



A Health Literacy Resource

Grade 10

English Language Arts
Social studies
Planning



Table of contents

A Health Literacy Resource for BC Schools.....	1
A Constructivist Approach to Health Literacy	3
Drug Use: A Human Behaviour	6
About the Grade 10 Module	11
Lesson 1: Introducing the Art of Policy Debate	15
Lesson 2: “Selling” an Argument – The Art of Persuasion	17
Lesson 3: Policy Issues Involving Substance Use	18
Lesson 4: Planning and Researching a Debate Argument	19
Lesson 5: More Speech Planning and Writing	20
Lesson 6: Policy Debates and Assessments	21
Photocopying Masters.....	22

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A health literacy resource for BC schools

iMinds is a drug-related health literacy program designed for students in **Grades 6 through 10**. Each module of the program features easy-to-implement lessons that meet numerous *Prescribed Learning Outcomes* and help students develop the knowledge and skills they need to survive and thrive in our drug-using world.

i

= individual,
interdependent, identity

Minds

= used to understand
and navigate our world,
influenced by social
and environmental
factors largely beyond
our individual control

our drug-using world?

People around the world have been using a wide variety of drugs—caffeine, tobacco, alcohol, cannabis and so on—for various reasons for thousands of years. While often used for medicinal reasons, most drugs have also been used for social, recreational and spiritual reasons.

In Canada, many people think the word “drug” refers only to psychoactive (aka “mind-altering”) substances that are currently illegal, such as cannabis and cocaine. But all substances that change the way we think, feel and behave—including many prescription medications—are, in fact, drugs.

What are iMinds’ objectives?

iMinds aims to give young people an opportunity to

- understand the long relationship between humans and tobacco, alcohol, cannabis and other substances
- analyze social and environmental influences related to drug use and other lifestyle choices
- extend their thinking by personalizing and explaining relationships among ideas and information related to drug use
- use a variety of communication skills to gather, evaluate and explain information and ideas related to successfully navigating a drug-using world
- describe strategies for attaining and maintaining physical, emotional and social health during childhood, adolescence and young adulthood

What makes iMinds stand out?

iMinds promotes mental health literacy by engaging students in honest, thoughtful discussions and projects that involve issues relevant to their daily lives and futures. Rather than overloading them with health information—or trying to scare them away from using drugs—the lessons encourage students to both express and think critically about their current drug-related beliefs, attitudes and behaviours.

Children need knowledge and skills to navigate their world of pressures, promises and panaceas. For this reason, the Centre for Addictions Research of BC at the University of Victoria has been working with schools and other partners to develop learning resources—including *iMinds*—that help teachers help their students survive and thrive in today’s world.



iMinds: A health literacy resource for BC schools (Cont'd)

Students examine the factors that influence the way they think, feel and behave. They also learn about and discuss ways to address problems related to health and drug use that may arise in themselves, their families or their communities.

Drawing on the social ecological model, *iMinds* is based on the idea that awareness, actions, decisions and behaviours are influenced by multiple factors: personal factors requiring self-management skills, relationships requiring social skills, and the physical and cultural environment requiring navigational skills. By addressing all three areas, students develop healthy connectedness—a sense of both autonomy and social belonging.

What do teachers like about *iMinds*?

iMinds does NOT require teachers to be “experts” on drugs or mental health. Instead, teachers serve as facilitators (versus drug prevention experts) who explore ideas and issues along with their students. *iMinds* is based on a constructivist approach to teaching and learning. This involves the belief that learning occurs when students are actively involved in the process of carving out their own meaning of things they both experience and come to “know” from various sources.

Rather than passively receiving information, learners are motivated to think critically and become actively involved in the pursuit of knowledge. Together, the class identifies their current knowledge, explores other ideas and opinions, and acquires and demonstrates new knowledge related to drugs and mental health. (Note: Teachers who would like to learn more about mental health and drug-related issues can visit heretohelp.bc.ca or carbc.ca.)

Implementing *iMinds* requires only basic preparation and materials. Each module consists of six easy-to-follow lesson plans that culminate in a project, presentation or some form of friendly competition between student teams. Each individual lesson plan features

- a list of the supplies needed or suggested
- step-by-step instructions
- master copies of all the handouts and transparencies
- rubrics for evaluation purposes



iMinds students are not taught to be “super individuals” who are able to “resist the tide of peer pressure.” They are instead taught to critically assess the various influences and choices that shape their personal and social lives.

iMinds at-a-glance

Grade 6 students become detectives and examine “clues”—influences and behaviours—to solve a case involving three fictional students who keep falling asleep in class. Students then learn how to apply new knowledge to their own lives.

Grade 7 students learn about the role of substance use in ancient societies in order to gain a broader perspective. They also learn ways to navigate today’s world where drug use is also common.

Grade 8 students become behavioural scientists who study media and its influence on teen behaviour. They learn how to gather, analyze and interpret data as they work in teams on a research project related to mental health or substance use.

Grade 9 students strengthen their understanding of the literary forms of short story and parallel poem while exploring issues surrounding the use of alcohol and other drugs.

Grade 10 students develop their critical thinking skills while learning about and performing formal debates related to using alcohol and other drugs.

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A Constructivist Approach to Health Literacy

By their very nature, discussions that involve mental health, drug use and other factors that contribute to human health are bound to invoke controversy. Some teachers may view the potential for controversy as unattractive or overwhelming. They may worry about being asked questions for which they do not have answers.

A constructivist approach is ideal for teaching health literacy because it avoids setting the teacher up as the “health expert.” Instead, it treats health literacy as a body of knowledge, skills and strategies that must be constructed by the learners out of experiences and interactions within their social contexts. Understanding the role of drugs, for example, becomes not a matter of regurgitating a pre-set list of “facts,” but about constructing and elaborating upon one’s own ideas and experiences within the constraints of the available evidence and the conventions of community discourse.

The role of a teacher is not to provide answers—it is to create a context of inquiry. Since all questions and comments can be heard, discussed and explored in light of evidence, even students who go for shock value will soon learn that their ideas are simply that—ideas. By validating all students’ inquiries and providing them with sources of information, facilitators encourage young people to become active thinking beings.

Here are a few basic guidelines:

- **Stay neutral** and acknowledge all contributions in an unbiased but questioning manner. By showing respect to all students regardless of their opinions, you encourage them to do the same.
- **Insist on a non-hostile environment** where students respond to ideas and not the individuals presenting those ideas. Make it clear from the start that everyone must be open to listening to and considering views that may be different from their own.
- **Encourage all students to take part** in discussions, but avoid forcing anyone to contribute if clearly reluctant. Ensure students know their feelings and opinions are important and will be respected.
- **Keep discussions moving in a positive direction** by questioning or posing hypothetical situations that encourage deeper thinking about the topic.
- **Understand that consensus is not necessary** on issues, and that a lack of consensus is in fact a better reflection of “real life.”
- **Get comfortable with silence** as sometimes discussions require reflection.

A constructivist approach to teaching and learning recognizes that learners need time to

- express their current thinking
- interact with objects in the world to develop a range of experiences on which to base their thinking
- reflect on their thinking by writing and expressing themselves, and comparing what they think with what others think
- make connections between their learning experiences and the real world

5-i Model

iMinds uses the **5-i model** developed by the Centre for Addictions Research of BC at the University of Victoria to guide participants through these phases of constructivist learning.

identify

Students come to a learning situation with prior knowledge. The *identify activities* provide students and teachers with a means of assessing what they already know. The activities serve to engage students and encourage them to share their current ideas.

investigate

Learning requires students to observe, analyze and evaluate as they interact with materials and ideas introduced through the *investigate activities*. The new evidence may be provided through the ideas of their peers as well as by authoritative sources (e.g., reference books).

interpret

Students are encouraged not only to reach conclusions but also to assess the strength of evidence for those conclusions within a range of possible interpretations. The *interpret activities* encourage students to understand evidence and use deductive reasoning.

imagine

Students who know how to understand evidence and manage a range of conclusions are in a better position to imagine possible solutions to human problems. The *imagine activities* encourage students to open their minds to “what if?” scenarios and solutions.

integrate

Knowledge involves the ability to incorporate new ideas into what is already known, and to use this new knowledge in further explorations. The *integrate activities* allow both students and teachers to make a summary assessment of what students know and can do.

