

# **SAMPLE PRACTICE SCHEDULE**

Prior to First Practice

## **Recruitment:**

1. Determine a range of manageable students.
2. Advertise – announcements, email blast to parents, school fliers, information session

## **Prepare Materials**

3. Debate folder/binder for organization
4. Notepad/looseleaf/notebook for taking notes and writing ideas
5. Student information form
6. Students permission slip if necessary
7. Intro to BUDL debate student packet

# SAMPLE PRACTICE SCHEDULE

## First Practice

1. *Team Meet and Greet* – Allow team members to get to know one another and you. (Options: teammate bingo, biographical interviews, 4 corners with “I” statements.)
2. *Paperwork* – Take care of necessary BUDL documents: student information sheet.
3. *BUDL EMS 2012-2013* – Review the debate season schedule including: practices, tournaments, championship.
4. *What is debate?* – Review the format, roles, and vocabulary of BUDL EMS debate. (suggestion: if you have experienced debaters, let them take the lead in instructing new debaters here)
5. *Fun, Short Debate Activity* (see activities in binder)
6. *Introduce Topic and Discuss* (EACH student takes notes):
  - a. review resolution, paraphrase resolution, define unknown words
  - b. share out prior knowledge about topic
  - c. begin brainstorming AFF and NEG ideas for the topic
  - d. (note: as you’re doing this, it may become apparent that students need further lessons in some aspect of civics or government, be aware of this and prepare that mini-lesson for the next practice)

### **Necessary Materials:**

- debate folder/binder for students to keep organized
- notepad/looseleaf/notebook for writing
- BUDL student information sheets
- practice and tournament schedule
- BUDL debate student packet
- materials for fun, short debate activity

**Product:** Each student begins a notes page that includes a paraphrasing of the resolution and AFF and NEG ideas for each important information on the topic

**For the next practice, think about:** How knowledgeable were students about the topic? Do they need additional background information (such as information about government taxes or the differences in federal vs. state government)?

# SAMPLE PRACTICE SCHEDULE

## Second Practice

1. *Collect Paperwork* – student information sheets, any assigned HW
2. *Fun, Short Debate Activity* (see activities in binder)
3. Review Topic Information from Last Practice
  - paraphrased resolution
  - prior knowledge
  - AFF and NEG ideas
4. *“Information Blast”* – provide students with background information and evidence to support their AFF and NEG arguments
  - provide students with one article from the packet, as a group extract quotes that can be used for AFF/NEG and discuss how it helps AFF/NEG (be sure students are noting this)
  - continue until students are familiar with 2-3 articles and how they can be used for AFF/NEG
  - Product: Pulled evidence that supports AFF/NEG
5. *Optional Civics/Government Lesson* - if your students need more information to understand some aspect of the topic, provide them with the information and resources (such as a vocabulary page or a bulleted page of background information about the topic.)

**Product:** Each student has a page of quotes and evidence from articles in the “Information Blast” that can support different AFF and NEG arguments

**For the next practice, think about:** How much information did the students process during the “Information Blast”? Do they need more information? Are some ready to do some of their own research, or get the packet as a whole? Do some students need more time mastering the information reviewed during today’s practice?

### **Necessary Materials:**

- debate folder/binder for students to keep organized
- notepad/looseleaf/notebook for writing
- materials for fun, short debate activity
- sections of the debate packet

# SAMPLE PRACTICE SCHEDULE

## Third Practice

1. *Information Review Game* - use a debate or classroom review game to have students begin recalling information and evidence from the last practice.
2. *Prepping a 1AC* – teach students how to develop a 1AC speech. Review the pieces that make up a 1AC:
  - prove that there’s a problem that won’t solve itself
  - read the resolution
  - describe the advantages of adopting the resolution
  - explain how the plan will solve the problem(s) brought up in the beginning.

Inexperienced	Experienced
-guide students through creating the 1AC pieces using the template  (ensure that students are using ideas and notes from previous practices)	-provide students with a model 1AC -allow students to review model and discuss how to develop a good 1AC -when students are ready, all students to use the model and a template to build a 1AC for the experienced teams  (ensure that students are using ideas and notes from previous practices)

3. *Fun, Short Debate Activity* (see activities in binder)

**HW:** Finish 1ACs and email/hand them to coach

**Product:** Following HW completion, each student should have a 1AC developed partially in practice and partially on their own.

**Before the next practice:** Collect all students’ 1ACs and format into a team 1AC so that the team has at least one team 1AC available to run. Combine student ideas if necessary. If speech will not last 5 minutes, add in blank space for students to add more evidence, explanation, etc.

**For the next practice, think about:** Based on their HW completion, did students produce acceptable 1ACs? Should more time be spent developing 1ACs? Does any information need to be clarified? Should more evidence be provided to help students build arguments?

