

GRADES 9 to 12 | 2021-2022

THE FAIRCHILD CHALLENGE



Changing the way we understand and live with nature



**British Parliamentary
Debate Workshop**

Let's learn about you

What is your level of debate experience?

- A. I am brand new to debate
- B. I have debated in 3 or *LESS* tournaments
- C. I have debated in *MORE than 3* tournaments



Students choose an option

Registration Procedure

Each school will be allowed to enter two teams.

Each team will have two students.

Each school can designate two alternates*.

Each team will compete in two debates.

* Alternates could only compete with approval from tournament staff.



NO INTENTIONAL SUBSTITUTIONS WILL BE ALLOWED!

Students, write your response!

Tournament Format

Team 1 will compete in rounds 1 & 3

Team 2 will compete in rounds 2 & 3

Only 4 teams will make it to Round 4

Students will not know ahead of time which topics will be discussed in each round, and they will not know which side they will be defending until the day of the tournament.

Students need to be prepared to debate both sides of all four topics.



Students, write your response!

	B	I	U	S	A												
	A	B	C	D	E	F	G	H									
1	Opening Government	Opening Opposition	Middle Government	Middle Opposition	Closing Government	Closing Opposition	Room	Judge									
2	Jose Marti Mast 6-12	Christopher Columbus	Coral Reef	Maritime & Science Technology Academy	Imater Preparatory Academy	Alternate 3	Leaning Garden Chickee Hut	Leandra									
3	Alonzo & Tracy Mourning	Robert Morgan	Christi/STEPSS Academy	Terra Environmental Research Institute	Miami Palmetto	Alternate 4	Science Village Classroom	Aaron									
4	School for advanced studies - South	Miami Killian	Hialeah	Alternate 1	Dr Michael Krop	International Studies Preparatory / School for Advanced Studies	Garden House Loggia	Adrian									
5	Mater Academy Lakes	Archimedean Upper	Medical Academy for Science and Technology	Miami Springs	Alternate 2	New World School of Arts	Garden House Lawn	Daniel									
6	Hialeah Gardens	Mast @ FIU Biscayne Bay	G Holmes Braddock	Alternate 5	Miami Lakes Educational Center	Carrollton School of the Sacred Heart	Garden House	Gabriel									
7																	
8		Maritime and Science	Alternate 1		Alonzo & Tracey Mourning	Alternate 5	Miami Lakes Educational Center	Alternate 10									
9		Coral Reef	Alternate 2		MAST @ FIU Biscayne	Alternate 6	Imater Prep	Alternate 11									
10		Mare academy lakes	Alternate3		TERRA	Alternate 7											
11		Jose Marti 6-12/ Medical Academy for Science and Technology	Alternate 4		Hialeah	Alternate 8											
12					Archimedean Upper	Alternate 9											



Round 1 Pairing

Students, write your response!



2019 Debate Topics

This House is defined as Miami-Dade County

1. This house would allow the 14-mile expansion of SR 836/Dolphin Expressway to cross Miami-Dade's Urban Development Boundary.

