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| **Teacher’s Name:** | **Unit Name:**  **Public Forum, Lincoln Douglas, Policy** |
| **Lesson Title**  **Flowing the Round** | **Indicate which:**  **Beginner** Intermediate Advanced |
| **Focus Skill:**  **Taking notes in a debate** | **Time Frame:**  **2+ Hours** |

**PART 1—ESSENTIAL ELEMENTS**

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| **Essential Question** | **How do I take effective notes during a round?** |
| **Objective 1** | Students will develop and practice their own shorthand for note taking. |
| **Objective 2** | Students will learn and practice a format for note taking during a debate |
| **Objective 3** | Students will learn to distinguish between taglines (with citations) and pieces of evidence. |

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

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| **Important Terms**  **Flow—**specific type of notes taken during a debate round; a record of the arguments made in a debate which portrays the development of arguments from the first speech to the last  **On Case—**Arguments dealing with basic arguments set by the affirmative in policy debate like harms, inherency, solvency, etc.  **Off Case—**Arguments brought up by the negative to show overall issues with the affirmative case in policy debate (i.e.—disadvantage, topicality, counter plan, kritik, etc.)  **Preflow—**a flow of the students own cases and/or arguments that is completed before the round begins. For example, before each round begins, students should start their flow for that round filling in all of their own pre-determined arguments (i.e.—their own case) so that they are ready to flow the arguments that their opponent makes against their own case.  Students will listen to the webinar on flowing either in class or out of class, and then students will work together to flow their partner’s speech.  **[Note: flowing is something that takes much practice to master, so revisiting this lesson and encouraging and assigning practice of this skill will be necessary even after the lesson.]** |

**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 hour** | **Have students watch the Flowing Webinar -** This can be done during class or given as homework to be finished before this lesson. Students should take notes as they watch. When finished, review and discuss the webinar with the students. Be sure the students have the terms listed in the overview in their notes and understand what they are. |
|  | **15 minutes** | **Hand out the Flow General Symbols** to read and review with the students. Remind the students that each time there is a new topic, they will need to come up with their own general symbols for that topic that they will use for words that are likely to be used regularly in debates for that topic. |
|  | **45 minutes to an hour** | **Have students pair up and read cases to each other. While one student reads, the other student should flow the case being read.**  This first read-through / flow will take longer than expected.  Tell students to allow some extra time after each case for the person who is flowing to get caught up. Also, as students are beginning this skill, you might mention to students that if they missed some tags during the speech, they can use SOME of their CX time to ask their opponent to restate tags so that they have a record of what arguments have been made. |
|  | **10-20 minutes** | **Continuing in pairs – Students should check their opponent’s flow to see if key points are on the paper.**  They will not always agree on this. Even the discussion that follows from this will show them that different people value different parts of the argument. |
|  | **Optional Practice** | **You may want to have students watch some final round speeches and flow them. In future lessons, they will be watching full final rounds and flowing, but you may want to have them watch some individual first speeches to practice flowing.** |

**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?)*   * Student performance and product will be tied to the improvement and clarity and completeness of their in-class flows. * Students should also be able to present a pre-flow of their own cases – affirmative and negative. |

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| **Key criteria to measure Performance Task(s) or Key Evidence:**  *Examples: Rubric, Checklist, etc***.**  **Checklist—**   * Organization—is the flow arranged neatly so that the flow of arguments can be easily followed from one speech to the next. * Tags—the student has correctly recorded tags for each argument in each speech. * Evidence—the student has identified where evidence has been used, and as they have gotten more advanced, they have included some specifics about each piece of evidence (i.e.—author, title, data, etc.) |

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| **Assessment Strategies** *(Identify Informal/Formal Strategies)***:**  **Informal –** Teacher observation of participation and effort.  Teacher observation of pair/share in small groups.  **Formal –** Collection and rubric evaluation of flows indicated in unit and noted on sample rubric. |

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

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| As students progress through debate, have students watch and flow all rounds they debate or watch (be sure to check your state rules on spectators flowing rounds as some states only allow participants and judges to flow during competition rounds). Periodically, use the rubric to check students’ flows. |

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

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
| **Debate Final Rounds** | **https://www.speechanddebate.org** |
| **Webinar** | **https://speechanddebate.adobeconnect.com/\_a1090636053/p5dkwegunlq/?launcher=false&fcsContent=true&pbMode=normal** |
| Flowing General Symbols | Attached |
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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:** |
| **PF Textbook, Pages 113-115, 122-126** | **https://www.speechanddebate.org/wp-content/uploads/Public-Forum-and-Congressional-Debate-Textbook.pdf** |
| **LD Textbook, Pages 51-54** | **https://www.speechanddebate.org/wp-content/uploads/Lincoln-Douglas-Debate-Textbook.pdf** |
| **Policy Textbook, Page 66** | **https://www.speechanddebate.org/wp-content/uploads/Policy-Debate-Textbook-1.pdf** |

**Reflections/Review for Future:**

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| **Teaching students to flow may take additional effort at the beginning of the process. Creating your own flows as demos will help you learn the process better and, as you develop stronger students, they will be able to improve on the process.**  **Students who can keep track of their debates are much more able to:**   * Understand their victories and losses. * Review their debating choices, after round. * Recognize opportunities and challenges as they present themselves in round. * Report to you, as the coach, how to better help them prepare for the unique challenges each speech in round will present them. |