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| **Teacher’s Name:** | **Unit Name:**  **Policy Debate** |
| **Lesson Title**  **Policy Debate Round Structure** | **Indicate which:**  Beginner Intermediate Advanced |
| **Focus Skill:**  Introduction to Policy Debate speech types and round structure. | **Time Frame:**  **2.5 class periods** |

**PART 1—ESSENTIAL ELEMENTS**

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| **Essential Question** | 1. **What are the speech elements of a Policy Debate round** 2. **What is the round structure of Policy Debate round.** |
| **Objective 1** | Students will be able to identify all of the elements of a competitive policy debate round. |
| **Objective 2** | Students will be know the structure of a competitive policy debate round. |
| **Objective 3** |  |

**Overview of Lesson** *(General summary of what will be covered)***:**

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| 1. Introduce the elements of a policy debate: Constructive speeches, Cross-examination, Rebuttal speeches, and Prep (preparation) time. 2. Introduce students to the structure/speech order for a policy debate round. |

**PART 2—THE LESSON**

**Detailed Step-by-Step Lesson** *(be sure to include time allocation information)***:**

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| **Session #** | **Time** | **Details of the Lesson** |
| **Day 1**  **1.0** | **5 minutes** | **Introduce “What is Policy Debate”** with the power-point. Link (Show slides: 1-3)  **Introduce the 4 elements** of a policy debate by name and maximum time. (**Constructive Speech, Cross-examination, Rebuttal Speech, and Preparation Time**). Have the students work in pairs to predict what each of the elements will do, based on the name of the element.   1. ***Introduce the elements/components****.* A policy debate is made up of 4 different components. They are: 2. Constructive Speeches that last a maximum of 8 minutes 3. Cross-Examinations that last a maximum of 3 minutes. 4. Rebuttal Speeches that last a maximum of 5 minutes 5. Preparation Time (Prep) that is up to 5 minutes per team 6. All 4 debaters will give a constructive, a rebuttal, ask questions for 1 Cross-Examination, and answer questions for 1 Cross-Examination.   All of times are maximums. There are no minimum time limits. \*\*\*Activity: Ask the students to work in pairs to predict, and write down, what each component will do based on the name of the component. |
| **1.1** | **10 minutes** | **Constructive Speeches:**  **Begin by-** Asking students to share what they think a constructive speech will do based on their predictions.   1. ***Constructive Speeches*** last a maximum of 8 minutes. Debates begin with a constructive speech. 2. Ask a few students to share what they predicted that a constructive would do. 3. Ask the students- “What is the root word?” Often in debate, we use big sounding words that are simple of you break them down. The root word is “construct”. As the root word indicates, constructive speeches are for debaters to “build” their positions. In a constructive speech, debaters will use evidence and reasoning to present individual arguments, cases, and debate positions. Remind students that an argument is a claim backed by warrants (reasons) that come from evidence (or data). 4. Debaters will put strings of arguments together to create Affirmative Cases and Negative arguments/positions. Examples of Negative positions include Topicality arguments, Disadvantages, Counterplans, and Critique/Kritiks. More specifically: The affirmative team will use arguments to present a problem, plan to solve, and show that the plan will solve the problem and create benefits. This is the affirmative “case”. Affirmatives will also have “frontline” arguments prepared to answer predictable negative arguments. Negatives will putarguments together to prove there is a disadvantage that happens with the affirmative plan. 5. Debaters must also meet the initial burden of answering opposing constructive arguments in constructive speech. The basic idea of “clash” in debate means that debaters must answer their opponent’s arguments at the first opportunity. To not do this is known as “dropping” an argument, and it is considered a conceded argument that the other side wins. 6. Debaters will use the constructive speeches to put out all of their strategic options for the debate. 7. Except for the first affirmative constructive, which is written ahead of the debate, all constructive speeches will be prepared in the round based on the debate to that point. You will have files of arguments, frontlines, and positions to choose from to help you make these speeches. |
| **1.2** | **10 minutes** | **Cross-examination**  **Begin by-** Asking students to share what they think cross-examination will do based on their predictions.   1. ***Cross-Examination* lasts 3 minutes.** 2. Ask a few students to share their predictions of what cross-examination will be. 3. “Cross-ex”, or “CX” is an opportunity for debaters to ask their opponents direct questions about arguments cases and positions. It is also an opportunity for debaters to defend the arguments, cases, and positions that they have made in constructive speeches. 4. Cross-ex always happens after a constructive speech. Each debater will answer CX questions immediately after her/his constructive. CX has some specific purposes for the questioner. CX is an opportunity for debaters to clarify opponent’s arguments, find problems in opponent’s arguments, and to set up one’s own arguments. 5. With one exception, CX also provides a debater’s partner with additional prep time. As a result, debaters should use all of their CX time to provide their partners with as much extra prep time as possible. 6. We will have an extended Cross-ex lesson later.   **Continue the power-point with slides 4-15. Link** |
| **1.3** | **10 minutes** | **Rebuttal Speeches Begin by-** Asking the students to share what they predicted about rebuttal speeches. **After sharing predictions, continue with power-point (slide 16-22). Link**  **D*. Rebuttal speeches*** last a maximum of 5 minutes. Rebuttals should accomplish:   1. Extending your team’s arguments, cases, and positions further into the debate. You will bring those arguments into the rebuttal by reminding the judge of the claims AND by explaining the warrants or reasons for those arguments. You will also explain how those arguments apply to the rest of the debate. Maybe that argument helps answer an opposingclaim, for example. 2. Answer the attacks made by opponents on your arguments, cases, and positions. Remember that you must answer an opposing argument at the first opportunity, or you have dropped it, and the other team gets to win it. You will answer the opponent’s arguments using the tools that were talked about in the argument lesson- attack the claim, attack the evidence, and/or attack the warrants. 3. Frame the debate for the judge(s)- explain why you are winning the debate, based on the arguments. This is VERY important in the last two rebuttals. Explain to the judge what happens in a world with the affirmative, based on the arguments in the debate. IF you are affirmative, explain how the world is better after the affirmative plan, if you are negative, explain how the world is worse after the affirmative. 4. Rebuttal speeches should NOT include new positions/major arguments that have not been presented before. You CAN read additional evidence that answers or strengthens existing major arguments. |