Using Constructivist Educational Techniques in the Classroom

should be happening

should not be happening

identify	<ul style="list-style-type: none"> Students show curiosity about subject matter and are comfortable expressing their prior knowledge Teacher discerns students' prior knowledge of the subject by watching and listening to student-to-student interactions Students come up with their own questions (e.g., "What more do I need to know?" and "What can I do to get the information?") Teacher facilitates by asking probing questions, and students are encouraged to interact with each other 	<ul style="list-style-type: none"> Teacher discourages students from presenting views and asking questions Students ask for "right answer" as if preparing for a formal test Teacher provides answers, gives step-by-step solutions to problems, or tells students that their answers are incorrect Teacher speeds through the process and gives students insufficient time to formulate thoughts and make real sense of their experiences
investigate	<ul style="list-style-type: none"> Students are given ample time to observe, describe and record data, as well as work through puzzles and problem-solve on their own Teacher asks students to provide more than one explanation and offer evidence for their explanations Emphasis is placed on students understanding conceptual connections between new and old experiences Students are encouraged to use their new understanding to explain a new event or idea 	<ul style="list-style-type: none"> Students sit quietly and "learn" through passive means Students' contributions in previous lessons are ignored Both teacher and students accept answers that are not backed by evidence Students are not encouraged to share ideas or explanations and are allowed to stop investigating subject after finding only one solution
interpret	<ul style="list-style-type: none"> Teacher offers terminology and alternative explanations to supplement what students have already presented Teacher asks questions that help students draw logical conclusions from the evidence they have gathered Students have a chance to compare their ideas with those of others, and perhaps revise their thinking 	<ul style="list-style-type: none"> Teacher offers unrelated concepts or skills, or provides explanations that lack evidence Teacher dismisses students' explanations and experiences Students are not given time to process new information and synthesize it with former experiences
imagine	<ul style="list-style-type: none"> Students and teacher come up with new questions that take them deeper into the subject matter Students are encouraged to "think outside the box" and consider "what if?" scenarios related to new ways of thinking, acting and solving problems 	<ul style="list-style-type: none"> Students are told to "be realistic" instead of encouraged to come up with "what if?" scenarios Teacher discourages discussion about controversial subject matter and seeks to make students see world in a traditional, "safe" way
integrate	<ul style="list-style-type: none"> Students communicate their understanding of new concepts and demonstrate their skill at drawing conclusions from evidence Teacher observes and records what students have learned and are able to communicate Teacher encourages students to monitor and evaluate their own progress by comparing their current understanding to their prior knowledge 	<ul style="list-style-type: none"> Students are required to memorize information and are formally "tested" on vocabulary, terms and facts Teacher introduces new ideas or concepts and allows open-ended discussion on ideas unrelated to the focus of the lessons Students fail to communicate ideas effectively or appear to have simply memorized information without truly understanding it

Human behaviour does not occur in a vacuum. A variety of influences—from genetic to social—shape our behaviours. Some groups of influences are listed below:

- basic needs (e.g., affection, food, shelter)
- biology/genetics (e.g., disabilities, health, hormones)
- community/environment (e.g., neighbourhood, policies/laws)
- family (e.g., culture, family support, values)
- media (e.g., advertisements, music, video games)
- personal goals (e.g., grades, image, morals)
- resources (e.g., money, time, transportation)
- social (e.g., friends, role models, teams/clubs)

Interactions between influences mediate or exacerbate the effect of individual influences. For example, a person may be first introduced to a particular lifestyle through the media and then later be encouraged by their peers to participate in an illegal behaviour associated with that lifestyle.

The level of personal control an individual exercises over an influence also mediates its impact. For example, while people cannot modify their genetics, a person who is genetically predisposed to developing heart disease might consciously engage in behaviours that will decrease (or increase) their risk of getting it.

The degree of control a person has over their social situation is also a factor. For example, an adult may decide to improve their diet as a result of influences such as advice from a doctor. However, children may have very little control over what their parents provide them to eat. Adolescents, by contrast, often have some control over many influences in their lives. But they may not always realize the extent to which they can modify their own behaviours and may need help to both recognize the influences on their behaviours and analyze which ones they have the ability to modify.

Role of behaviour on mental health

Mental health is the capacity of individuals to feel, think and act in ways that enhance their ability to enjoy life and deal with challenges.

Mental health has significant importance to overall health and extends beyond the absence of mental illness. Likewise, a person's physical health can have an impact on their mental health.

Unhealthy behaviours established during adolescence—smoking cigarettes, binge drinking and so on—can contribute to a variety of chronic diseases and have a negative effect on a young person's mental health status, now and in the future. At the same time, exercise, relaxation, realistic goals, time management and interpersonal relationships can enhance a teen's mental health and even mitigate the impact of physical or mental illness.

Most people, including teens, are aware of the potential harms associated with certain behaviours. Yet some choose to continue to engage in those behaviours anyway. (Think about people who smoke cigarettes despite the wealth of information linking tobacco and lung cancer.)

A variety of influences contribute to an individual's decision to either engage in a potentially unhealthy behaviour or avoid it. Among these is the degree of pleasure or value an individual obtains from the behaviour. This varies from individual to individual and is mediated or intensified by a range of personal, social and environmental influences. An individual's perception of short- or long-term health risks may also influence their decision. More immediate risks often have a bigger impact than long-term risks, particularly when it comes to youth. For example, for young people, bad breath may be a greater deterrent to smoking than the chance of developing lung cancer.

Drugs and the brain

A drug is a substance that alters the way the body functions either physically or psychologically. Of particular concern are drugs that act on the central nervous system (CNS) to affect the way a person thinks, feels or behaves. Called “psychoactive substances,” these drugs include caffeine, alcohol, tobacco and cannabis, among many others.

Drugs are often grouped as legal versus illegal, or soft versus hard. These categories can be confusing and misleading. The legal status of drugs changes over time and location, and the concepts of “hard” or “soft” are impossible to define as their effects differ from person to person and are influenced by context and dose.

A more useful classification relates to the impact drugs have on the CNS:

- **Depressants** decrease activity in the CNS (e.g., decrease heart rate and breathing). Alcohol and heroin are examples of depressants.
- **Stimulants** increase activity in the CNS and arouse the body (e.g., increase heart rate and breathing). Caffeine, tobacco, amphetamines and cocaine are stimulants.
- **Hallucinogens** affect the CNS by causing perceptual distortions. Magic mushrooms and LSD are examples of hallucinogens.



Why people use drugs

There is no society on earth that does not in some way celebrate, depend on, profit from, enjoy and also suffer from the use of psychoactive substances. Like most developed countries, Canada has a long tradition with—and legally sanctions the use of—older drugs such as alcohol and nicotine. Multinational companies manufacture, advertise and sell these products for substantial profit to a large market of eager consumers while our governments and communities reap a rich harvest from tax revenues. They also reap another kind of harvest in terms of health, legal, economic and social problems which are mostly hidden from view.