This House is defined as the State of Florida

2. This house would require all new residential construction to install solar panels on 20% of the roof area.

This House is defined as the United States Federal Government

3. This house would repeal the Endangered Species Act.

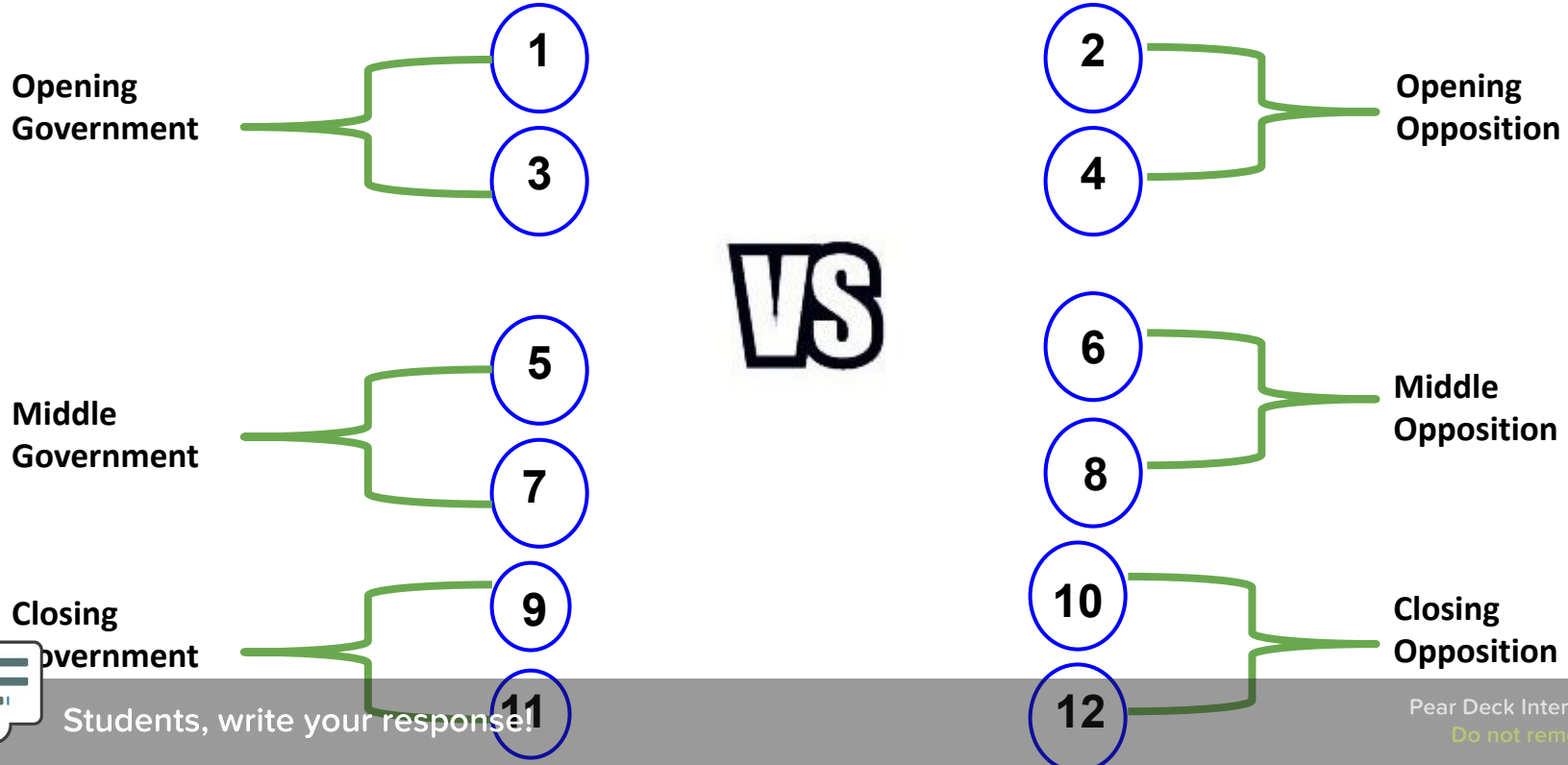
This House is defined as the United Nations

4. This house should require all member States of the United Nations to ban all single-use plastics (i.e. cutlery, plastic straws, plates, cups, etc.) by 2021.



Students, write your response!

The British Parliamentary Format



Students, write your response!

Student Speeches

Each student will give one five-minute speech per round.

The first and last minute of each speech is “protected time.” No interruptions are allowed.