| **1.4** | **5 minutes** | **Preparation time**   1. **E. *Preparation Time***- each team is given a total of 5 (or 8 on some circuits) minutes of preparation (or “prep”) time to use during the debate. This is a total amount of time. It’s not 5 minutes before each speech, it’s 5 cumulative minutes for each team to share. 2. Most often, prep time is used immediately before speeches. 3. Prep time should be used to communicate with your partner about argument and strategy choices, and it should be used to put your speech and evidence in order. 4. There are a couple of places in the debate where you should NEVER take prep time. Don’t take prep time before the First Affirmative Constructive (1AC) because that speech will be pre-written, and therefore has “infinite” prep time. Also, don’t take prep before the 1NR, because you get the 8 minutes of your partner’s constructive, plus 3 minutes of Cross-ex. That’s 11 minutes of prep for a 5-minute speech! 5. Depending on your circuit, there may be judges who expect that your “flash time”- or the time it takes to give your opponents the electronic speech documents- is part of prep time. You need to know what the “convention” or “norm” is for your circuit. |
| **1.5** | **10 minutes** | **Review-** Ask students questions to remind them of the parts of a debate:   1. What is supposed to happen in a constructive speech? 2. What is supposed to happen in CX? 3. What is supposed to happen in a rebuttal speech? 4. How much prep time does each team get per round? 5. Pick 2-4 students to write their predictions about the order of a policy debate on the board, or share them with the class. |
| **Day 2**  **2.1** | **10 minutes** | **Here are some things that will help you remember the order of debate:**   1. Debaters are identified by their speaking positions. The affirmative speakers are known as the “first affirmative” (or 1A) and the “second affirmative” (or 2A). The negative speakers are known as the “first negative” (or 1N) and the “second negative” or (2N). 2. Speeches are known by the speaker position and the speech type. The constructive given by the first affirmative is the “first affirmative constructive” (or 1AC). The rebuttal given by the first negative is the “first negative rebuttal” (or 1NR). 3. Constructive speeches always come first. The debate begins with a constructive speech. 4. CX always follows a Constructive 5. The person who JUST spoke will answer CX questions 6. The person NOT getting ready to speak will ask CX questions 7. The debater is referred to as the speaker number and side (She is First Affirmative, or 1A). Speeches are referred to by the speaker number, side, and speech type (the next speech is the Second Negative Constructive, or 2NC) 8. The Second Negative Constructive/2NR and the First Negative Rebuttal/1NR are back to back negative speeches, and are called the “Negative Block”.   \*\*\*At this point, pick two students to represent the affirmative and two to represent the negative. Identify one on each team as the first speaker and the other as the second speaker. As you proceed through this process, have these students stand up and identify that they are doing the appropriate speech. You’ll do this as a “walk-through” |
| **2.2** | 1. **minutes** | **Activity:** Have the students use this information to revise their predictions about the order of a debate. They may work in pairs or groups.  Check each group or pair. Have a group that gets the order correct (or closest to correct) report that to the class. |
| **2.3** | **15 minutes** | **The Order of the debate is as follows:**  *\*\*\* Pick 4 students to sit in chairs at the front of the room to demonstrate a “walk through” as you present the information:*  First Affirmative Constructive (1AC)- 8 minutes maximum  Cross-Examination or CX: the second negative/2N asks questions to first affirmative/1A- 3 minutes maximum  First Negative Constructive (1NC)- 8 minutes maximum  Cross-Examination or CX: first affirmative/1A asks questions to first negative/1N- 3 minutes maximum  Second Affirmative Constructive (2NC)- 8 minutes maximum  Cross-Examination or CX: first negative/1N asks questions to second affirmative/2A- 3 minutes maximum  Second Negative Constructive- 8 minutes maximum  **Cross-Examination or CX**: second affirmative/2A asks questions to second negative/2N- 3 minutes maximum  First Negative Rebuttal/1NR- 5 minutes maximum  First Affirmative Rebuttal/1AR- 5 minutes maximum  Second Negative Rebuttal/2NR- 5 minutes maximum  Second Affirmative Rebuttal/2AR- 5 minutes maximum  The highlighted speeches- 2NC and 1NR- represent the negative block.  Finish the class period with the walk through activity, and let the students know that they will have a quiz over the debate components and the order tomorrow. |
| **2.4** | **15 minutes** | **Activity- Debate Order “Walk-through”**   1. Divide the students into groups of 4. 2. Have each group identify two students to be affirmative and two to be negative. 3. Have each “team” decide who will be the first and second speakers. 4. The students can sit in chairs until it is their turn to stand up as part of the walk-through. 5. Starting with the 1AC, have the correct students stand up and say something like: “I am the First Affirmative, and this is the First Affirmative Constructive”. Adjust the speaker position/speech for each speech. 6. For Cross-examinations, have the questioner stand up and say “I am the (speaker position), and I am asking questions of the (speaker position). Example- for the CX after the first affirmative constructive, the 2N will stand up and say: “I am the second negative speaker, and I will ask questions of the first affirmative speaker. 7. Do this for each speech and cross examination.   **Notes:**  \*\*\*This will work better if you are having 4 students walk through this as you present the  information, and then have all the students participate in their own walk throughs.  \*\*\*Do the first walk through with all of the groups following your lead, while you talk them through it  again.  \*\*\*Have the groups “flip” sides as the do this a few times on their own. |
| **2.6** | **Homework** | **Study for a Quiz covering the material from this lesson.**  Consider providing students a printed or electronic copy of your notes and the review for study materials. |
| **Day 3**  **3.1** | **20 minutes** | Allow students to study for quiz in pairs or groups.  Collect student’s notes and Day 1 reviews for grades. |
| **3.2** | **30 minutes** | Give the students the Quiz over this lesson. |

