaking in front of a group by doing choral readings starting with larger groups and growing smaller as students become more at ease. Each chorus should have a leader whose most important task is to make sure the group begins together and keeps at the correct pace. The leader also can control the volume that may change as well as the expression in the reading. Poems, short stories, jokes, and even passages from a textbook can be used for choral readings.

ACTIVITY 5:

Have students read nursery rhymes demonstrating a particularly poor speaking skill or positive speaking skill and have class see if they know what speaking skill is being demonstrated.

ACTIVITY 6:

As a class, write an evaluation form for a speech using the many skills you have been discussing and a rating scale that everyone feels comfortable with. This could be combined with the organizational parts of the speech. See the SPEECH EVALUATION FORM in the Policy Debate Appendix as an example.

ACTIVITY 7:

Have students read poetry to the class using one or all of the speaking skills they have been learning.

ACTIVITY 8:

Have students write an introduction of themselves or a classmate demonstrating as many speaking skills as they can.

ACTIVITY 9:

Show and Tell—Have students bring an interesting object from home and give a detailed description of it. They may describe the object while showing it or place it in a sack and see if students can guess what it is from the description. Give guidelines for length of time.

ACTIVITY 10:

Use the opportunity for students to stand in front of a group in as many subject areas as possible. Instead of handing in written papers, have oral delivery. Examples: oral book reports, presentations on science and social studies points or trends, etc.

ACTIVITY 11:

a. Impromptu Speech—Write 3 topics on the board:

My favorite sport...

My favorite hobby...

My favorite place...

Students choose one of the topics and give a one minute impromptu speech.

b. Impromptu Speech—Write 3 new topics on the board:

My biggest irritation...

I get discouraged when...

I hate it when...

Give a one minute impromptu speech with a great beginning.

c. Impromptu Speech—Can be used as a filler at any time during the day.

Put a variety of topics in a jar and have student draw one. See SPEAKING SKILLS PRACTICE in the Policy Debate Appendix for topic ideas. If students feel really uncomfortable with the topic they picked, they may choose one more time.

d. Impromptu Speech—Defend or support a quote or a proverb. See the RESOURCES section in the Policy Debate Appendix for examples.

ACTIVITY 12:

Students may write a 'How-To' speech and then demonstrate the 'how to' as they give the speech.

ACTIVITY 13:

Students bring an object from home and 'sell' it as a product, convincing other students they must have it.

ACTIVITY 14:

Students pick a topic from a list of topic ideas and prepare a minute and a half speech at home concentrating on a great beginning and conclusion. Have students write their speech on note cards to get used to using the cards as they talk. When delivering the speech for the class, work on speaking skills. As students become more comfortable with speaking in front of the group, fill out the SPEECH EVALUATION FORM, found in the Policy Debate Appendix, on each student. Teacher may also video tape students and have them fill out the form on themselves. When really comfortable with speaking, have students fill out the form on other students.

AT HOME DELIVERY ACTIVITIES:

ACTIVITY 1:

Give speech in front of mirror watching facial expression and eye contact.

ACTIVITY 2:

Speak for family members and ask for pointers to help make speech better.

ACTIVITY 3:

Deep breathing can be helped by reading a speech while holding a chair out in front of you with straight arms (no resting chair on chest or anything else). Place the speech on the seat of the chair while you read it out loud. This forces breathing from the diaphragm. Breathing this way gives speakers more air and also helps control the pitch of the voice.

ACTIVITY 4:

Practice enunciation by slowly reading a card, exaggerating the hard consonants (g, t, k, p, b, d, etc.) and enunciating each and every syllable. Then build up speed while continuing to over-enunciate. Another enunciation activity is to read a card with a pencil (sideways) in mouth. Practice reading tongue twisters.

ACTIVITY 5:

Try to get in a rhythm by reading to music with a constant beat.

DEBATE DELIVERY ACTIVITIES:

Many of the above activities can be done with the debate topic.

ACTIVITY 1:

Take an issue that may be divided into two or more points of view. Students choose to speak on one point of view. Audience votes for the speaker that is more convincing.

Example: Who gets the water during water rationing?

Points of view: agriculture, recreation, manufacturing and mining, home consumer

Example: Censorship of music lyrics and videos

Points of view: consumer, parents, producers, artist, government

ACTIVITY 2:

Speak for one minute about the resolution—affirmative or negative or a combination.

ACTIVITY 3:

Videotape the prepared part of the constructive speech and fill out an evaluation form on it. Pick out parts for improvement.

ACTIVITY 4:

Videotape a practice debate and critique as a class.

ACTIVITY 5:

Mark cards (if needed) for places to make eye contact, to breathe, or to say a word or words with emphasis.

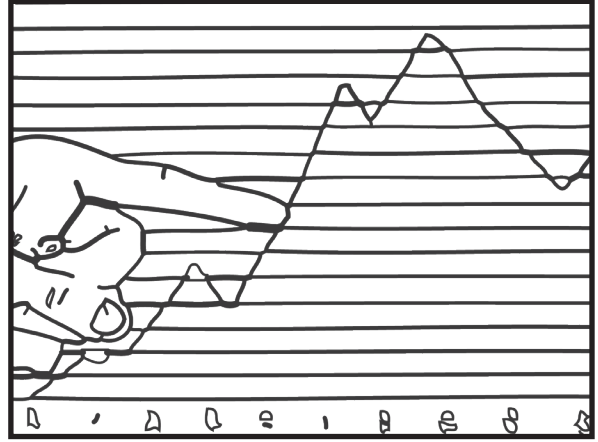
NOTES:

DEBATE SKILL 4

TITLE: EVIDENCE

OBJECTIVE:

Students use the skill of research to read for evidence, distinguish between fact and opinion, and record and evaluate sources or information.



GUIDELINES:

Using research skills, students should be able to:

1. Understand that only fact and the opinions of leading authorities in the field, backed by facts, are considered as substantial evidence.
2. Identify evidence as fact or opinion and use it appropriately in a debate.
3. Take notes written in a format which gives easy access to the debater and includes sources.
4. Obtain research from a variety of sources and evaluate it for appropriate use as fact or opinion.

DEBATE VOCABULARY:

AFFIRMATIVE: the side in the debate arguing in favor of the resolution; the side that wants to change the status quo

EVIDENCE: facts, statistics, and expert testimony given in support of an argument

NEGATIVE: the side of the debate arguing against the resolution

PLAN: the steps given by the affirmative team to implement the resolution and give justification for the plan

RESOLUTION: the formal statement of the issue to be debated

PRE-DEBATE ACTIVITIES:

The skills of gathering and using evidence can be taught across the curriculum. When this skill is taught before the introduction of the debate resolution and related debate skills, the student is prepared to gather and use evidence in the debate much more effectively.

ACTIVITY 1:

Use evidence to support answers to questions. In reading literature, science, or social studies materials students are generally given questions to test comprehension. Require students to support answers to questions with facts and quotes from the reading material, giving the page number and the source builds skills to evaluate and use evidence.