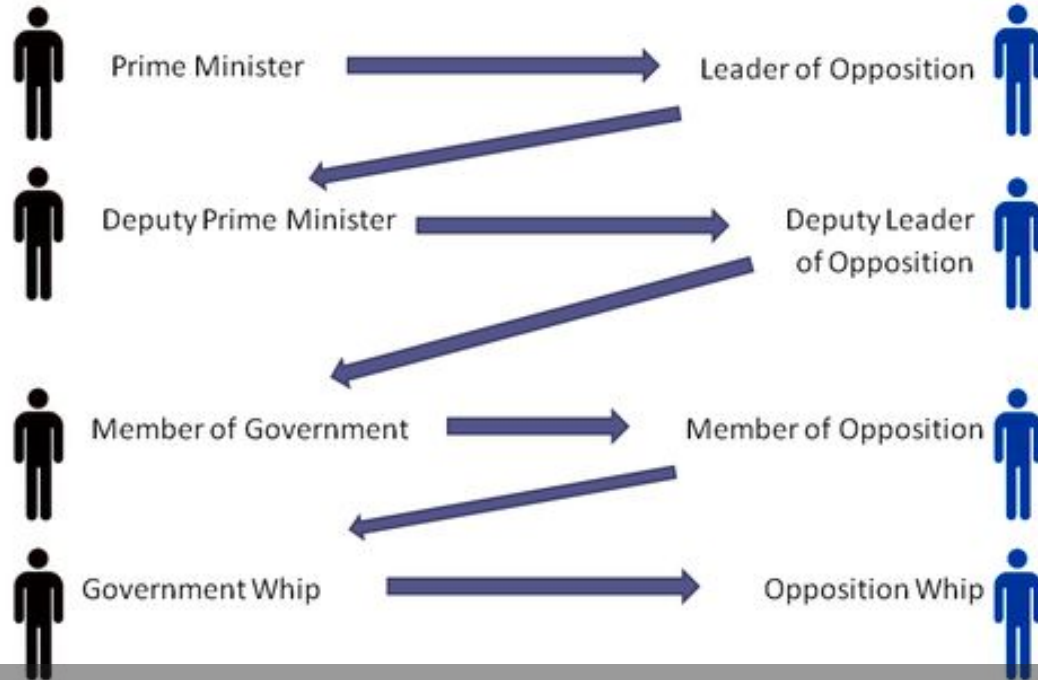
From 1:01 - 3:59 in each speech, the members of the opposing bench can rise to ask a question (POI). Time does not stop for questioning. :15 limit on questions.

Speakers can choose whether or not to answer the question. Answering 3 questions per team is expected.



Students, write your response!

Speaking Roles



Students, write your response!

Speaker Duties

Overview

Earlier in debate

Setup ground, create reference points

Cover what's expected

Informational decorations

Setup the back-half

Later in debate

Go more in depth, focus on winner

Harp on what was forgotten

Informational decorations

Keep alive what matters



Students, write your response!

Prime Minister Speech

Provide context to set up the debate.

Define, contextually, any terms from the motion that need to be defined.

- a. Include a visualization step
- b. Describe any limitations to the motion
- c. Don't ever "place set" the debate

 Introduce two macro (big picture) arguments

Students, write your response!

LO, DLO, MG, MO Speeches

Pivot statement - One sentence that distinguishes difference between previous speaker and yourself.

Refute the main points of the previous speech. (not a line by line)

Try to generate offense off your responses.

Turns - Change the direction of an argument

Non-Unique - Prove there are other factors that cause the argument to happen

Introduce a new argument (or two)

Extend a previous argument. Build on something already established in round by your bench and add more depth to it.



Students, write your response!

Whip Speeches (GW & OW)

Summarize the debate through one of the following techniques:

Central Questions

What were the main questions being asked in this round. Summarize both sides, compare and weigh arguments.

The Formula

- a. Extend an argument from the front half
- b. Stress the significance of your partner's argument
- c. Emphasize the team line.

No new arguments during these speeches



Students, write your response!

Things to avoid

Knifing - As the lower house, you contradict or depart from the language of the upper house.

New arguments in the last speech - Don't do it.

Do not rehash arguments by previous speakers



Students, write your response!

Judging

Each round will be decided by a panel of three judges.

Judges will rank the teams 1st - 6th per round.

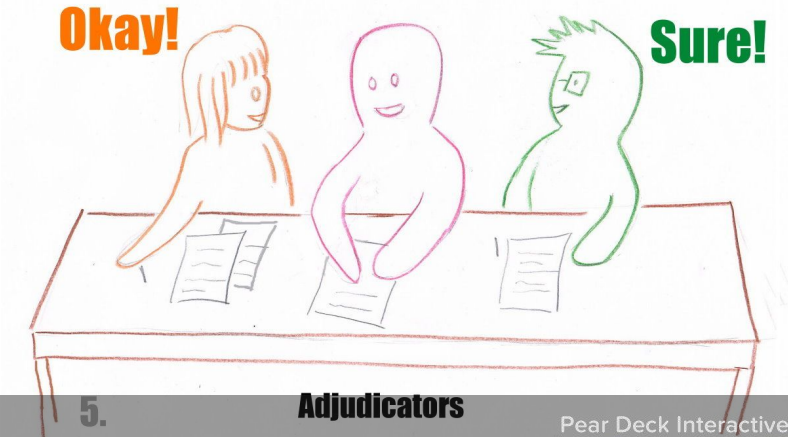
Students will also be given individual speaker points on a 1 - 100 point scale. Individual top speakers will be recognized.