The last century saw an upsurge in the cultivation, manufacture and trade of other psychoactive substances, some quite ancient and others new. Some have been developed from pharmaceutical products made initially for treating pain, or sleep or mental health problems (e.g., heroin, barbiturates and benzodiazepines). Others have been manufactured for recreational purposes (e.g., ecstasy), while still others, notably cannabis, are made from plants or seeds that have been cultivated and traded to new and much larger markets. As with most countries, Canada has implemented legal sanctions supported by international treaties in its attempts to control the manufacture, trade and consumption of these products, though their use continues in varying degrees.

Around these drugs, each with its own unique effect on human behaviour and emotion, have grown rituals and traditions which shape patterns of use for particular purposes. For almost every type of human activity, there are substances used to facilitate that activity in some way (e.g., religious ceremonies, sport, battle, eating, sex, study, work, dancing, public performances and socializing).

Why teens use drugs

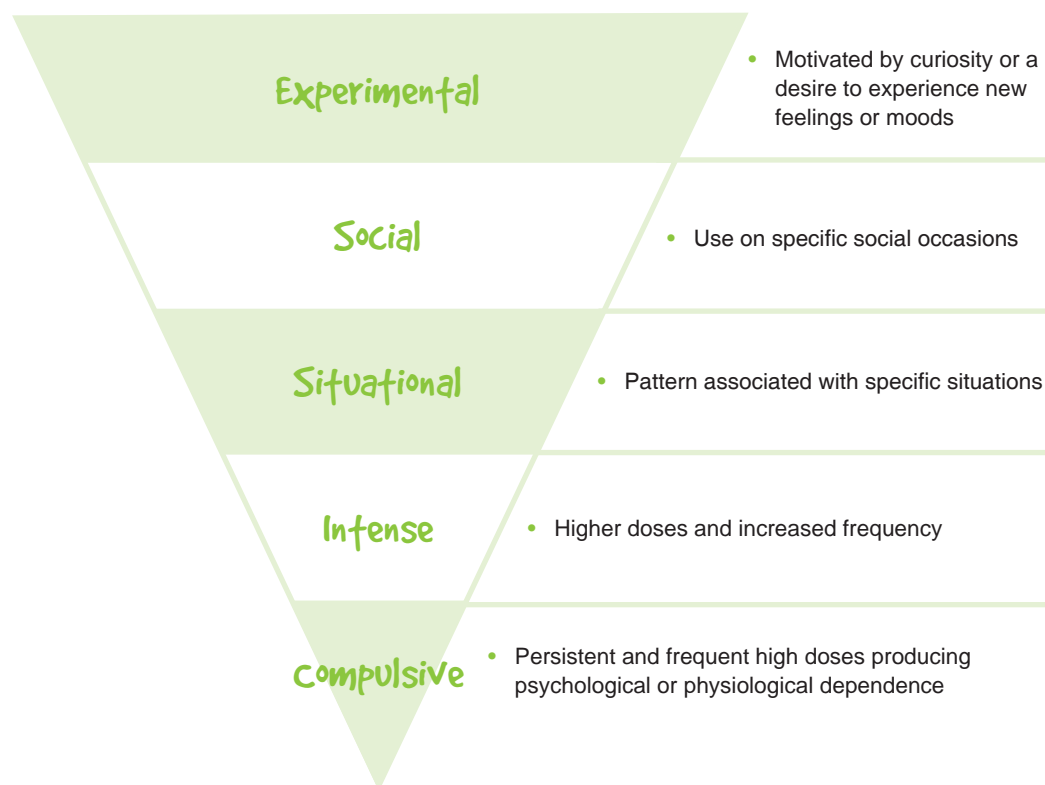
Research suggests teens use drugs for many of the same reasons adults do: curiosity, fun, self-discovery, to fit in, to cope with stress or pain, to alleviate boredom or depression, to stay awake to study or work, out of habit or rebelliousness, for weight loss and to aid sleep.

These different motives for use powerfully influence a young person's pattern of use and the potential for benefit or the risk of harm. If the motive for use is fleeting (e.g., curiosity), then only occasional or experimental use may follow. If the motive is a strong and enduring one (e.g., a chronic sleep or mental health problem), then more long-lasting and intense substance use (with greater risk of harm) may follow. A shorter-term but intense motive (e.g., to fit in, to have fun, to alleviate temporary stress) may also result in risky behaviour and harm such as injury or acute illness.

Difference between drug use, risk and harm

It is important to acknowledge that the careful use of many psychoactive substances can be harm-free and even beneficial. Nonetheless psychoactive substance use involves risk that ranges from mainly low-risk (and sometimes beneficial) use through potentially hazardous use to clearly harmful use.

As illustrated in the diagram below, most alcohol or other drug use by young people is experimental or social. However, it cannot be emphasized enough that even occasional use can be hazardous and, at the wrong time and in the wrong dose and wrong place, even fatal. The short-term effects from occasional heavy use are the most frequent causes of serious harm from substance use among young people.



Repeated use of a drug, especially on a daily basis, may pave the way for a strong habit or dependence which can be hard to break. Such intense patterns of use tend to require significant funds to support the habit, and compete with other social demands and expectations from family, school and the wider community. There is also evidence that patterns of intense use temporarily blunt the capability of an individual to experience pleasure in other ways. The reward centres of the brain have become “hijacked” by the need to be repeatedly provided with rewards from the drug of choice, whether it be alcohol, tobacco, cannabis or some other psychoactive substance.

Some signs that substance use has become particularly risky or harmful include some or all of the following:

- early age of onset (especially before age 13 or 14)
- use to cope with negative mood states
- habitual daily use
- use before or during school or work
- use while driving or during vigorous physical activities
- use of more than one substance at the same time
- use as a major form of recreation

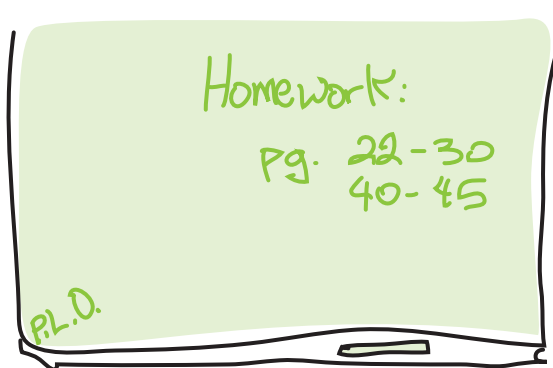
Signs that patterns of use are less likely to be harmful include: taking precautions when using, being careful to use only in small or moderate amounts, less frequent use in only particular contexts, and being able to stop using at any time.

Resilience in the face of risk and protective factors

Resilience is the ability to rise above or bounce back from adversity. Resilience results from the presence of basic human protective systems, and builds in a person as they develop confidence in their skills and abilities, their families, their relationships and their communities.

Resilience is often included in discussions about risk and protective factors. The idea is that the more protective factors children have in their lives, the more resilient they will be in the face of obstacles or challenging circumstances. But the precise relationship between risk and protective factors and health outcomes is complex and messy, like everything else involving human beings. What we do know is that risk factors alone do not accurately predict outcome.

These factors may be individual (e.g., genes, personality), social (e.g., family, friends, culture), or environmental (e.g., economy, politics). And they may interact with each other in intricate ways to mediate or exacerbate the effect. But there is wide agreement that the protective factors with the most profound impact on a young person’s development are family nurturance and connectedness to school.



Quick Guide to Drug Use



What are drugs?

Drugs are chemicals that change the way our bodies function. Psychoactive substances are drugs that affect our central nervous system (especially the brain) and make us see, think, feel and behave differently than we usually do. Some of the most commonly used drugs are caffeine (in cola, coffee, tea and chocolate), nicotine (in cigarettes, cigars and chewing tobacco), ethanol (in alcohol), and THC (in marijuana and other cannabis products).