ACTIVITY 2:

Distinguish between fact and opinion. Using newspapers and news magazines to discover differing opinions on a topic is helpful in teaching students that all information in print is not fact. Identifying differences between a front page newspaper report and an editorial helps to clarify fact and opinion. Give students a subject in science, literature, or social studies and have them list five facts and five opinions about the subject. Provide students an opinion on a subject or issue and have them find five facts to support the opinion. A guideline for finding facts to support an opinion is to find facts supporting the credibility of the person giving the opinion.

ACTIVITY 3:

Develop good research skills. Reading an article for evidence requires the skill of identifying main ideas and ideas related to a topic. Read an article together as a class and ask students to underline or highlight the three or four words most important in the paragraph. Students can then share and compare words they underlined. Help them evaluate their choice by writing the words on a card (note taking).

Ask: What can you recall about the paragraph from the words on the card?

Ask: How are the words on the card related to the topic?

Students need to repeat this activity many times, in different situations, to learn the skill of identifying important information which precedes note taking. Use of questions helps students to conduct meaningful research. Identify a topic for study such as habitat of an animal or economics of a particular country. Have students write questions about the topic and then look for answers to their questions. Students without research skills generally copy any information that includes the key word of their topic without evaluating the information for value or personal comprehension. Searching for answers to their own questions and only writing that information teaches them to look for appropriate research. Interviewing authorities is a valuable research tool. Students can begin learning the skill of interviewing as a research tool by interviewing parents about a subject or issue, then interviewing a principal, librarian, or school counselor, and then interviewing an authority in the field of science or social studies. An interview should always include the following components, and should be practiced before it is conducted:

1. Purpose of the interview
2. Questions to be asked
3. Planned introduction to the person to be interviewed
4. Recording answers to questions
5. Report of interview: which includes qualifications of the person interviewed related to the topic and purpose of the interview

ACTIVITY 4:

Students should be familiar with basic note taking skills.

1. Notes can be paraphrased in the student's own words.
2. Notes can be quoted (copied) directly and should be identified as quotes.
3. Sources should always be included with notes.
4. Notes should include a title or identifying subject word.
5. Only one subject or idea should be on a card.
6. Students can "cut and paste" information on a card.
7. Notes should be organized in some way to enable appropriate use.

Reading a research article together and preparing note cards as a class is an important first step in note taking. A chapter in a science book, an article in a magazine, or an article from the internet may be used as a beginning activity in learning to take notes. Read the material one paragraph at a time. Ask: What information in this paragraph is related to our topic or question? Record on a card three or four words only of the related information. Write the most important word of the topic or question related to the information as the subject of the card. Write the source, author, name of article, and date on the card. Continue the activity through the chapter or article. When the subject of the card changes, a new card must be used. The following day, students can use their note cards to give a brief oral summary of the material read or write a summary paragraph of the material.

Taking notes from a video or a speaker helps with listening skills.

Before taking notes from a video or a speaker, students need to know what they are listening for. The teacher should identify several questions or topics and have the students write the questions or topics and leave space for their notes. A simple statement like write five facts about topic gives direction. Students begin with a misunderstanding that they are to record every word said and so they do not listen for meaning but listen for words.

Using a famous speech or speaker such as Martin Luther King's speech, "I Have a Dream," is a good lesson in note taking. First ask students to record every word. After a few minutes students are completely lost, stop and evaluate the difficulty of trying to record every word. Ask: "What would be a better approach to taking notes?" Recording key words or ideas that are part of the topic, 'I have a dream,' would eliminate many words. Recording key words without accompanying explanation would eliminate many words. Using symbols or letters for often repeated words would be helpful.

ACTIVITY 5:

Learn to effectively evaluate research.

Students beginning in research generally believe all their research information is of equal value and wish to use every note they have. Learning to choose the more significant research is a valuable skill. Group students in small groups of three or four. Ask a question related to the topic of research. Each group should choose three pieces of information from their research to answer the question. They may only choose three and all in the group must agree that the three pieces of information are the most appropriate.

DEBATE ACTIVITIES:

Evidence is vital in debate. If students have had experience in pre-debate activities which have given them the skills of gathering and using evidence, they are more prepared to gather and use the evidence related to the debate resolution.

ACTIVITY 1:

Introduce debate with the resolution, and as a class study the topic and the vocabulary.

The KWH model is helpful in beginning to gather and use evidence. K—what do we know? W—what do we want to find out? H—how shall we find information? Often students study only the topic—pollution, traffic congestion, water use—and do not study other aspects—county, state, or federal government, programs or mandate, etc. It is important to gather evidence on all areas of the resolution.

K—KNOW: First brainstorm as a class all the information known about all areas of the resolution. This would include the topic, vocabulary, who would be involved, and the action stated in the resolution. Encourage students to look at the resolution from different points of view, the stakeholders, those who have an interest in the topic and what is happening, and what could happen.

W—WHAT: After listing what is known, list questions that the students have related to the resolution. Questions should be about the resolution; not about strategies of debate.

H—HOW: As a class, determine the best way to find information about each of the questions. Assign individuals to small groups to research answers to questions and to bring information to the class, remembering to list sources.

If students have had experience in gathering evidence, they will have the skills to complete this activity more easily.

At this point gathered evidence is shared by the class and information may not be labeled affirmative or negative. Students are encouraged not to take sides.

ACTIVITY 2:

Notes for debate should be easy for the student to use.

As students begin gathering evidence, it is important they have a variety of experiences in preparing note cards. SAMPLE EVIDENCE CARDS can be found in the Policy Debate Appendix.

1. SOURCES

Students do not like the busy work of writing a source on each card, yet it is vital that each piece of evidence have a source. Students can use a card or paper listing all sources and labeling each source with a capital letter—A, B, C. They can then use the letter representing the source on the debate card.

2. SUBJECT AND CATEGORY

It is easy to find and use cards if students title each card with the subject and also code it to categories—Affirmative, Negative, Definition, Plan. Color coding the top corner according to the category is helpful. As students begin research without identifying affirmative and negative, they may not mark all cards as to category in the beginning of gathering evidence.

3. EVIDENCE AVAILABILITY

Depending on time available, coaches may determine how much time is spent in students gathering evidence. If time is limited, coaches may gather the evidence and facilitate students in preparing cards from the evidence.

The National Energy Foundation sponsors a content workshop which provides evidence on the current debate resolution. Some of this information needs to be summarized or simplified by the coach; however, much of it is readily usable by the student.

ACTIVITY 3:

Types of evidence:

1. Statistics- Broad picture of an issue
Students need to have skill in reading charts, tables, and graphs
2. Examples- Facts to apply to one or a number of instances
3. Facts- Information accepted as true
4. Opinion- An authority who is reliable and an expert in the topic
The opinion must be based on facts

Students should work to find at least one example of each of the types of evidence.

NOTES:

DEBATE SKILL 5

TITLE: REASONING

OBJECTIVE:

Students will use the skill of reasoning to bring ideas together to form a logical argument.

Reasoning uses the higher level thinking skill of synthesis as students identify main points, support each with evidence, explain relationships, and draw conclusions.



