

Lesson Plan: **Hispanic Heritage Month**

OBJECTIVE: To celebrate National Hispanic Heritage Month through the promotion of speech and debate activities.

NOTES:

1. This lesson plan is for a full classroom setting or an after-school event.
2. Hosting a potluck, providing snacks, raffling off prizes, or giving minor awards to participating speakers are possible incentives for new students to attend. (Great recipes can be found at goo.gl/3sazuT and goo.gl/GCeAnq.)
3. Use our poster series (www.speechanddebate.org/hispanic-heritage-month) to promote the event.
4. Use your judgment as to what events you want to showcase, depending on your students' strengths and the time allotted for the event. Because some teams may not have students of Hispanic heritage performing an interpretation event of Hispanic themes, we have suggested a video below that you may show.

ACTIVITIES:

- Welcome students and hand out 3x5 notecards. Have students fill out basic contact information about themselves and include answers to the following questions, which can be projected or written on the board:
 - ◊ If you identify as being Hispanic, what is your country of Hispanic heritage?
 - ◊ Regardless of your heritage, what is a tradition that your culture and/or family hold dear?
- Provide a history of National Hispanic Heritage Month. A brief explanation can be found at hispanicheritagemonth.gov/about/.
- Explain to students that they are now given a chance to share a little bit about themselves and their culture. Have a few returning members model the three questions they need to answer, but reserve the rest of the time for any new members.
- Briefly introduce the elements of Extemporaneous Speaking and present the speaker.
 - ◊ Suggested follow-up question for brief discussion: Do you agree or disagree with the speaker? Why or why not?
- Briefly introduce the elements of Congressional Debate and present the speakers.
 - ◊ Suggested follow-up question for brief discussion: Do you think that this bill/resolution should be passed? Why or why not?
- Briefly introduce the elements of Duo Interpretation and present the video. You can access a recording of *Living Out* by Lisa Loomer, performed by Christin Villalobos and Victoria Villalobos at the 55:34 mark here www.speechanddebate.org/nationals-2016-duo-interpretation-finals/.
 - ◊ Suggested follow-up question for brief discussion: What cultural differences created conflict in this performance?
- Present our poster series to demonstrate how speech and debate activities have influenced Hispanic students. Point out the resources (Extemporaneous Questions, Congress Legislation, Interpretation Literature) that have been created to help Hispanic students start their speech and debate journey.
- End with emphasizing the NSDA value of inclusion and speech and debate for everyone. Show them this video (www.youtube.com/watch?v=frcgZtA3WgY) or this video (www.speechanddebate.org/membership/) to demonstrate student voices.
- Collect information cards, dismiss attendees, and be available for questions!

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OTHER CONSIDERATIONS:

- Meet with your Spanish department to incorporate some or all of the activities into their classroom or after-school celebrations.
- Follow up with any new students within 48 hours! Provide a little bit more information about your team, and you can ask them the following questions:
 - ◇ What were your impressions of the events that you saw?
 - ◇ Could you see yourself doing any of those events? Why or why not?
 - ◇ What is exciting about the possibility of joining the speech and debate team, and what obstacles do you see in joining the team?