Why do people use drugs?

People use drugs to get some benefit. For example, many people drink coffee to wake up and feel alert. And many people use alcohol to relax and unwind. Other drugs are used to take away pain or to address other problems. Some drugs are used to have a good time or to induce a spiritual experience.

How can using a drug be good and bad?

Many drugs, like certain medications, have greatly benefited human beings. In fact, most drugs are useful in some way. But all drug use also carries some risk. Even prescription medication from a doctor can cause harm, especially if not taken properly. It helps to think of drug use on a spectrum:



How much risk is involved in using a drug—and how much harm it may cause—depends on many factors.

- 1. More drug equals more risk.** Increased risk is associated with a greater amount and increased frequency of drug use, and with a higher concentration of the drug.
- 2. Younger age equals more risk.** The human brain begins to develop in the womb but is not fully formed until well into adulthood. Drugs influence not only our immediate experience but also the way our brains develop. Drugs have a greater impact on young brains than they do on older brains.
- 3. Places, times and activities influence risk.** Drinking a glass of wine at a family celebration and then playing chess with grandpa is less likely to result in harm than sneaking alcohol with a group of classmates and then riding bikes or skateboarding.

- 4. The reasons are important.** When a person uses a drug because they are curious, they are likely to use it only occasionally or for a short time. But when a person uses a drug to deal with long-term problems, they may use the drug too much or too often. When a person uses a drug in order to fit in with a particular group, they may not listen to their inner self and therefore may make poor choices.

Making good decisions about substance use involves always looking at both the benefits and the risks, thinking about the reasons the drug is being used, and ensuring the context is safe for use. Generally, it is safest not to use any drug unless one can be sure the benefits clearly outweigh the risks, and that the context and reasons for use do not increase the potential for harm.

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About the Grade 10 Module

The Grade 10 module helps students develop their critical thinking skills while learning about and performing formal debates on the use of alcohol and other drugs. Working in teams, students engage in discussions and prepare arguments that highlight the power of the individual to effect change.

Grade 10 is an ideal time for young people to learn how to make and deliver effective arguments, particularly when it comes to issues that have meaning to them. Now in high school (or the last year of middle school), students in Grade 10 often desire more responsibilities, both at home and school, in exchange for greater freedom to make choices for themselves. Knowing how to lay out a logical argument and defend their position can

help students build the confidence they need to be granted greater decision-making control over their lives.

The Grade 10 module encourages ongoing assessment and culminates in a debate presentation that allows students to demonstrate what they have learned. As a teacher, you are encouraged to modify lessons according to the needs of your class. Depending on available time and student ability, you may wish to adapt or supplement the suggested activities. Care should be taken, however, to ensure each student is exposed to all stages of the 5-i model. The module should be delivered in a way that allows each student to complete projects that reflect their interests and fit their academic and social abilities.



Module at a Glance

	Overview	Activities	5-i Flow	Minutes
Lesson 1	Introduction to debate	Opening Questions	Identify	15
		Class Activity	Interpret/ Imagine	50
		Closing: Discuss Homework	Investigate	15
Lesson 2	Learning about and practising the art of persuasion	Opening: Introduce Persuasion	Investigate	10
		Group Activity	Interpret	30
		Group Activity	Identify	10
		Closing: Discuss Homework	Interpret	20
Lesson 3	Exploring policy resolutions	Opening: Definitions	Interpret	10
		Team Activity	Investigate/ Interpret	25
		Team Activity	Imagine	30
		Closing: Discuss Homework		5
Lesson 4	Preparing debate speeches	Opening: Debate Plan	Interpret	15
		Team Activity	Investigate/ Imagine	60
		Closing: Discuss Homework		5
Lesson 5	Preparing debate speeches (cont.)	Opening Questions	Interpret	15
		Team Activity	Imagine/ Integrate	55
		Closing: Discuss Homework		10
Lesson 6	Debate speech performances	Prepare for Performance	Integrate	20
		Class Activity: Debate Speech Performances and Evaluations	Integrate	60
		Closing: Wrap Up		

Links to BC curriculum

This module addresses the following prescribed learning outcomes (PLOs)

English 10	
Comprehend and Respond	<p>Comprehension</p> <ul style="list-style-type: none"> interpret and report on information from more than one source - read, heard or viewed - to develop and support positions on a variety of topics <p>Critical Analysis</p> <ul style="list-style-type: none"> demonstrate awareness of how the artful use of language can affect and influence others
Communicate Ideas and Information	<p>Composing and Creating</p> <ul style="list-style-type: none"> demonstrate an awareness of the characteristics, needs and preferences of specific audiences locate, access and select appropriate information from a variety of resources and consider the quality, currency and accuracy of each source organize ideas and adjust style, form and use of language to suit specific audiences and achieve specific purposes apply various strategies to generate and shape ideas <p>Improving Communication</p> <ul style="list-style-type: none"> use established criteria to appraise own and others' work to determine the appropriateness of the resources used and to offer relevant, constructive suggestions in an appropriate manner revise and edit communications to improve content, organization and effect to suit specific audiences and purposes apply specific criteria to assess and revise communications <p>Presenting and Valuing</p> <ul style="list-style-type: none"> demonstrate pride and satisfaction in using language to formulate and express personal positions create a variety of academic, technical and personal communications, including debates

Links to BC curriculum (cont'd)

Self and Society	Personal Awareness <ul style="list-style-type: none">demonstrate pride and satisfaction in using language to formulate and express personal positions	Working Together <ul style="list-style-type: none">demonstrate commitment to collective goalsshow a willingness to consider and elaborate on others' ideas and viewpoints
	Building Community <ul style="list-style-type: none">acknowledge and paraphrase views that differ from one's own and reassess own viewpoints	
Social Studies 10		
	Skills and Processes of Social Studies <ul style="list-style-type: none">apply critical thinking skills, including questioning, comparing, summarizing, drawing conclusions and defending a positiondemonstrate effective research skills, including accessing information, collecting data, organizing information, presenting information and citing sourcesdemonstrate effective written, oral and graphic communication skills, individually and collaboratively	
Planning 10		
	Healthy Living <ul style="list-style-type: none">analyze factors that influence health	Health Information <ul style="list-style-type: none">analyze health information for validity and personal relevance
	Healthy Relationships <ul style="list-style-type: none">demonstrate an understanding of skills needed to build and maintain healthy relationshipsanalyze factors contributing to a safe and caring school	Health Decisions <ul style="list-style-type: none">evaluate the potential effects of an individual's health-related decisions on self, family and communityanalyze strategies for preventing substance misuse



Lesson 1: Introducing the Art of Policy Debate

In preparation ...

1. Familiarize yourself with each of the learning activities in this lesson.
2. One class prior to this lesson, tell students to bring in an interesting item to “sell” to their classmates (or bring in your own items for students to “sell”).
3. Make copies of:
 - **Contrary Argument Topics sheet** – 1 copy, cut into strips
 - **Student Self-Assessment sheet** – 1 per student
 - **Birth of a Sales(wo)man sheet** – Make 1 transparency
4. You will need:
 - **Peer Assessment Rubric sheet** – 1 per student
 - A “hat” from which to draw argument topics
 - Overhead projector
 - Large box for students to store their “sales products”
 - Optional: eye patch/blindfold (for choosing products from box)
 - Podium for “sales” presentations

Lesson Activities

Opening: Introduce and explore the concept of “debate” (15 min)

- On the board, draw a 3-column chart with these headers:
 - Rules of debating
 - Qualities of a successful debater
 - Debating skills useful in other areas of life
- Ask students to call out suggestions for filling in the chart. (This will help you find out how much they already know about debating.) The discussion should turn up a few elementary rules and basic techniques, and create a realization that many skills of debating can be applied to their lives
 - (e.g., “persuasion skills” could be used to convince Mom to extend curfews, and knowing how to “deliver a solid argument” could be helpful in challenging a teacher about the relevance of homework assignments).
- Briefly explain that, over the next 6 lessons, students will be learning about and applying the skills they have identified in their brainstorm session, and will in the end be participating in a formal debate related to the use of alcohol and other drugs.