GUIDELINES:

Using reasoning skills, students should be able to:

1. Identify the steps that move toward a conclusion.
2. Explain how the evidence supports each main point. (Each step in reasoning is a main point which is supported with evidence.)
3. Connect ideas in a logical way by showing relationships.
4. Explain the relationships in terms of their affirmative or negative points.
5. Explain how the conclusion reached relates to the affirmative or negative main points.

DEBATE VOCABULARY:

INHERENT: the nature or character of the problem or issue [This describes a feature that already exists and will continue to exist. The affirmative must use reasoning to explain how the affirmative plan can reduce or eliminate this feature. The negative reasoning needs to show that this feature cannot be reduced or eliminated by the affirmative plan or reasoning.]

SIGNIFICANT: the impact, importance, or scope of an issue or a part of the issue [The affirmative must give reasoning to show the resolution is significant. Each of the main points should have significance. The negative must give reasoning to show that the resolution does not address a significant problem or issue.]

SOLVENCY: the term meaning the problem can be solved [The affirmative reasons that the problems identified in the resolution can be solved with the affirmative plan. The negative reasons that the problems are being solved by the status quo and that the affirmative plan will bring harm rather than solvency.]

PRE-DEBATE ACTIVITIES:

Reasoning is a skill that can be used in many areas. Students need to develop this skill before formal debate study, so their research, note taking, and development of argument will fit together in a logical, reasoning format.

ACTIVITY 1:

Learn to provide reasons for answers and comments. Students should develop the skill of adding at least one piece of evidence to answers or comments they give.

Example: Who is the main character of the story?

Why do you think _____ is the main character?

Example: In which kingdom do we find mushrooms?

Why are mushrooms classified in that kingdom?

Students should soon discover that an answer, opinion or fact, is not sufficient; there must be evidence, an idea, fact, or explanation to support the answer or comment. Soon, a simple why? will be reminder enough.

ACTIVITY 2:

Understanding and skill in solving math story problems or any problem that involves more than simple computation is strengthened by adding reasoning. Choose one problem a day and ask students to fold a paper in half length-wise; have them write the answer with the work on one side of the paper and, on the opposite side, write an explanation of how they arrived at the answer. Asking for an explanation of a computation problem such as why do we add numerators and not denominators or why does borrowing in subtraction work, helps students to develop reasoning skills. Teachers generally give the reasoning explanation, and then if the student can work the problem, teachers assume understanding. Most often, however, it is not reasoning which provides the correct answer but following the recipe the teacher demonstrated.

ACTIVITY 3:

Effective reasoning comes in a hierarchy of steps; each higher level carries more weight or power.

Level 1: (simple): Benefits me — "I want it or it will make me happy."

Level 2: (power): Punishment or reward — "I won't like you. I'll punish you. You can have a prize if you do it."

Level 3: Benefits others — "It will help mankind. We're helping the class. We're saving the environment for the future."

Role play with students. Have them argue for something they want. Show them the weakness of a Level 1 argument or how often tantrums are really a Level 1. This is an activity they enjoy, and they discover the levels of their own arguments. Pushing them to give Level 3 arguments develops their reasoning skills.

Example: Give a Level 3 reason why this should be an open book test.

Give a Level 3 reason why the school should not cancel recess or Physical Education.

Give a Level 3 reason why we use the scientific method.

ACTIVITY 4:

Learn to effectively show relationships.

A vital step in the debate process is the connecting of points or ideas to move to a logical conclusion. This is often the skill least used by the young debater.

For students to understand the value of relationships in using reasoning, activities connecting a flow of ideas to a logical and true conclusion are necessary.

Relationships are a connection between ideas which meet together in a conclusion. If information is left out, the conclusion can be incorrect.

Example: A bird has two legs. A bird likes sunflower seeds. A bird can sing.

Karen has two legs. Karen likes sunflower seeds on her salad.

Karen sings in the school choir. Therefore, Karen is a bird.

Answering a question in any subject area, using this guide is helpful in seeing reasoning with relationships.

Example: Because 1. _____ and 2. _____; therefore, _____ is true.

Because 1. the general public could not read during the Middle Ages and 2. the printing press was invented at the close of the Middle Ages and 3. more changes and inventions happened after the Middle Ages, therefore, the ability to read affects change is true.

DEBATE ACTIVITIES:

Evidence needs to be organized in a way to produce reasoning.

ACTIVITY 1:

Write the resolution on the board and the words For and Against. Ask students to name all the reasons why they are for the resolution—list them on the board. Ask students to name all the reasons why they are against the resolution—list them on the board.

With the class, revise the reasons listed and add those you believe were missed until you have a list of points for the affirmative and negative arguments. Students should write each point on a card and then organize their evidence cards under each point. If a point has none or limited evidence, this is an area where students can research more evidence.

ACTIVITY 2:

Developing points for reasoning:

Using the guide: fact, fact, fact, therefore _____ is true, given in the pre-debate activities, students should use three of the points to lead to a true statement.

EXAMPLE:

1. Pollution is harmful to the environment and to our health.
2. Increased population increases traffic and pollution.
3. The government is elected to protect and care for our state and its citizens.

Therefore—the resolution that the state of Utah should implement a program to decrease pollution within our state is necessary.

As students prepare each point to lead to their conclusion, they must show the relationship. This is shown with the evidence.

LIMITING POINTS OF ARGUMENT:

Beginning debaters often use their evidence cards as points in their argument without showing relationships. Often these cards are given as points in their argument and can add up to ten or more points. Debaters are better to limit their points to three and develop those points with reasoning and relationships. Requiring debaters to limit their points helps them to use reasoning and evidence.

ACTIVITY 3:

Using reasoning in refutation.

Each point identified in the reasoning step should be used to prepare a debate brief (argument) both for and against. Each brief should include the following:

1. An introductory statement which includes your opinion.
2. At least three pieces of evidence to support your opinion.
3. Concluding statement which strengthens the relationship to other points or to the resolution for or against.

The affirmative team needs to be prepared to refute all negative arguments; therefore, preparing rebuttal briefs for each point will help them be prepared in refutation.

Likewise, the negative team needs to be prepared to refute all affirmative arguments; therefore rebuttals must be prepared for each point.

ACTIVITY 4:

Practicing reasoning develops this essential debate skill.

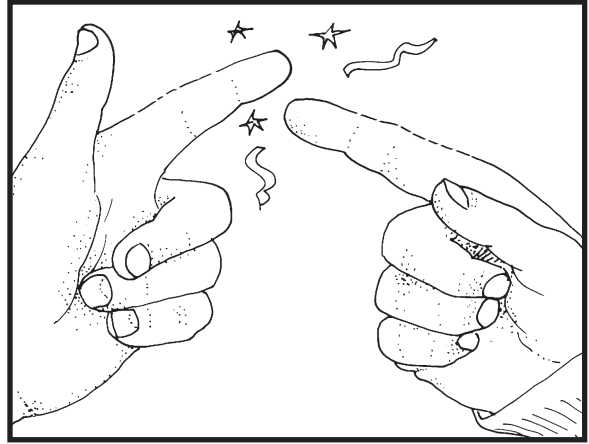
Students should present and support a point through reasoning and also argue against that point through reasoning. Choose a point, affirmative or negative. Ask two students to prepare briefs both for and against the point. The first speaker is given one minute to pre-sent one brief. The second speaker must then choose from his/her prepared briefs, the correct one to use in rebuttal. Debaters are to be prepared with

DEBATE SKILL 6

TITLE: REFUTATION

OBJECTIVE:

Students will use the skill of listening to identify opposing arguments and conclusions. Arguments given by the other team are refuted throughout the constructive speeches as well as the rebuttals by pointing out the problems, flaws, concerns, or errors in the opponents' arguments. Reasoning, analysis, and evidence are used to refute the opposing arguments.