**PART 3—ASSESSMENT EVIDENCE**

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| **Performance Task, Product, or Other Key Evidence of Learning** *(How will students demonstrate a level of proficiency for this skill?)*  Review for Day 1 (with provided key)  Note check for grade points  Structure walk-through activity.  Test (with provided key) |

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| **Key criteria to measure Performance Task(s) or Key Evidence:**  *Examples: Rubric, Checklist, etc***.**  Key for review and test are provided |

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| **Assessment Strategies** *(Identify Informal/Formal Strategies)***:**  **Informal Strategies:** 1. Prediction of speech/component activity, 2. Questioning/sharing of predictions before explanation of components, 3. Prediction of speech order in the Review, and, 4. Speech structure/round order walk through.  **Formal Strategies:** 1. Written Review, 2. Quiz (with provided key), |

**Plans for after this lesson/competency is complete (How will you extend, enrich?):**

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| This lesson will be enriched in future lessons about speaker duties and all future debate practices/rounds |

**Key Resources Used: Websites, books, film clips, etc.**

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
| **NSDA Policy Debate Textbook- pg 11** | <https://www.speechanddebate.org/wp-content/uploads/Policy-Debate-Textbook-1.pdf> |
| Day 1 (components) Review/Key | Handout 1 (protected) |
| Structure Walk-Through Activity | Provided in this lesson |
| Round Structure Quiz/Key | Handout 2 (protected) |
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**Key Resources for Exploration: Websites, books, film clips, etc.**

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
| Definition of Offensive vs Defensive Arguments in policy debate | <http://moodle.nisdtx.org/pluginfile.php/735891/mod_resource/>  content/2/OFFENSE%20VS%20DEFENSE.pdf |
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**Reflections/Review for Future:**

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