Class Activity: Present “persuade me” mini-arguments (50 min)

- Explain that salespeople often have to sell products they do not like and/or do not approve of, and that debaters also have to present arguments that go against their own opinions.
- Pass around the “hat” filled with *Contrary Argument Topics* and ask each student to take out one topic. Tell students they will have 5 minutes to prepare a 1-2 minute argument about their selected topics.
- Ask for volunteers (or use another method for choosing students) to start the presentation process. Invite students to use the podium (or allow them to stand at their desks) while presenting their arguments.
- When presentations are finished, have all students stand and applaud themselves, pat themselves on the back, or take a communal bow. (A lively, accepting environment is essential for this type of risk-taking.)
- Hand out *Student Self-Assessment*, refer to the brainstorm chart on the board, and tell students they have 5-10 minutes to complete the exercise.



Notes & Tips

Ensure students understand that this exercise is only a practice to loosen them up, and that expectations are based solely on participation.

If desired, tell them you have prizes for those whose sales pitches last at least 1 minute.

Closing: Discuss homework (15 min)

- Circulate around the room with the box of “products” brought from home (as requested earlier in the week). Have each student draw a product from the box. (If desired, give students a blindfold before having them choose an item.)
- Preview *Birth of a Sales(wo)man* assignment on the overhead.
- Hand out and review *Peer Assessment Rubric*.
- Remind students to bring back their products and their assessment rubrics for the next class.



Lesson 2: “Selling” an Argument – The Art of Persuasion

In preparation ...

1. Familiarize yourself with each of the learning activities in this lesson.
2. Cluster desks in groups of 6 to 10 (circles or semi-circles work best) and make a list of which students belong in each group. (Note: Try to make the groups as balanced as possible in terms of gender and skill.)
3. Make copies of:
 - **Peer Assessment Rubric sheet** – Make extra copies for students who forget to bring theirs back from the last lesson
 - **Rules of Debating sheet** – 1 per student
 - **Roles for Debate sheet** – 1 per student
4. You will need:
 - Overhead projector

Lesson Activities

Opening: Introduce the “sales pitch” concept (10 min)

- Ask students to take their seats according to the desk arrangement you arranged earlier.
- Have students take out the *Peer Assessment Rubric* given to them last class (or hand out extra copies to those who have forgotten or lost theirs). Review handout and inform students they will be assessing the classmate seated to their left.

Group Activity: Present and assess sales pitches (30 min)

- Choose one student from each group to stand up and start their sales pitch. Explain that whoever is speaking gets to choose which student goes next.
- Remind student evaluators to turn their assessment sheets face down upon completion.

Group Activity: Identify effective persuasion skills (10 min)

- Have each group generate a list of the “5 best persuasion skills” featured in their group’s presentations. Ask one student to be the recorder. When finished, ask another student(s) in the group to write their group’s list on the board. Review lists with students.

Closing: Prepare for next class’s “big debate” (20 min.)

- Hand out, review and discuss *Rules of Debating*, and ask students to highlight the key points.
- Hand out, review and discuss *Roles for Debate*.
- Congratulate students for taking risks and ask them to review their notes for homework. Tell students they will be assigned teams and will be receiving their debate propositions next class.

Lesson 3: Policy Issues

Involving Substance Use



In preparation ...

1. Familiarize yourself with each of the learning activities in this lesson.
2. If desired, schedule 60 minutes of computer lab or library.
3. Create a list of debate teams containing 4 students per group. (Note: Create balanced groups since these teams of students will work together in upcoming lessons.)
4. Make copies of:
 - **Providing Definitions** sheet – 1 per student
 - **Policy Resolutions** sheet – Make 1 transparency
 - **Attention Please!** sheet – Make 1 transparency
 - **Disputing Definitions** sheet – 1 per student
 - **Disputing a Definition Assignment** sheet – 1 per student
5. You will need:
 - Dictionaries, thesaurus, quotation collections and other applicable resources (preferably placed in a central area of the classroom)
 - Overhead projector

Lesson Activities

Opening: Introduce idea of “providing definitions” to resolutions (10 min)

- Hand out *Providing Definitions* and review with students.

Team Activity: Develop a policy resolution (25 min)

- Tell students you have divided the class up into debate teams, and give them a minute to form their groups.
 - Display *Policy Resolutions* on the overhead projector and assign each team a resolution requiring a definition (you or the students may add other resolutions, if desired).
 - Have students use classroom resources (or library and/or computer resources) to define the resolution they have been assigned.
- To ensure that all students participate, stipulate that the first 10-15 minutes should be used for individual research. The remaining time can be used to discuss and collaborate to create one group definition.
- Assign one student the job of “recorder” and another “reporter.” Remind students they will be reporting their definitions to the class.

Team Activity: Create “attention claimers” (30 min)

- Display *Attention Please!* and have students suggest any additions to the list. Ask each team to create “attention claimers” to support their definition.
- Ask a few teams to read out their definitions/attention claimers, and have other teams offer comments.

Closing: Discuss homework (5 min)

- Hand out *Disputing Definitions* and have students read and highlight key points. Then give each student *Disputing a Definition Assignment* and ask them to complete it and hand it in next class.



Lesson 4: Planning & Researching a Debate Argument

In preparation ...

1. Familiarize yourself with each of the learning activities in this lesson.
2. Consider the skills and personalities in each debate team, subdivide each group into an affirmative team (2 students) and negative team (2 students) for each issue, and both fill in and make a transparency using **Debate Teams**.
3. If desired, schedule 60 minutes of library/ computer lab time.
4. Make copies of:
 - **Debate Teams** sheet - 1 transparency with names filled in
 - **Planning a Debate** sheet – 1 per student
5. You will need:
 - Overhead projector



Notes & Tips

Affirmative teams may use or revise definitions and attention claimers created in Lesson 3.

Lesson Activities

Opening: Introduce debate “game plan” (15 min)

- Inform students they will be working in their previously assigned teams on the same resolutions they were given in Lesson 3, but that their group will be subdivided into affirmative and negative teams.
- Display *Debate Teams* on overhead projector and have students sit with partners.
- Tell student pairs to use the information and skills they have gained so far to plan and research their side of the argument.

Team Activity: Research, write and prepare debate (60 min)

- Hand out *Planning a Debate* and review with students.
- Instruct students to begin planning and conducting research. Explain that you will be circulating the room to help where necessary.

Closing: Discuss homework and upcoming debate (5 min)

- Remind students that they will have one more class to conduct research, write their arguments/speeches, and practise their deliveries.
- Elicit any questions students might have about the process.
- Have students hand in the last class's homework (*Disputing a Definition Assignment*) for completion mark and assessment.

Lesson 5: More Speech Planning & Writing



In preparation ...

1. Familiarize yourself with each of the learning activities for this lesson.
2. If desired, schedule 60 minutes of library/ computer lab time.
3. Make copies of:
 - **Speech Presentation Tips sheet**
– Make 1 transparency
 - **Debate Assessment Rubric (2 pages)**
– 1 per student
4. You will need:
 - Overhead projector

Lesson Activities

Opening: Introduce speech-making tips (5 min)

- Display *Speech Presentation Tips* on overhead projector. Have students make notes and/or provide more tips.