GUIDELINES:

Using reasoning, analysis, and evidence skills, students should be able to:

1. Refute the problems, concerns, and disadvantages of the opposing arguments.
2. Refute all arguments of the opposing team. (Never refute arguments NOT given by the opposing team.)
3. Keep track of the arguments on a FLOW CHART (found on page 64 of the Policy Debate Appendix). Key words, main ideas, abbreviations, and symbols can be used on the flow chart to record arguments.
4. Use refutation as the negative team to emphasize that the significance of the issue is not as serious as the affirmative team is claiming (significance); question the ability of the affirmative plan to solve the problem (solvency); prove the affirmative change will cause more harm than the status quo (harm); or point out missing links in case arguments.
5. Use refutation as the affirmative team to counter the negative arguments by using evidence of significant problems in the current system; emphasize the need for change; point out missing links in case arguments; and show the flaws in the negative arguments.

DEBATE VOCABULARY:

ANALYSIS: the higher level thinking skill of breaking down an idea into its parts (parts may be comparisons, contracts, causes and effects, and trends) [In debate, analysis follows a fairly standard process of finding pro and con positions on the issues.]

EVIDENCE: facts, statistics, and expert testimony given in support of an argument

FLOW CHART: a system of keeping track of arguments given in a debate [Teams keep track of the opposing arguments as well as making notes about the refutation done by the other team of their own arguments in order to respond to the refutations. Arguments should be marked as having been refuted or having not been refuted. A flow chart is for the personal use of each team and is not shown to the judges or other team.]

HARM: an undesirable impact or result brought about by a plan or policy

REASONING: the higher level thinking skill of synthesis used to identify main points, support each with evidence, explain relationships, and draw conclusions

REBUTTAL: the second speech of each debater is the last opportunity to refute the opponents' arguments [It is the time to summarize the debate from the perspective of the speaker, persuade the judge to your point of view, and restate your case.]

REFUTE: reasoning and evidence given by one side in a debate to oppose the opponents' arguments and conclusions

SIGNIFICANCE the importance of the problems that are created because of current inadequacies in the present system [(See Debate Skill 5: Reasoning) Negative refutes the affirmative claim of significance by showing that the resolution does not address a significant problem or issue or that the status quo is already addressing the issue.]

SOLVENCY the term meaning the problem can be solved [Affirmative reasons that problems identified can be solved with the affirmative plan; negative reasons that problems are being solved by the status quo and that the affirmative plan will bring harm rather than solvency.]

STATUS QUO the present system, the existing order [The status quo is that which would be changed by adopting the affirmative plan.]

PRE-DEBATE ACTIVITIES:

LISTENING SKILLS:

ACTIVITY 1:

Divide into groups of two. Assign a topic of interest to the students. One student begins and speaks for one minute. When time is up, the second student summarizes what the first student has said. Trade places and repeat activity. Topics such as:

- What I do in my spare time
- My favorite hobby
- If I could have three wishes
- The best vacation I ever had
- What makes me nervous
- What makes me angry are things students find easy to share.

ACTIVITY 2:

Do the same activity but divide into groups of three. The third person evaluates the listener on his response to the speaker. This person must listen carefully to both people. Rotate the position of speaker, listener, and evaluator.

ACTIVITY 3:

Listen to recordings of songs or speeches. Ask questions about key points or sequence of events. Listen for certain instruments, for rhythms, words, or sounds in the recordings.

ACTIVITY 4:

Divide a paper into squares. Can be 16, 2, 9, or 8 squares. Share a story with the students from a children's book and have them record one key idea in each square. If you choose an unfamiliar story, students will have to judge what the important ideas are in the story. They should try to fill all squares using key words, symbols, shortcuts, and representations of their ideas. They then retell the story to a partner. Note: Listening skills should be part of all curriculum areas and many teacher manuals have listening skill activities.

NOTE TAKING SKILLS:

ACTIVITY 1:

Read together an article from a newspaper, magazine, etc., and highlight the key words from the topic of the article.

ACTIVITY 2:

As a class make a chart of abbreviations or symbols of commonly used words. Hang in classroom and refer to it often.

ACTIVITY 3:

Have students listen to a newscast and write down key words of one of the events being reported.

ACTIVITY 4:

Listen to speeches, teacher presentations, or other student presentations and practice taking notes. Share notes with a partner and compare the similarities and differences in the notes.

REFUTATION SKILLS:**ACTIVITY 1:**

Choose an issue in school or in current events. Have students write an opinion (I support because... or I do not support because...) on the issue on a piece of paper. Fold the paper into a paper airplane. Get into a circle, on the count of three everyone flies his/her plane. Have students pick up a plane that has landed close to where they are standing. Choose a student to read the opinion on the airplane and then refute the argument with an opposing argument.

ACTIVITY 2:

In small groups, come up with a definition of a common object that comes in many different shapes or forms (such as chair, shelter, etc.). Have a group share their definition and other groups refute the definition by sharing examples that may be different than the definition or by showing how the definition is not complete.

ACTIVITY 3:

On the board, brainstorm a list of supporting arguments for an issue. Opposite each argument, find a problem in that argument. Point out that by finding the problems in the argument, you are refuting the argument.

ACTIVITY 4:

Find articles in newspapers, magazines, etc. that try to show two sides of an issue. Discuss if the problems, flaws, or missing links of both sides are discussed or are they just stating their own arguments.

DEBATE ACTIVITIES:**ACTIVITY 1:**

Brainstorm key words, representations, and symbols that pertain to the debate topic. Add to the chart in the room.

ACTIVITY 2:

As a class read one or more articles about the debate topic to pick out key words and important ideas. Try to find articles on both sides of the topic.

ACTIVITY 3:

Pair students as partners, one affirmative student and one negative student. The affirmative student begins and talks for one minute, with the negative student listening for main points. Practice writing down the key words of the debate. As students learn more about the topic, have the negative student refute the affirmative arguments. Switch, and have the negative talk one minute and affirmative write key words and think of refutations.

ACTIVITY 4:

Make a T-chart on the board. Brainstorm affirmative arguments on one side of the 'T' and the refuting argument on the other side. Do the same for negative arguments.

ACTIVITY 5:

Flow a practice or mock debate on the board or overhead projector. Determine how to mark arguments refuted or not refuted (dropped). Think of ways to help the flow be easily read such as using different colored ink for affirmative, negative, plan, refuted, or dropped arguments; arrows forward for continuation of or extensions of arguments and arrows back to arguments from refutations. (See Policy Debate Appendix for a sample FLOW CHART.)

ACTIVITY 6:

Have debate partners make up cards with refutations for opposing arguments. Organize so that they may be easily found in a debate.