The total rankings from all rounds will be combined; these points will determine the top schools in the debate.



Students, write your response!

I think the debate was...
I think the PM did a decent job...
I like CG's engagement because...
CO was better than OO because...
However, if you look at the DLO's speech...
I agree. I also credit OG for...
Hmm... Shall we decide this way...?





Students, write your response!

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Structuring Arguments

Step by Step

1. **Assertion** - State your claim. What you're trying to prove
2. **Thesis** - What's the principled reason to support the claim?
3. **Reasoning** - Walk the judge through the logic / syllogistically
4. **Evidence** - Show things in reality that support / oppose the logic
5. **Significance** - Explain the short term & long term implications
6. **Results** - Why must the judge act on this new information?



Students, write your response!

Structuring Arguments - Thesis

*Establishing the **Thesis***

Make it a clear and succinct call to action

Tie it to an existing value common social goal

Appeal to society's Superego

Common values found in **Thesis**:

Justice, Equity, Progress, Peace, Morality



Students, write your response!

Structuring Arguments - Reasoning

Creating the *Reasoning*

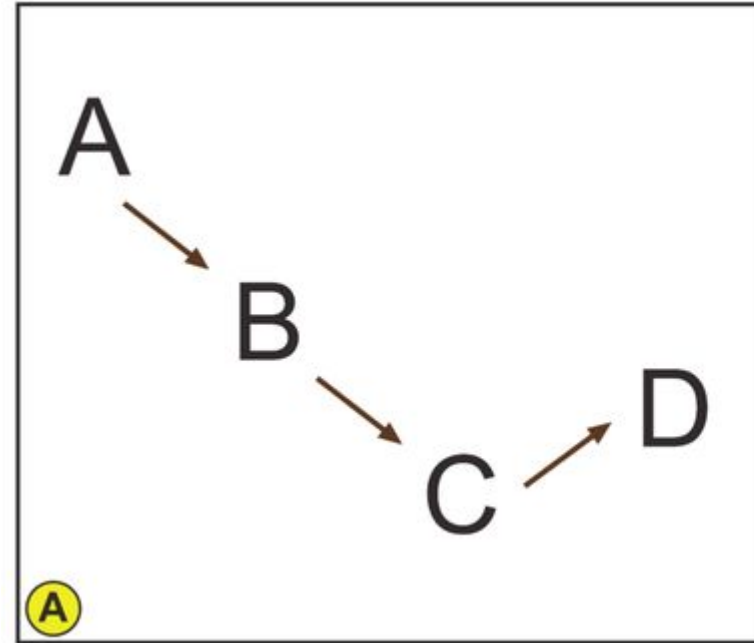
Follow a logical progression.

Start with something obvious or grounded.

Explain each connection to the next premise.

Too many premises, means there is more you have to defend and makes your argument vulnerable to attack.

Read your audience as you traverse from A - b - c - d. Some steps may require more explanation



Students, write your response!

Evidence Hierarchy

<i>Factors to consider</i>	<i>Least reliable</i>	<i>Possibly reliable</i>	<i>Most reliable</i>
Type of source	Unfamiliar website	Published material	Official websites, institutional sites, academic journals
Author's background	Uncredited	Educated on topic	Expert in the field
Date published	None	Outdated	Recently revised
Depth of review	Controversial reviews	Good public response; general approval	Peer-reviewed by reliable sources
Sources cited	None	Credible sources	Citations referencing other well-cited works
Objectivity	Clearly biased	Sponsored source	Balanced, neutral



Students, write your response!

Structuring Arguments - Significance

Pointing out the **Significance** of an argument

Look at the effects of the argument. If we believe your assertion to be true, what are the **effects / consequences**

Short term - immediate future (within 5 years)

Long term - What type of precedent does this set for the future? (more principled)



Can frame **positively** (benefits gained) or **negatively** (harms avoided). Be consistent
Students, write your response!

Structuring Arguments - Results

Wrapping up the **Results** of an argument

Why is judge action or support on this issue necessary?

Should tie back to call for action stated in the assertion.

Make this concise and persuasive in tone and word choice.



Students, write your response!