Team Activity: Research, write and prepare debate (cont.) (55 min)

- Allow students to work quietly with debate partner to complete speech writing.

Closing: Discuss debate assessment (10 min)

- Hand out and review *Debate Assessment Rubric*. Remind students to use this rubric as a guide, and to practise for their debate performances scheduled for next lesson.
- Remind students that they will be handing in their written speeches at the end of the next class for a completion mark out of 5.
- If desired, explain to students your weighting of debate performance and previous assignments in this unit.



Notes & Tips

In preparation for assessment next class, invite 1 or 2 guest judges (teachers, helpers, administrators, public officials, etc.).

Sample Weighting for Assessment:

Contrary Argument Self Assessment	participation	
Peer Assessment “Salesmanship” (Lesson 2)		/5 = 10%
Disputing a Definition (Lesson 3)	completion	/5 = 10%
Debate Speech Performance (Lesson 6)		/5 = 70%
Speech Planning – Written Speech (Lesson 6)	completion	/5 = 10%



Lesson 6: Policy Debates & Assessments



Notes & Tips

Judges will need one assessment form per debate team they are evaluating.

Teams of students who are not performing form the audience.

Judges will be assessing all 4 students in each of the 4 debates.

In preparation ...

1. Familiarize yourself with the lesson.
2. Confirm attendance of guest judge(s) and ensure they have a copy of **Debate Assessment Rubric** (2 pages).
3. Arrange desks to create two separate areas for debate (ideally, you would use two separate rooms). In each area, include seating for affirmative team, negative team, judge, and an audience of 10-12.
4. Make copies of:
 - **Debate Assessment Rubric** (2 pages) – 1 per judge (in case they forget to bring their copy)
 - **Judges/Moderators Assessment Form sheet** – 1 for each debate team (Note: Fill in team numbers and speaker names.)
5. You will need:
 - 2 stop watches or other timing devices
 - Attention-getting signal (bell, etc.)
 - Optional: podiums

Lesson Activities

Opening: Organize stage and setting for debate performances (10 min)

- Introduce your guest judge(s), if applicable, and provide them with a *Debate Assessment Rubric* if you have not done so already, a stop watch, and as many *Judges/Moderators Assessment Forms* as necessary. (Note: Judges will need one form per debate team they are evaluating.)
- Give students a few minutes to gather speech materials and discuss their debate strategy.

Class Activity: Debate performances (50 min)

- Have groups move to debate areas. Teams 1, 2, 3 and 4 (affirmative and negative) should move to one area, and Teams 5, 6, 7 and 8 to another.
- Remind students to be attentive and generous with their support, and that heckling is not permitted.
- Allow 10 minutes for each debate, and 2-3 minutes for transitions and judges' comments/assessments.

Closing: Wrap up and celebrate (10 min)

- Once presentations are completed and students are back in their seats in the classroom, gather judges' assessments and tell students they will get their performance results next class.
- Thank guest judge(s), and elicit comments from any participants in today's performance.
- Have students stand and take a collective bow in celebration of their successes.

Grade 10

Photocopying Masters

Contrary Argument Topics



Reasons why I love homework

.....

Reasons why I love having cavities

.....

Reasons why I appreciate smelly feet

.....

Reasons why I love it when my holiday plane is delayed 2 hours

.....

Reasons why I like being picked last for a team

.....

Reasons why I like it when the whole class gets punished for the behaviour
of 1 or 2 students

.....

Reasons why I hate hanging out with my friends

.....

Reason why I love early curfew

.....

Reasons why I love to eat raw onions

.....

Reasons why I hate sleeping in on the weekend

.....

Reasons why I hate getting good marks on an assignment

.....

Reasons why I love it when people talk/eat really loudly during a movie

.....

Reasons why I love it when my parents hang out with me at the mall

.....

Reasons why I think teachers should assign more homework

.....

Reason why I think teens should not be allowed credit cards

.....

Student Self-Assessment (Contrary Argument)



one thing I did well:

one barrier I overcame:

one area where I could improve:

Birth of a Sales(wo)man



Successful debating is largely sophisticated salesmanship. You are selling yourself as a sincere, intelligent person who possesses fine opinions. Of course, you are also selling your side of the issue.

Your mission is to “sell” the object you have chosen to the audience (your classmates) in 1-2 minutes. You must persuade them of your product’s value. Use intelligent language. Make them trust you.

Your audience will be a small group of your peers who may ask 2 questions of you after your presentation. One member of your audience will assess you using the Peer Assessment Rubric.

Your reward is the knowledge that you are gaining the power to persuade! (It comes in handy.)



“You’ll find this ideal for brushing
the dust off that set of encyclopaedias
I sold you last week.”

Peer Assessment Rubric



Salesperson: _____

Evaluator: _____

Time: _____ : _____ (minutes:seconds)

circle one number:

1. Criteria: The speaker makes eye contact often.

○○○○○ **1** ○○○○○○○○○○ **2** ○○○○○○○○○○ **3** ○○○○○○○○○○ **4** ○○○○○○○○○○ **5** ○○○○○○

Smattering of applause

Round of applause

Standing ovation

2. Criteria: The speaker uses appropriate and intelligent language.

○○○○○ **1** ○○○○○○○○○○ **2** ○○○○○○○○○○ **3** ○○○○○○○○○○ **4** ○○○○○○○○○○ **5** ○○○○○○

Smattering of applause

Round of applause

Standing ovation

3. Criteria: I believe what the speaker is saying

○○○○○ **1** ○○○○○○○○○○ **2** ○○○○○○○○○○ **3** ○○○○○○○○○○ **4** ○○○○○○○○○○ **5** ○○○○○○

Smattering of applause

Round of applause

Standing ovation

Criteria 1 =

Criteria 2 =

Criteria 3 =

TOTAL =

divided by 3 (criteria) =

/5

Rules of Debating



1. The topic of every debate is called the “proposition” or “resolution.” It must be worded in a positive manner.

Parliamentary resolutions have to be propositions of policy, recommending a course of action (e.g., Be it resolved that the production, use and sale of marijuana be legalized in Canada).

Cross Examination debate may have value resolutions (e.g., Racism is unforgivable).

2. Every debate involves two opposing teams: an affirmative team that supports the resolution, and a negative team that contests its validity or proposes an alternative policy.
3. Both teams argue their side of the resolution an equal number of times for an equal number of minutes.
4. The onus of persuasion lies with the affirmative team. There cannot be a tie in debating. The affirmative team either fulfills its burden of persuasion or loses.
5. The standard of proof required to discharge the onus of persuasion is that “on the balance of probabilities” (a case that would convince a reasonable person), the resolution is more likely true than false.
6. Debaters may introduce any visual aids or other real evidence, but such evidence is also then available for use by their opponents.
7. All assertions of fact must be accurate and debaters, if challenged, must be prepared to provide references (i.e., publication, author, page, date, etc.). Debaters who falsify or fabricate will be disqualified. Reasonable imagination in role playing or in raising hypothetical cases is allowed.
8. The terms of a resolution should be defined by the affirmative team during its first speech. If it fails to do so, it must accept any reasonable definition proposed by the negative team during its first address. A team that considers the other team’s definition unreasonable must challenge them in its speech immediately following the introduction of those definitions.
9. Rebuttal is an attack of the opponent’s arguments and evidence and defence of one’s own. Rebuttal is not restricted to official rebuttal periods.

10. Debaters may not attack their opponents at any time during their speeches.

In the Oxford style (traditionally used in parliamentary debates), only the first affirmative debater gives an official rebuttal. This official rebuttal must not contain any new arguments or evidence. All other debaters are to incorporate their rebuttals into their speeches.

Debaters stand to speak, including questioning and answering during cross examination. Only parliamentary hecklers remain seated.