REBUTTAL SKILLS:

REBUTTALS:

The final speech given by each debater—this speech rebuilds arguments that have been attacked, refutes the opposition's arguments, and summarizes the debate. It is an opportunity to persuade the judge(s) to your side of the debate. No new arguments are allowed in a rebuttal but extensions of arguments are allowed. It is also an opportunity to further explain evidence used earlier in the debate. It is NOT the time to just reread the same evidence unless more explanation is given along with that evidence. Also, do not refute any arguments not addressed by the opposing team.

When summarizing the debate, it is important to look at the stock issues in the debate. These are issues the judge(s) will take into consideration as he marks a ballot (see sample DEBATE BALLOT in Policy Debate Appendix). They are called voting issues in high school debate.

STOCK ISSUES IN A DEBATE:

Stock issues are those that the affirmative side should support by reasoning and evidence and reemphasize in the rebuttal. The negative can refute these stock issues with reasoning and evidence by minimizing the significance and harm in the system or defending the present system as solving any problems.

SIGNIFICANCE: the importance of the problems that are created because of current inadequacies in the present system

INHERENCY: a problem that is part of the status quo that exists and will continue to exist in the absence of the affirmative plan

SOLVENCY: the ability of the plan given by the affirmative team to solve the problem or problems outlined in the affirmative case

HARM: an undesirable condition in the system that should be given the attention of policy makers The main stock issues for the negative side in a debate are disadvantages and topicality.

DISADVANTAGES: the negative side effects that would result if the affirmative plan were put into effect [These disadvantages will create new harms to the system.]

TOPICALITY: the affirmative side strays from the topic of the debate [The plan of the affirmative has little relevance to solving the case presented by the affirmative team.]

ORDER OF REBUTTAL SPEECHES:

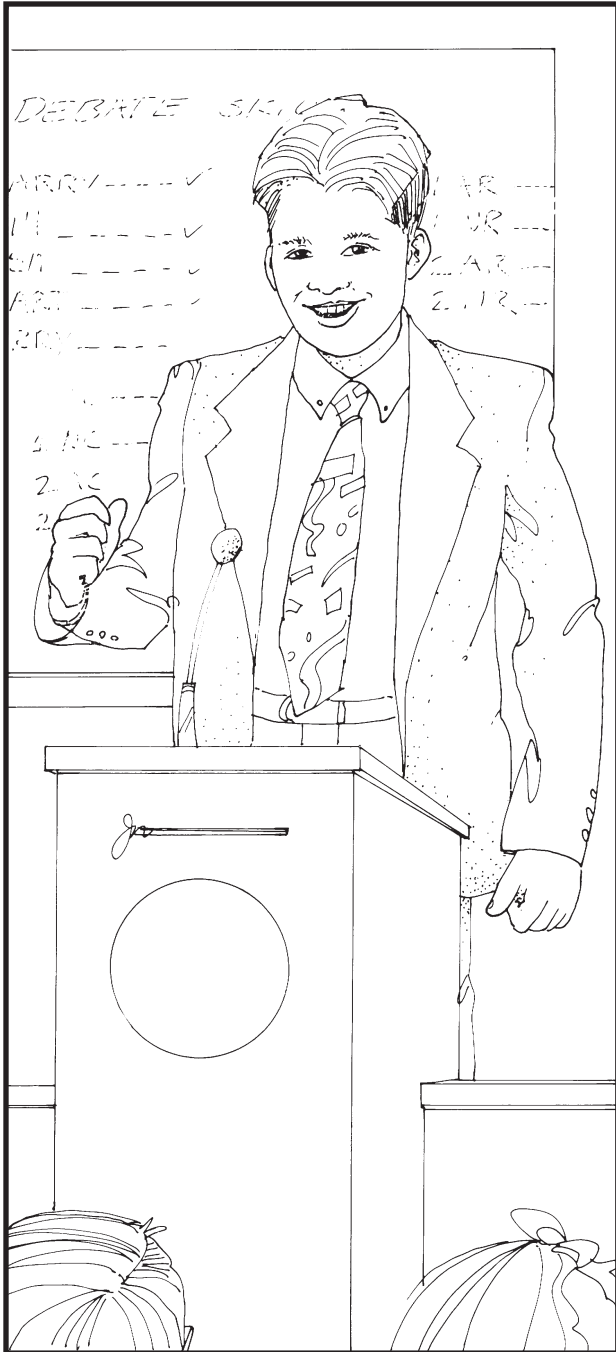
FIRST NEGATIVE: Follows second negative constructive. Continues refuting affirmative case and plan that second negative started in the constructive. Also picks up any arguments second negative may have missed. Restates negative philosophy and points that negative put forth in the constructive speeches. Groups negative arguments to emphasize main points while using logic and persuasion.

FIRST AFFIRMATIVE: Refutes the negative opposition to affirmative's case and plan. Rebuilds case and significance of the topic. Restates why the plan is good and will work and why it is needed. Points out flaws in negative use. Uses logic and persuasion to show advantages to affirmative side.

SECOND NEGATIVE: Summarizes the debate from the negative perspective. The final word for the negative team. Reestablishes negative arguments, definitions, topicality, and evidence. Points out arguments affirmative may have missed or inadequately answered. Refutes stock issues brought out by affirmative side.

SECOND AFFIRMATIVE: Summarizes the debate from the affirmative perspective. The final word in the debate. Briefly recaps the debate—begins with the plan and ends with the case. Emphasizes strong issues and stock issues made in the constructive speeches. Points out arguments that negative may have missed. Calls for acceptance of the plan. Persuades the judge(s) that the affirmative plan is necessary.

POLICY DEBATE INDEX



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NOTES:

ADVERTISING TECHNIQUES

STRAIGHT SELL

businesslike and right to the point

BARGAIN

getting a deal

BANDWAGON

everyone else is doing it

NEW AND IMPROVED

something better

SNOB

only the best go for this

PUBLIC CONCERN

helps with public problems

ENDORSEMENT

personalizes-examples

- a. famous people
- b. expert
- c. happy neighbors
- d. youth
- e. attractive people

HUMOR

gets people involved and relaxed

EMOTIONS

improves feelings

STATISTICS AND DETAILED INFORMATION

makes comparisons

CASE PREPARATIONS

Affirmative: There is a problem!

Argument:

Reasoning: This problem is bad because:

Evidence:

CASE PREPARATIONS

Affirmative: We plan to:

Plan:

Reasoning: This solves the problem by:

Funding:

This plan will cost:

We will raise money to pay for this plan by:

Evidence:

CASE PREPARATIONS

Negative: The status quo is working.
Argument:

Reasoning: Changing the status quo would create these new problems:

Evidence:

CASE PREPARATIONS

Negative: They plan to (action or funding):

Attack on:

Plan:

Reasoning: This plan will have these bad impacts:

Funding:

This plan will cost: (and that's too much)

Raising this money will create problems by:

Evidence:

UTAH HIGH SCHOOL ACTIVITIES ASSOCIATION DEBATE BALLOT

ROUND _____

AFFIRMATIVE TEAM NUMBER _____

JUDGE _____

ROOM _____

NEGATIVE TEAM NUMBER _____

**ORGANIZATION
ANALYSIS
EVIDENCE
REASONING
REFUTATION
DELIVERY**

Check the square on each item which, on the following scale, describes your evaluation of the speaker's ability and performance.

