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| **Teacher’s Name:** | **Unit Name:****Public Forum, Lincoln Douglas, Policy**  |
| **Lesson Title****Lesson 14: How to dress and behave for success at tournaments.** | **Indicate which:** **Beginner** Intermediate Advanced |
| **Focus Skill:****What you should wear, how you should act, understand tournament dynamics, and where you need to be at tournaments** | **Time Frame:****2 Hour (could be extended)** |

**PART 1—ESSENTIAL ELEMENTS**

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| **Essential Question** | **What are the expectations for students’ appearance and behavior at debate tournaments?** |
| **Objective 1** | Students will learn the general expectations for ethical behavior and dress for competition.  |
| **Objective 2** | Students will learn the intricacies of “playing the game,” and how to act around judges and fellow competitors  |
| **Objective 3** | Students will identify and emulate “winning” behaviors present in exemplary debaters. |

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

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| This lesson will be more discussion, rather than lecture, regarding overall expectations of judges and coaches for competitors. Depending on where coach/instructor lives, regional expectations may be different. Please feel free to include additional handouts applicable to your area.You can cut this lesson short if you choose, or you can use the resources that come with this lesson to create rules for your team in a classroom-discussion environment.**Please Note:** Rules and conventions of a debate tournament vary by state or region. Please check your regional rules and restrictions and incorporate those into this lesson. These codes of conduct should be approved by your individual site administration and/or your school district administration. Be sure to check with other coaches in your area to see what they include and what local laws demand that you include.You should also incorporate language directly from your school and/or district field trip conduct forms. These documents are used in the coach’s and/or schools defense (or lack thereof) in case something horrible happens.Ensure whatever is discussed here is replicated in the Student/Parent Handbook, so there is consistency throughout this information.Debate is a very tight-knit community. Travel to tournaments a few weekends out of the month, and you are guaranteed to run into some of the same people over and over again. There are factions, camps that do and don’t agree with one another on big issues, and stylistic differences that generate biases amongst the community. The mere fact that you will see the same students, judges, and coaches on a weekly basis should show you that you do not want to make enemies with these people.In this unit, students will learn how to:* Behave, when attending the tournament, with their best interests in mind.
* Arrive at the debate with a clear understanding of what ethics are required in their cases and their performance in the round.
* Identify and emulate “winning” behaviors.
* Dress for success in debate and speech
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**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** |
| **1** | **20-40 minutes** | **Introduce** Why are personal appearance and behavior important factors for student success at tournaments? **Handout 1 Professionalism** reading. Link Engage in small group discussion and do a wall hanging with a list of ideas. After each small group discusses and posts their comments in different parts of the room, do a gallery walk. Have each group place an \* by the most important comments. Debrief as a whole class—reach consensus.**Handout 2 NSDA Code of Honor link** to have parent(s) and student sign. Bring to class. Share the **Handout NSDA Coaches’ Code of Honor 3** link. |
| **2** | **30-50 minutes** | **Hand in signed NSDA Code of Honor.** Begin discussion of why the **Code of Honor** is important. Begin the discussion of **why is appearance important for performers? Lecture** with ppt link. (Lecture notes are in the ppt presentation). Discuss professional vs casual business dress. (Articles in resources are good outside reading and follow-up class discussion).**Assign the students to read Handout 4** “**Anatomy of a Debate Tournament”** link. **Handout 5--“What Happens at the Day of Tournament” Link** If necessary, change this document in advance to meet the needs of your team/area.  |
| **3** | **30 minutes** | Begin class with the following questions What are the student expectations at tournaments? What are the top 5 important take-aways from **Handouts 4 and 5**? Do a quick write of goal setting: What are my goals as an individual and team before, during, and after debate tournaments? (Do a 2 minute quick write) Have students do a pair-share with shoulder partners. Share out as a class discussion.**Have students walk through the student-side with you.** Go over this in advance to update/change anything that is more appropriate for you. |
| **4** | **40 minutes** | Handouts 6 and 7 Read and discuss “Behavior In Rounds and At Tournaments” and “Anatomy of a Debate Round.”Change this document as you see fit for your area!!! **The Coach/teacher is responsible for ensuring integrity on the team:**The coach/teacher should be talking about ethics during every lesson of debate. Here are ideas that the coach/teacher should decide upon before taking students into competition:* ***What will be the team consequence for breaking the rules?***Remember that a student may be disqualified for falsifying evidence, using the internet when forbidden, physically assaulting another student, sharing flows with other teams or teammates to facilitate eliminating competition, vandalism, misbehavior in the hotel etc. You need to know exactly what will happen to the debater when they return to their own campus. Your school may have additional sanctions that need to be enforced.
* ***Long term team consequences for integrity violations****.*