11. Debaters must not read speeches, but they can use notes and read quotations.
12. Debaters must do their own research for prepared topic debates.

Roles for Debate



First Affirmative Speaker (the **YES** side):

- Introduces the resolution (topic) and explains exactly what it means
- Gives several arguments and develops them through examples, facts/figures, logical order, convincing reasons, etc.
- Answers questions from the other side

First Negative Speaker (the **No** side):

- If he/she disagrees with topic definitions, gives new explanation of topic
- Rebuts (argues against) specific points in the first speaker's speech
- Gives arguments to support his/her side of the topic and develops arguments the same way the first speaker does
- Answers questions from the other side

Second Affirmative Speaker (the **YES** side):

- Rebuts specific points in the previous speaker's speech
- Gives arguments that support his/her side, coming back to the main statement of the topic
- Comes up with new argument points to support his/her position
- Answers questions from the other side

Second Negative Speaker (the **No** side):

- Rebuts affirmative arguments
- Rebuilds the main argument for the negative team
- Presents new arguments that support his/her position
- Summarizes the negative side's argument

First Affirmative Speaker (the **YES** side):

- Rebuts negative arguments
- Repeats affirmative case
- Presents no new arguments
- Summarizes the affirmative side's argument

Note: The first affirmative speaker must wait until the end to rebut.

Providing Definitions



1. The first affirmative speaker defines the terms of the resolution. Simple dictionary definitions are not likely to impress judges. Instead, definitions should always be put in the context of the debate and seek to set the parameters of the issue being debated.

For example:

“In Canada, when **separatist** is used correctly, it means the same as **someone who advocates that a province formally separates itself from the country and government jurisdiction of Canada.**”

2. Stipulative definitions are useful to fix the meaning of a new word or phrase or to give specialized meaning to an old one.

For example:

“I (we) propose that **sick**, when used by modern teens to describe an event, be taken to mean **awe-inspiring.**”

3. Explicative definitions can be used when there is a need to refine the meaning of a commonly used term beyond its level of common usage and to recommend a more precise amended use of the term.

For example:

In a Free Trade debate,

“We declare that **Free**, which in western society means the same as **having private rights which are respected**, be redefined to mean **respecting the rights of and distinctions between Canada, the US and Mexico, and at the same time easing those trade laws which are inconsistent with mutual prosperity.**”

Policy Resolutions

Be it resolved that:

1. Marijuana be legalized
2. The legal drinking age be raised
3. Smokers pay higher healthcare premiums
4. Parents be responsible for crimes committed by their children under the influence of drugs or alcohol
5. Drivers be exposed to random testing for alcohol and other drugs
6. Our school uses sniffer dogs to patrol for drugs
7. Responsible use of alcohol and other drugs be allowed at school dances
8. Students caught smoking marijuana more than three times be expelled from school



Attention Please!



Before providing definitions, the first affirmative speaker might choose to claim the audience's attention.

The speaker could:

- Provide a dramatic quote relevant to the debate
- Relate a short anecdote that demonstrates his/her case in simple emotional terms
- Ask an attention-grabbing historical or rhetorical question
- Provide some mind-boggling factual information/statistics

- _____
- _____
- _____
- _____
- _____

Disputing Definitions



Sometimes it is necessary to challenge the affirmative team's definition of the issue.

Note: Challenges to a definition must be made before the end of the first negative speech. Your debate team may challenge an affirmative team's definition if

- a. the definition overstates key terms of the resolution

e.g., when defining "drug use," they refer to teenage drug use as "completely out of control"
- b. the definition over-generalizes the issue or makes the issue unclear, allowing them to shift their position in response to your attack
- c. the definitions "squirrel" (which is to unfairly interpret) the resolution in an unusual way to make the debate awkward for you

e.g., when defining "teachers should have the right to strike," they refer to teachers being allowed to use corporal punishment.
- d. The definitions narrow a term in the resolution

e.g., when defining the resolution "drugs are detrimental to society," they might restrict "drugs" to refer to the non-medical use of drugs when medicinal marijuana may be an important part of your counter argument

Procedure for Challenging a Definition:

1. Restate the affirmative definition
2. Explain which parts you disagree with
3. Explain why you disagree (too narrow, unclear, etc.)
4. Explain how the debate will be affected by accepting this inappropriate definition
5. Propose your own definition
6. Support this on the basis of authority and/or common usage
7. Explain how the debate will improve with your definition
8. Restate a full definition acceptable to your team

Disputing a Definition Assignment



Use the information and procedure from *Disputing Definitions* to write a dispute for the following Policy Resolution:

“Drug use is harmful to society and should result in harsh penalties.”

The Affirmative team has defined the resolution as:

“The use of marijuana in Canada is harmful and therefore should result in prison terms of not less than 2 years.”

Student's Name: _____

Negative team's dispute:

Lined area for writing the negative team's dispute.

Completion = 5 marks

Debate Teams



Team 1 Affirmative: _____ and _____

Team 1 Negative: _____ and _____

Team 2 Affirmative: _____ and _____

Team 2 Negative: _____ and _____

Team 3 Affirmative: _____ and _____

Team 3 Negative: _____ and _____

Team 4 Affirmative: _____ and _____

Team 4 Negative: _____ and _____

Team 5 Affirmative: _____ and _____

Team 5 Negative: _____ and _____

Team 6 Affirmative: _____ and _____

Team 6 Negative: _____ and _____

Team 7 Affirmative: _____ and _____

Team 7 Negative: _____ and _____

Team 8 Affirmative: _____ and _____

Team 8 Negative: _____ and _____

Note: You will be debating the same resolution provided to you in Lesson 3.

Planning a Debate



The following is a suggested format for your debate/speeches. You are not restricted to the specific wording, but can use this format as a guideline to develop phrasing that is comfortable to you. Include comments that your specific audience can relate to. Humour works. Use directional transitions like first, second, third, now, finally, most importantly, in summary, etc.

I. First Affirmative Speaker

- a. Salutation: e.g., "Mr./Madam Chairperson, Honourable Judges, worthy opponents and fellow students ..."
- b. Attention claimer
- c. Definition of the resolution (explains how to understand the resolution)
- d. First affirmative argument
 - i. Supporting statements
 - ii. Supporting facts or statistics
 - iii. Supporting quotations
- e. Second argument (as above)
- f. Third argument (as above)
- g. Conclusion
 - i. Summarize your main arguments. The second speaker for each side should summarize all points raised by his/her side.
 - ii. Leave an impression, a forceful final statement, a definitive idea in the minds of your audience, e.g., "We know you will agree, after careful consideration, that ..."