Let's Structure an Argument

This house believes that zoos should be eliminated.

Step by Step

1. **Assertion** - State your claim. What you're trying to prove
2. **Thesis** - What's the principled reason to support the claim?
3. **Reasoning** - Walk the judge through the logic / syllogistically
4. **Evidence** - Show things in reality that support / oppose the logic
5. **Significance** - Explain the short term & long term implications
6. **Results** - Why must the judge act on this new information?



Students, write your response!



	A	B	C	D	E	F	G	H
1	PRIME MINISTER	LEADER OF THE OPPOSITION	DEPUTY PRIME MINISTER	DEPUTY LEADER OF OPPOSITION	MEMBER GOVERNMENT	MEMBER OPPOSITION	GOVERNMENT WHIP	OPPOSITION WHIP
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Drug policy debate - Block 5



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1 TOM

	A	B	C	D	E	F	G	H
1	TOM	SAM	BRADY	MACY	GEORGIA	TAYLOR	GARRETT	GABRI
2	Confusion in workplace bc of differing state laws	Only focuses on the workplace	Nothing going to stop states from taking advantage of drug laws	Smuggling is illegal eitherway, no difference under Fed and States	Some states may not care, may not deal with is at all	If states don't care, could mobilize voters to get rid of them	A?T adapt to needs of ppl	AT State Govts = contradict each other
3	eg. different employee laws over drugs	States need reflexivity to show will of people	States can give unuual punishment		Ppl who need help / Fed govt ensures each state has same resources to combat	Federal could help with gaps, but not take it all on	Drug industries are national markets that transcend state lines	If states could choose their own, would they be taking advantage of others.
4	Higher risk of getting fired bc follow federal law	Drug policies made by ballot initiatives	National drug laws - create unity	Fed drug control has happened in the past and it's been a failure.	Ciggarette tax = helps fund public programs, Children's Health insurance program	States could have an easier time catering to specific ppl / Safety of citizens accounted for by states	\$61 Billion industry	But AT least it's for the states benefit
5				2015 - Colins	Marijuana tax could help public service programs and school funding	States could listen to needs, change based off state	Commerce clause = Rt to control every species, act of flow of services across state lines	States could vote!!!!
6	Eliminates state confusion over laws in multi-state/based	Leave power to states - reflect will of people / Keeps ppl happy	USA Today "Attorney general of missouri & kansas sued Colorado in state laws"	"Drug control budget = 2 billion to DEA each year"		Fed Govt could spend time on bigger problems	Pharma prices negotiation - bc flow through country	
7							3/10 in America could access vital resource	WPOST - 32% States address needs of ppl
8	Less ppl going to courts, could focus on more important crimes	States could have more freedom to take it too far, haven't done that so far.	National law - prevents state conflict / stop controversy and division within states	Fed Government has tried and failed.	Decrease consumption - 3 5 %	Dem Accountability - Specific needs in the state / must be met or voted out	Gap in HC access = ex. Maryland, gauging on prices	36% States can work together, less believe in federal govt .
9		Incentives to focus on prevention over treatment	POI: What do you mean by "cruel" punishment	POI: How has govt failed. : OD Rates high, different	Federal Tax = reduce overall usage /	Marijuana Federalism - Fed agency not interested in state wide reforms	Anti-gauging laws = NY pay less than maryland / increases wealth gap	States could make decisions for them



Students, write your response!

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Demonstration Debate



Motion: This House would abandon nuclear power

Students, write your response!

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Practice debate setup

Take a quick break

When we return, you will be randomly paired in breakout rooms and have 15 minutes to prepare with your team for a practice debate.



Students, write your response!

Practice Topic

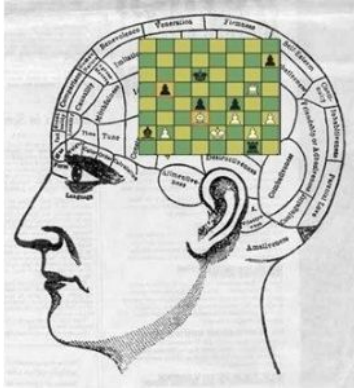
Motion: This House would prioritize deep sea over deep space exploration.

When you get into your teams, decide speaking order FIRST, then spend the rest of the time preparing arguments.



Students, write your response!

WHY JOIN SPEECH & DEBATE?



Students, write your response!



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