Please total speaker points and rank each speaker.

5- Superior 4- Excellent 3- Good 2- Fair 1- Unprepared

FIRST AFFIRMATIVE	5						
	4						
Total	3						
	2						
Rank	1						

Name: _____

FIRST NEGATIVE	5						
	4						
Total	3						
	2						
Rank	1						

Name: _____

SECOND AFFIRMATIVE	5						
	4						
Total	3						
	2						
Rank	1						

Name: _____

SECOND NEGATIVE	5						
	4						
Total	3						
	2						
Rank	1						

Name: _____

SAMPLE EVIDENCE CARDS

	Affirmative or Negative
Brief Summary	
Quote	
"	

_____ "	

Water Card

Fresh water makes up less than 3% of Earth's surface.
Water changes, but goes nowhere.

Power of water is strong. Man can use this power for himself.
Water is motion, everything it touches, changes.

LaQuinta — man-made lake

"In Celebration of Water"

Water Program on TBS by National Geographic

January 10, 2010

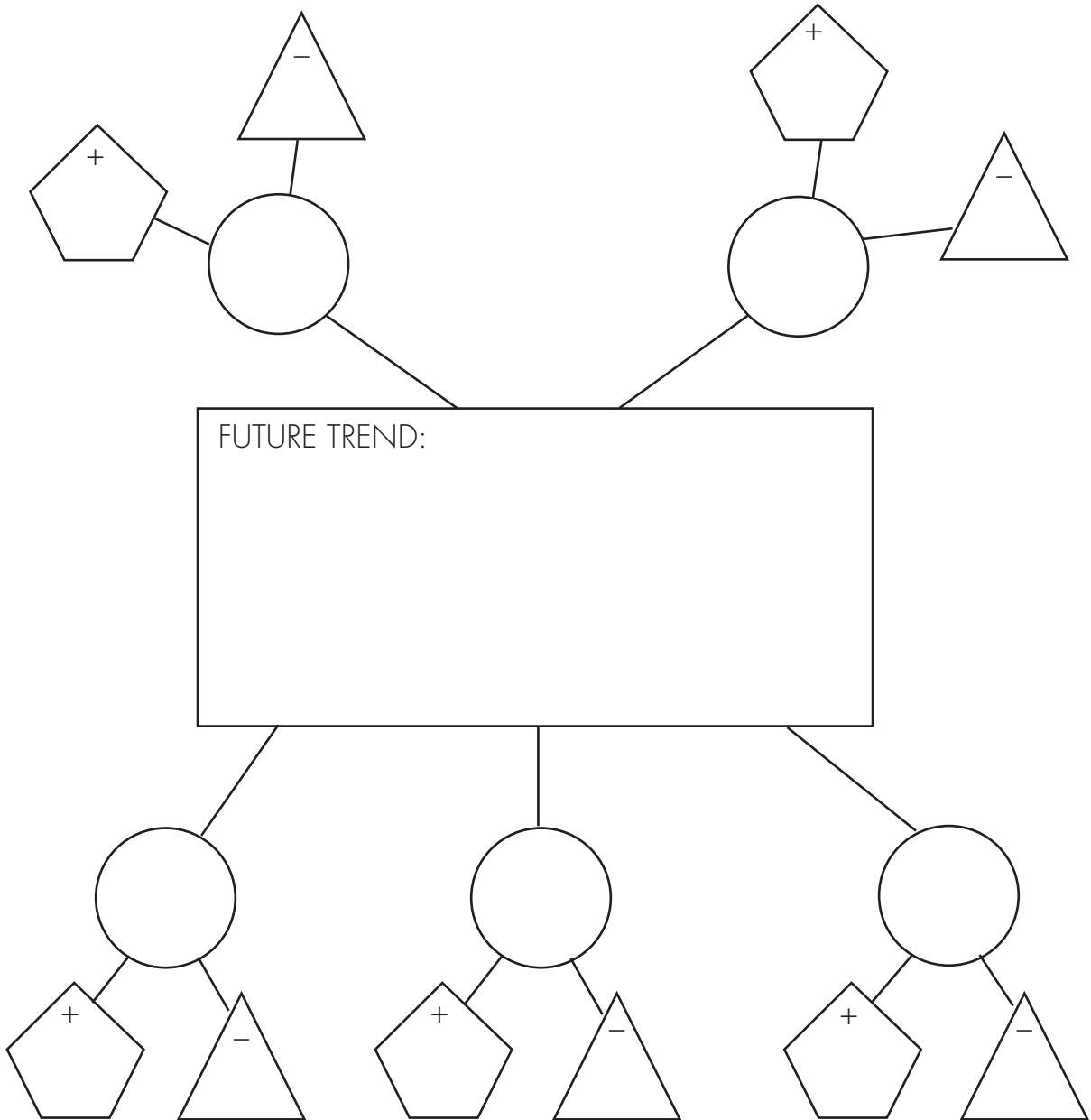
SUGGESTIONS:

1. Use 4" x 6" lined cards (three-ring binder may also be used)
2. Writing must be neat, legible
3. Limit amount of information on each card to a single complete thought
4. Record entire source
5. Use only one side of card if possible

FLOW CHART

First Affirmative	Constructive First Negative	Constructive Second	Affirmative Constructive
First Negative Rebuttal	First Affirmative Rebuttal	Second Negative Rebuttal	Second Affirmative Rebuttal

FUTURE SCENARIO



P. R. E. P. TALK / WRITE

Opening: P. =

POINT
State the point you wish to make.

Body: R. =

REASONS
Give reasons for the point.

E. =

EVIDENCE & EXAMPLES
Give evidence and examples to prove your point and reasons.

Closing: P. =

POINT
Restate your opening point.

PLAN OR COUNTER PLAN

1. What is your general plan?

2. Who will be in charge of implementing the plan?

3. Where will the plan be implemented?

4. How will the change be paid for?

5. When do you expect to complete the project or impact the future trend?

6. Why will this plan work? (Give evidence of how same or similar plans have worked.)

CREATIVE PROBLEM SOLVING - continued

Choose 5 of the most positive solutions, then put them into the solution grid.

GRID TOTALS	1	2	3	4	5
Criteria					
Solution #1					
Solution #2					
Solution #3					
Solution #4					
Solution #5					

Choose 5 criteria to judge each solution. (Examples: Most cost effective, least amount of time, is within current laws of the state, least disruptive to current system, residents would accept.)

Rate each of the solutions according to the criteria chosen. Use numbers 1–5 with 5 being the best and 1 being the least acceptable.

Total each solution. The solution with the highest number should be the best solution. Analyze this to see if this is accurate. Will solution create any new problems? Will it accomplish what you wish it to?

If your solution seems appropriate, complete the plan worksheet with details of your plan. If your plan does not solve the problem or creates too many new problems, choose another solution.

WHO SHOULD SOLVE THE PROBLEM?