II. First Negative Speaker

- a. Salutation (as above)
- b. Attention claimer
- c. Re-definition of the resolution (if necessary)
- d. Rebuttal of affirmative arguments, e.g., "I hope that you enjoyed my opponent's speech as I did. However, I must disagree with what he/she said..."
- e. First negative argument
 - i. Supporting statements
 - ii. Supporting facts or statistics
 - iii. Supporting quotations
- f. Second argument (as above)
- g. Third argument (as above)
- h. Conclusion (as above)

III. Second Affirmative Speaker

- a. Salutation (as above)
- b. Rebuttal of negative arguments
- c. First additional argument (as above)
- d. Second argument (as above)
- e. Third argument (as above)
- f. Conclusion (as above)

IV. Second Negative Speaker (same pattern as Second Affirmative Speaker)

V. Final Rebuttal (no new points are allowed) by First Affirmative Speaker

Speech Presentation Tips

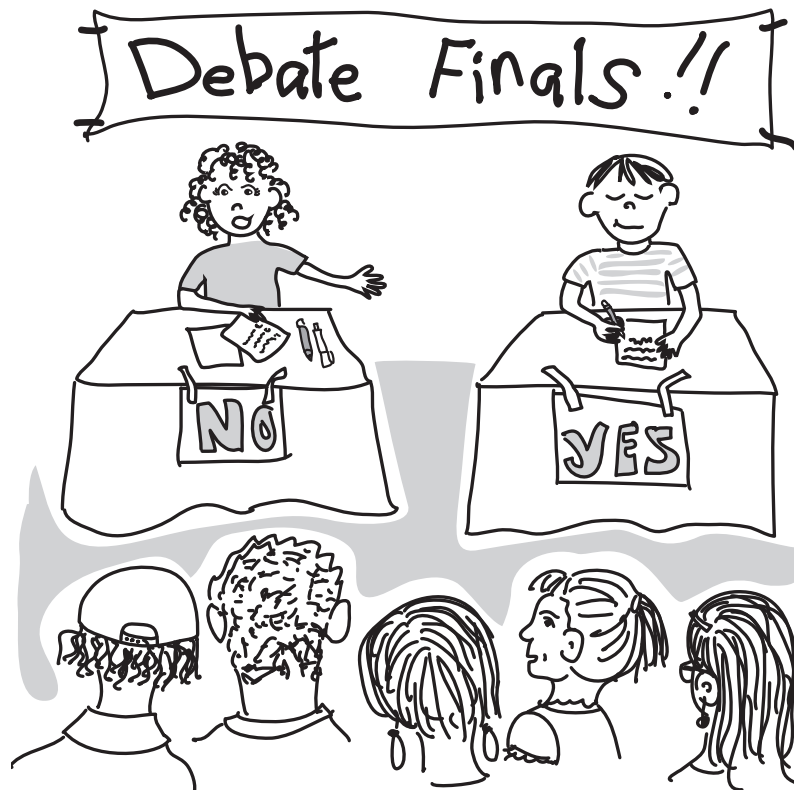


Preparation:

- Write out your entire speech. Learn it thoroughly. Memorize key points.
- Practise your speech. Deliver it to your family, your friends, the mirror.
- Time your speech (3-4 minutes total, including rebuttal and summary).

Presentation:

- Speak to your audience. Make eye contact. **DO NOT READ** your speech. (Remember: You are trying to convince your audience.)
- Speak clearly and loud enough for your audience to hear easily.
- Do not speak too quickly. These are new ideas for your audience. Emphasize key points. Use pauses effectively.
- Vary the tone of your voice (e.g., quiet, determined, angry, reasoned, disbelieving, loud, etc.) but avoid excessive emotionality (hysterics) or exaggerated dramatic behaviour (histrionics).
- Be relaxed. Put your audience at ease, and smile when appropriate (particularly at strategy points).
- Use your eyes. Scan and hold the audience, judges and opponents when appropriate.



Debate Assessment Rubric



***** 5 Stars

Presentation: The 5-star performer is eloquent, confident and dignified. He/she speaks clearly, expressively, and does not read his/her speech. Tone, volume and pace are varied, and pauses are used for emphasis. Posture is straight but relaxed and appropriate gestures are used.

Definition and Research: The resolution is well defined beyond a dictionary definition and is fixed in the specific context of the stated policy. It is thoroughly researched, using a wide variety of sources, quotes, statistics, anecdotes and examples. Reference to current information is made and sources are documented.

Organization: A 5-star performance flows in an organized, logical way without contradiction or repetition. It interlocks with partner's speech, forming a mutually complimentary argument that does not overlap.

Analysis and Conclusion: The 5-star performer gets to the heart of the issue and demonstrates his/her critical thinking. A 5-star performer finishes with an emphatic, dynamic summary that reinforces his/her team's argument.

Rebuttal: The 5-star performer anticipates, makes notes on and rebuts arguments made in the opponent's speech by clearly demonstrating why arguments are wrong and inadequate.

**** 4 Stars

Presentation: The 4-star performer is confident. He/she speaks clearly and does not read his/her speech. Tone, volume and pace are often varied, and pauses are used for emphasis. Posture is straight but relaxed and some effective gesture is used.

Definition and Research: The resolution is well defined beyond a dictionary definition and is fixed in context. It is thoroughly researched, using sources, quotes, statistics, anecdotes and examples. It makes reference to current information, and sources are documented.

Organization: A 4-star performance flows in an organized, logical way without contradiction or repetition. It interlocks with partner's speech and does not overlap.

Analysis: The 4-star performer makes the issue clear and demonstrates some critical thinking. He/she finishes with a strong summary that reinforces his/her team's argument.

Rebuttal: The 4-star performer makes some notes on and often attempts to rebut arguments made in the opponent's speech by demonstrating why arguments are wrong.

*** 3 Stars

Presentation: The 3-star performer speaks clearly and only occasionally reads his/her speech. Tone, volume and pace are sometimes varied. Posture is fairly relaxed.

Definition and Research: The resolution is defined and researched, using a few sources, quotes, statistics, anecdotes and examples. Sources are documented.

Organization: A 3-star performance is basically organized using the speech outline provided.

Analysis and Conclusion: The 3-star performer demonstrates some critical thinking. A 3-star performer summarizes his/her team's argument.

Rebuttal: The 3-star performer makes few notes and makes at least one attempt to rebut arguments made in the opponent's speech.

** 2 Stars

The 2-star performer reads his/her speech. Tone, volume and pace are not varied. The 2-star performer seems quite uncomfortable. The resolution is not clearly defined and there are very few sources, quotes, statistics, anecdotes and examples. Sources are not documented.

A 2-star performance is somewhat organized using the speech outline provided. The 2-star performer does not demonstrate critical thinking. Some attempt to summarize his/her team's argument is made. He/she makes no notes and does not attempt to rebut arguments made in the opponent's speech.

* 1 Star

The 1-star performer reads his/her speech and is very uncomfortable, possibly due to lack of preparation. The resolution is basically defined, but only one or fewer quotes, statistics, anecdotes or examples are provided. A 1-star performance is disorganized. Critical thinking is not demonstrated. No attempt to summarize his/her team's argument is made. He/she makes no notes and does not attempt to rebut arguments made in the opponent's speech.

Judges/Moderators Assessment Form



Debate Team No. _____

Policy Resolution: _____

First Affirmative Speaker: _____

Assessment: /5 Stars

Comments: _____

First Negative Speaker: _____

Assessment: /5 Stars

Comments: _____

Second Affirmative Speaker: _____

Assessment: /5 Stars

Comments: _____

Second Negative Speaker: _____

Assessment: /5 Stars

Comments: _____

Feedback Form



School _____ District _____

Grade _____ No. of students _____

Please complete this form after teaching the unit and email, fax or mail the form to the address below. Copies of students' Assessment Rubrics (with names blacked out) would be helpful but are optional. For each question below, circle a score (5 is highest and 1 is lowest) and provide a comment where appropriate.

Does the guide provide ...

... enough information on the theory behind the <i>iMinds</i> resource?	5	4	3	2	1
... sufficient guidance in using constructivist educational techniques?	5	4	3	2	1
... adequate background information on behaviour, substance use and mental health?	5	4	3	2	1

Comment:

Do the lesson plans and learning activities provide ...

... assessment tools necessary to meet BC Curriculum requirements?	5	4	3	2	1
... pacing that is appropriate and adaptable?	5	4	3	2	1
... opportunities for students to think critically?	5	4	3	2	1

Comment:

Do students ...

... find lesson content and activities relevant and engaging?	5	4	3	2	1
---	---	---	---	---	---

Comment:

Are resources ...

... sufficient?	5	4	3	2	1
... engaging?	5	4	3	2	1
... easy to use?	5	4	3	2	1

Comment:



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