At the *most,* a student debater will be involved in the program for four years. A coach and the team will own the reputation for many years. Be a coach that is unafraid to protect the reputation of debaters yet to come into your program. Students need the knowledge to win rounds honestly. The coach needs the vision to keep the program healthy for years and years to come.1. Josh Roberts has created a position paper entitled, **Handout 8** “**Debate Ethos: Becoming the Michael Jordan of Debate”** link. This handout makes a wonderful piece for discussion with beginning and advanced students.2. Project or create a PowerPoint which covers each of his four “intangibles” of a successful, ethical debater. (Content is available in the attached pdf of his article):* *Having a winner’s mindset*
* *The “clutch” factor*
* *The will to win*
* *Finally, ethos*
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| **5** | **20-30 minutes** | Handout 9 “Code of Conduct on Trips.” Have students read and discuss expectations on debate trips. Do a review and reflection of appearance, behavior, expectations, etc. in this activity. Discuss how “winners win” by focusing on the positives from Josh Roberts article, and other materials provided in this lesson. On Mondays following a tournament, do a reflection/review of these expectations. Ask students about what they observed at their first tournament. (You’ll find some interesting feedback). \*\*Note: There are supplemental materials to handout prior to first tournament re “What to Expect in LD, Policy, Public Forum Debate.” |

**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?)*When the student gets to the competition with the proper clothing and at the end of the day, you haven’t been told that your kid is a “jerk”– you will know that s/he understood these lessons.Students will show proficiency when they can attend a tournament following all of the rules and norms stated here. Alternatively, teachers could test over the information included here by writing up a quick quiz to ensure that students were paying attention. * Students should have a firm grasp on the expectations of a debater in the high school program.
* Students should understand and feel comfortable with the penalties that they will incur from the coach, the league, and the school if a serious rule is intentionally violated.
* Students should know the process of appealing decisions based upon their behavior in a round or on another campus.
* Students should understand what they can do to be exceptional in Lincoln-Douglas debate
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| **Key criteria to measure Performance Task(s) or Key Evidence:***Examples: Rubric, Checklist, etc***.****Checklist –** * Lecture notes – The Debate Tournament Experience
* Lecture notes – A Few Practical Tidbits for Tournament Success
* Lecture notes – The Intangibles of Becoming a Great Debater
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| **Assessment Strategies** *(Identify Informal/Formal Strategies)***:****Informal:** Based on discussion and actions. Teacher observation of participation and effort in  notetaking and discussion**Formal:** Coach evaluation of judge comments from each tournament Debater behavior at tournaments |
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**Plans for after this lesson/competency is complete (How will you extend, enrich?):**

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| A reminder to the coach that a student will have no more than four years in the program. A coach, hopefully, will have many more. There is nothing as demoralizing than having the behavior or students, who have long ago graduated, stay with the regard that other teams have for you.It may be of little consequence to a team if a debater doesn’t flow to the end of the round, or ends up in the wrong room. But, if a team has a reputation of falsifying evidence or bullying other debaters, that reputation has a habit of permeating the judging pool and destroying the reputation of the coach. Because the coach cannot be everywhere all of the time, he or she must know that their debaters know how to act, even without being watched. You may eventually have a very successful debater having to be asked to leave the team. They must understand that the trophies are for the *debater* to take home. Reputation is for *everyone* on the team, including the coach. |

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

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
| Professionalism Reading  | Handout 1**Link** |
| NSDA Code of Honor  | Handout 2 **Link** |
| NSDA Coaches’ Code of Honor  | Handout 3 **Link** |
| Anatomy of a Debate Tournament | **Handout 4 Link** |
| What Happens Day of Tournament | **Handout 5 Link** |
| Behavior in Rounds  | **Handout 6 Link** |
| Anatomy of a Debate Round | **Handout 7 Link** |
| Roberts, Josh. **“Debate Ethos: Becoming the Michael Jordan of Debate”** | **Handout 8 Link** |
| Code of Conduct on Trips | **Handout Link 9** |

**Key Resources for Exploration: Websites, books, film clips, etc.**

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
| “Teen Girls and the Proper Way to Dress for Success…Do’s and Don’ts” | http://afropuffsandponytails.com/empowerment-of-african-american-young-girls-and-teen-girls/teen-girls-and-the-proper-way-to-dress-for-success-dos-and-donts/ |
| “Why Dressing for Success Leads to Success,” **WSJ,** Feb. 21, 2016 | https://www.wsj.com/articles/why-dressing-for-success-leads-to-success-1456110340 |
| [Managing Your Squad at a Tournament](http://speechanddebate.adobeconnect.com/p30i9w3r1m6/) Presented by Dan Meyers | NSDA Webinar |
| **“What to Expect in LD Debate”** | **Link** |
| **“What to Expect in Policy Debate”** | **Link** |
| **“What to Expect in Public Forum Debate”** | **Link** |
| Roberts, Josh. **“Practical Tidbits for LD”** | **Link** |

**Reflections/Review for Future:**

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|  It is always better to lose a round and save your professional character than to upset a judge. One round is hardly worth the loss of many subsequent rounds that judge may decide in the future.  You should not make any rude comments, inside or outside of the round, concerning your judge, opponent or anyone for that matter.  Keep in mind that inside of the round and out you are establishing an image for yourself and the team that you represent. Preserve that image with integrity, and protect it after it is well established. If unethical behavior is occurring, your coach should know about it and should be trusted to handle it in an appropriate manner. |