Name: _____

1. Big problems have smaller related problems.
Your job is to identify the smaller, related problem.
Big Problem

Smaller Problems—identify 4

2. There are many people and groups of people who say they can solve the problem.
Federal Government
- President, Congress, Federal Agencies
State Government
- Governor, Legislature, State Agencies
Local Government
- Mayor, Commissioners, City and County Leaders
Private Citizens
- Companies, Organizations, Volunteers, Your Family, You

3. Assignment
Choose one of the smaller problems you listed. Star * that problem.

RESOLUTIONS FOR PRACTICE

Resolved that all Utah schools charge a registration fee.

Resolved that all children who commit serious crimes be tried as adults.

Resolved that Utah raise the legal driving age to 18.

Resolved that all defense areas cut their budget by one half within the next year.

Resolved that Utah allow each child to attend the school of his/her own choice.

Resolved that the U.S. raise federal income taxes to help lower the national debt.

Resolved that animals no longer be used for research.

Resolved that Utah restrict any rising health care cost.

Resolved that Utah discontinue kindergarten.

Resolved that Utah discontinue all school lunch programs.

Resolved that the State of Utah institute ten minutes of prayer or meditation in each school.

Resolved that all students be required to do at least one hour of homework each night.

Resolved that all schools go to year-round education.

Resolved that the State of Utah restrict all students to one hour of TV viewing each day.

Resolved that the State of Utah restrict all students to one hour of video game use each day.

Resolved that the State of Utah restrict all students to one hour of internet use each day.

Resolved that all students attending public schools must wear school uniforms.

Resolved that Utah adopt an alternative fuel plan to reduce air pollutants.

Resolved that all businesses in the State of Utah pay additional taxes to subsidize the state highway program.

Resolved that the U.S. cut further space exploration.

Resolved that the U.S. cut any further monetary assistance to foreign countries.

Resolved that the State of Utah pass stricter gun control laws.

Resolved that the State of Utah pass and enforce a 10:00 p.m. curfew for children under the age of 18.

Resolved that the State of Utah double the number of juvenile detention centers.

Resolved that the State of Utah pass stricter laws against drunk drivers.

Resolved that the State of Utah incorporate a lottery to aid educational funding.

Resolved that all elementary schools install pop and candy machines for student use.

GOVERNMENT AGENCIES

Administrative Office of the U.S. Courts
United States Supreme Court Building
1 First Street, N.E.
Washington, DC 20544

Advisory Commission on
Intergovernmental Relations
Suite 2000, Vanguard Building
1111 Twentieth Street, N.W.
Washington, DC 20575

Council of Economic Advisors
Old Executive Office Building
Washington, DC 20500

Council on Environmental Quality
722 Jackson Place, N.W.
Washington, DC 20006

Department of Agriculture
14th St. & Independence Ave., S.W.
Washington, DC 20250

Department of Commerce
Washington, DC 20230

Department of Defense
The Pentagon
Washington, DC 20301-1155

Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Department of Energy
1000 Independence Avenue, S.W.
Washington, DC 20585

Department of Health and Human Services
200 Independence Avenue, S.W.
Washington, DC 20201

Department of Housing and Urban Develop.
451 Seventh Street, S.W.
Washington, DC 20410

Department of the Interior
C Street Between Eighteenth and
Nineteenth Streets, N.W.
Washington, DC 20240

Department of Justice
Constitution Ave. & 10th St., N.W.
Washington, DC 20530

Department of Labor
200 Constitution Avenue, N.W.
Washington, DC 20210

Department of State
2201 C Street, N.W.
Washington, DC 20520

Department of Transportation
400 Seventh Street, S.W.
Washington, DC 20590

Department of the Treasury
15th St. & Pennsylvania Ave., N.W.
Washington, DC 20220

International Bank for
Reconstruction & Development
1818 H Street, N.W.
Washington, DC 20433

Environmental Protection Agency
401 M Street, S.W.
Washington, DC 20460

Export-Import Bank of the United States
811 Vermont Avenue, N.W.
Washington, DC 20571

Federal Election Commission
1325 K Street, N.W.
Washington, DC 20463

International Monetary Fund
700 Nineteenth Street, N.W.
Washington, DC 20431

National Labor Relations Board
1717 Pennsylvania Avenue, N.W.
Washington, DC 20570

Nuclear Regulatory Commission
1717 H Street, N.W.
Washington, DC 20555

GOVERNMENT AGENCIES - continued

Representatives and Senators will also provide debate information upon request. Write your Representative or Senator in care of United States House of Representatives or United States Senate, Washington, DC 20515. Two standard publications available to debaters are: a bibliography of materials on the topic, and a publication by the Legislative Reference Service which contains reprints of articles and documents related to the topic.

PRIVATE ORGANIZATIONS AND AGENCIES

Many private organizations provide free or low cost materials. To find a complete list of organizations doing work related to the topic consult the Encyclopedia of Associations for their names and addresses. This source lists all agencies according to field and provides a brief explanation of the organization's purpose. The following is a list of organizations providing free or low cost materials.

American Academy of Political and Social Science 3937 Chestnut Street Philadelphia, Pennsylvania 19104

American Bar Association
750 N. Lake Shore Drive
Chicago, Illinois 60611

Academy for State & Local Government
444 N. Capitol Street, N.W.
Washington, DC 20001

American Enterprise Institute for Public Policy Research 1150 17th Street, N.W. Washington, DC 20036

American Medical Association
535 N. Dearborn Street
Chicago, Illinois 60610

League of Women Voters of the United States
1740 M Street, N.W.
Washington, DC 20036

National Council on Crime and Delinquency 77 Maiden Lane
San Francisco, California 94180

Overseas Development Council 1717 Massachusetts Avenue, N.W.
Washington, DC 20036

The Brookings Institution
1775 Massachusetts Avenue, N.W.
Washington, DC 20036

Robert Maynard Hutchins
Center for Study of Democratic Inst.
Box 4068
Santa Barbara, California 93103

Committee for Economic Development Suite 700, 1700 K Street, N.W.
Washington, DC 20006

Public Affairs Committee
381 Park Avenue South New York, New York 10016

Resources for the Future
1755 Massachusetts Avenue, N.W.
Washington, DC 20036

United Nations Association of the United States of America 300 E. 42nd Street New York, New York 10017

MAGAZINE RESOURCES

Barron's
Brookings Bulletin
Bulletin of the Environment
Federal Reserve Bulletin
Forbes
Foreign Affairs
Fortune
Harpers Magazine
Monthly Labor Review
Nation
Nation's Business
New Republic
Dun's Review
Education Digest
Psychology Today
Science
Science News
Scientific American
Time
Today's Education
UNESCO Courier
UN Monthly Chronicle
U.S. News & World Report
Vital Speeches
New York Times Magazine
Newsweek
Atomic Scientists
Business Week
Clearing House
Commentary
Commonwealth
Congressional Digest*
Current History*
Department of State Bulletin

*These magazines publish issues specifically related to the debate topic each year.

PROVERBS

A bird in the hand is worth two in the bush.

Every cloud has a silver lining.

Too many cooks spoil the broth.

Better the devil you know than the devil you don't.

Do as I say, not as I do.