**Necessary Materials:**

- debate folder/binder for students to keep organized
- notepad/looseleaf/notebook for writing
- materials for fun, short debate activity
- sections of the debate packet
- 1AC model speech
- 1AC template

# SAMPLE PRACTICE SCHEDULE

## Fourth Practice

1. *1AC Practice Read* – give students the opportunity to practice the “team” 1AC in a 5 minute block. Afterwards, reflect on the speech and discuss personalizing or adding to it.
2. *Prepping a 1NC* – teach students how to develop a 1NC speech:
  - give a number of disadvantages that will happen if the resolution takes effect
  - 1NC can either defend the status quo or propose a counterplan
  - leave space and time at the end of 1NC to attack some things said in the 1AC

Inexperienced	Experienced
-guide students through creating the 1NC pieces using the template  (ensure that students are using ideas and notes from previous practices)	-provide students with a model 1NC -allow students to review model and discuss how to develop a good 1NC -when students are ready, all students to use the model and a template to build a 1NC for the experienced teams  (ensure that students are using ideas and notes from previous practices)

3. *Fun, Short Debate Activity* (see activities in binder)

**HW:** Finish 1NCs and email/hand them to coach

**Product:** Following HW completion, each student should have a 1NC developed partially in practice and partially on their own.

**Before the next practice:** – Collect all students’ 1NCs and format into a team 1NC so that the team has at least one team 1NC available to run. Combine student ideas if necessary. If speech will not last 5 minutes, that’s ok. A 1NC should have some free space for students to address arguments brought up in the 1AC.

**For the next practice, think about:** Based on their HW completion, did students produce acceptable 1NCs? Should more time be spent developing 1NCs? Does any information need to be clarified? Should more evidence be provided to help students build arguments?

### Necessary Materials:

- debate folder/binder for students to keep organized
- notepad/looseleaf/notebook for writing
- materials for fun, short debate activity
- sections of the debate packet
- 1NC model speech
- 1NC template

# SAMPLE PRACTICE SCHEDULE

## Fifth Practice

1. *1NC Practice read* – provide students with copies of the team 1NC to practice reading in a 5 minute time. When finished, reflect on the speech and discuss personalizing or adding to it.
2. *Flow practice* – teach students how to take proper notes for debate rounds.
  - distribute note-taking sheets & model of note-taking sheets
  - discuss importance of note-taking
  - model shorthand note-taking
  - model flowing structure
  - have students flow the team’s 1AC and/or 1NC
3. *2AC and 2NC Strategizing* – review some different counterarguments that can be made against both the AFF and NEG sides
  - discuss the strategies for 2AC and 2NC
  - review the importance of flowing for both spots
  - distribute model of prepped 2AC and 2NC (extensions and blocks)

### Necessary Materials:

- debate folder/binder for students to keep organized
- notepad/looseleaf/notebook for writing
- sections of the debate packet
- flow sheets
- 2AC and 2NC block models
- 2AC and 2NC block templates

Inexperienced	Experienced
-guide students through developing extensions and blocks for 2AC and 2NC  (ensure that students are using ideas and notes from previous practices)	-allow students to work in small groups to prepare extensions and blocks for 2AC and 2NC  (ensure that students are using ideas and notes from previous practices)

**HW:** Develop blocks as though you were going against our team’s AFF and NEG arguments.

**Product:** Following HW completion, each student should have a set of 2AC and 2NC blocks developed against the team’s arguments. They should be created in practice and partially on their own.

**Before the next practice:** – Review students’ AFF and NEG blocks. If desirable, create a set of team blocks that can be run. Extensions and blocks do not need to be timed because there is an expectation that students will do some extemporaneous speaking based on what the other team has said in their speeches.

# SAMPLE PRACTICE SCHEDULE

## Sixth Practice

1. *Quick Flowing Practice* -refresh student memories about the importance of flowing. Then, do a flowing activity.
2. *Guided Mock Debate*
  - split roles up among the team, each student taking a role:
    - AFF = 1AC, CX, 2AC, 1AR, 2AR
    - NEG = 1NC, CX, 2NC, 1NR, 2NR
  - coach serves as model flow-er and judge
  - have students go through each piece of the debate
  - between each round, discuss strategies, reflect on best practices, remind about roles

**HW:** Practice speeches and continue developing personalized speeches and blocks.

**Product:** Personalized speeches.

**Before the next practice:** - Determine student availability for the tournament and student pairings. Within pairings, decide who will run 1AC, 2AC, and 1NC, 2NC.

### **Necessary Materials:**

- debate folder/binder for students to keep organized
- notepad/looseleaf/notebook for writing
- sections of the debate packet
- team 1AC, 1NC, and 2AC, 2NC blocks
- flow sheets