Early to bed and early to rise makes a man healthy, wealthy and wise.

Do not look a gift horse in the mouth.

Love me, love my dog.

The love of money is the root of all evil.

No news is good news.

When poverty comes in the door, love flies out the window.

When you are in Rome, do as the Romans do.

It is better to travel hopefully than to arrive.

Every advantage has its disadvantage.

One sword keeps the other in the sheath.

A full belly is the mother of all evil.

Look rather on the good of evil men than on the evil of good men.

Who has never tasted what is bitter does not know what is sweet.

He that does not beat his child will later beat his own breast.

Enough is better than too much.

To be happy at home is the ultimate result of all ambition.

I hate a bad man saying what is good.

QUOTATIONS

This will never be a civilized country until we expend more money for books than we do for bubble gum.

—Elbert Hubbard

Few friendships would survive if each one knew what his friend says of him behind his back.

—Blaise Pascal

In giving advice, seek to help, not please, your friend.

—Solon

Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned, and however early a man's training begins, it is probably the last lesson that he learns thoroughly.

—Thomas Henry Huxley

Smack your child every day. If you don't know why—he does.

—Joey Adams

Never learn to do anything; if you don't learn, you'll always find someone else who'll do it for you.

—Mark Twain

Worship your heroes from afar; contact withers them.

—Madame Necker

Get happiness out of your work or you may never know what happiness is.

—Elbert Hubbard

He who is not very strong in memory should not meddle with lying.

—Michel de Montaigne

If ever you have a lump of money large enough to be of any use, and can spare it, don't give it away; find some needed job that nobody is doing and get it done.

—George Bernard Shaw

Treat spring just as you would a friend you have not learned to trust.

—Ed Howe

Before you can begin to think about politics at all, you have to abandon the notion that there is a war between good men and bad men.

—Walter Lippman

When you go to buy, use your eyes, not your ears.

—Czech proverb

Examine what is said, not him who speaks.

—Arabian proverb

Welcome everything that comes to you, but do not long for anything else.

—Andre Gide

QUOTATIONS - continued

Beware, lest in your anxiety to avoid war, you obtain a master.

—Demosthenes

If all mankind minus one, were of one opinion, and only one person were of the contrary opinion, mankind would be no more justified in silencing that one person, than he, if he had the power, would be justified in silencing mankind.

—John Stuart Mill

If we take vengeance on vengeance, vengeance will never end.

—Vietnamese proverb

Our national flower is the concrete cloverleaf.

—Lewis Mumford

When I look back, the greatest thing that ever happened to me is that when I first picked up a basketball, I was terrible. If things come naturally, you may not bother to work at improving them, and you can fall short of your potential.

—Bob Pettit

Reprove thy friend privately, commend him publicly.

—Solon

Be humble, for the worst thing in the world is of the same stuff as you; be confident, for the stars are of the same stuff as you.

—Nicholai Velimrovic

It is the greatest of all mistakes to do nothing because you can do only a little. Do what you can.

—Sydney Smith

The possibility that we may fail in the struggle ought not to deter us from the support of a cause we believe to be just.

—Abraham Lincoln

If you marry, you will regret it. If you do not marry, you will also regret it.

—Soren Kierkegaard

SPEAKING SKILLS PRACTICE

1. School is good because...
2. Homework is...
3. Students should/should not have chores at home because...
4. Sports are good/bad because...
5. Math is...
6. Reading is...
7. Science is...
8. Social studies is...
9. I hate it when...
10. I love it when...
11. Family vacations are...
12. Life is full of...
13. I wish to accomplish...
14. I have a goal to...
15. My future career...
16. Girls are...
17. Boys are...
18. My mom...
19. My dad...
20. My hero is...
21. My favorite color...
22. My favorite food...
23. My favorite holiday is...
24. My best day was...
25. I feel peace when...
26. Something that bugs me is...
27. I am happiest when...
28. My sister is...
29. My brother is...
30. Writing is...
31. Art is...
32. When I'm alone...
33. At night I...
34. Mornings are...
35. The thing that frightens me the most is..
36. When I grow up...
37. After high school I will...
38. After college I will...
39. My lifetime achievement will be ...
40. Happiness is...
41. Sadness is...
42. The most important thing to me is...
43. If I could visit anywhere in the world, I would visit...
44. If I could visit anywhere in the U.S., it would be...
45. Summer is...
46. Winter is...
47. Spring is...
48. Fall is..
49. My best quality is...
50. If I could change one thing, it would be...
51. Rules are...
52. School lunch is...
53. My favorite thing to do is...
54. If I could be someone else, it would be...
55. My best possession is...

SPEECH EVALUATION FORM

Name of Speaker _____

Title or topic of speech _____

	Excellent	Good	Suggestions
Good Beginning			
Eye Contact			
Expressive			
Appropriate Volume			
Good Pace and Use of Time			
Appropriate Gestures			
Evidence of Preparation			
Appropriate Posture			
Good Ending			

Compliment:

Evaluator: _____

UTAH DEBATE TIES TO UTAH STATE ELEMENTARY LANGUAGE ARTS CORE CURRICULUM

Standard 1: (Oral Language) Students develop language for the purpose of effectively communicating through listening, speaking, viewing and presenting.

Objective 1: Develop language through listening and speaking.

Objective 2: Develop language through viewing media and presenting

Standard 2: (Concepts of Print) Students develop an understanding of how printed language works.

Objective 1: Demonstrate an understanding that print carries “The” message.

Objective 2: Demonstrate knowledge of elements of print within a text.

Standard 7: (Comprehension) Students understand, interpret, and analyze narrative and informational grade level text.

Objective 1: Identify purposes of text.

Objective 2: Apply strategies to comprehend text.

Objective 3: Recognize and use features of narrative and informational text.

Standard 8: (Writing) Students write daily to communicate effectively for a variety of purposes and audiences.

Objective 1: Prepare to write by gathering and organizing information and ideas (pre-writing).

Objective 2: Compose a written draft.

Objective 3: Revise by elaborating and clarifying a written draft.

Objective 4: Edit written draft for conventions.

Objective 6: Write in different forms and genres.

FAMOUS DEBATERS IN HISTORY

James Earl Jones competed in forensics and credits his training in speech with helping overcome stage fright and a stutter. In addition to his on screen roles, he is the voice behind the CNN slogan "This is CNN" and he has also given life to the sinister character Darth Vader in the Star Wars series.

Adam Sandler competed in forensics prior to earning fame on Saturday Night Live and in comedy movies.

Bruce Springsteen was the New Jersey High School Extemporaneous Speaking Champion.

James Dean competed in interpretation in high school.

Former British Prime Minister Margaret Thatcher competed in debate.

Former President Lyndon Baines Johnson taught high school debate in Texas and went on to put several of his debaters in high ranking positions in his administration.

Former President Richard Nixon was a debater in California.

John Kennedy's speech writer and executive assistant Ted Sorenson, not only debated in high school and college.

South African President Nelson Mandela debated in college.

Former Attorney General Janet Reno competed in debate.

Oprah Winfrey competed in Lincoln-Douglas Debate in high school and competed at National Forensics League nationals.