**Lead - Your - Own Debate**

As Honors Debate II students, you will be in charge of writing or picking a resolution to present to the class and then moderating/leading a 15 minute (no more, no less) class debate on the resolution. This will be your first formative grade in the grade book and it will be worth 20 points for the preparation and execution.

Step 1: (Wednesday- Computer Lab) You will each write (or find) five unique resolutions that you will turn in at the end of class. These should be topics that are of interest to you and that you think the class would WANT to debate. Remember that resolutions need to be:

**Debatable**: Has two sides to an argument; is interesting enough to engaged people in debate

**Researchable**: anyone can find information about the subject matter; tangible and accessible to the general public (not FICTION!)

**Timely**: the issue must be current

These need to be geared more toward resolutions of fact (rather than morality or policy…we’ll get to that.) I would start by exploring and researching the most up-to-date current events and write your resolutions accordingly.

Your resolutions should be turned-in in this order and labeled as such:

1. A resolution about a worldly or national issue
2. A resolution about a Minnesota issue
3. A resolution about a pop culture issue
4. A resolution about a social issue
5. A resolution about an Andover/Andover High School issue.

An example of a worldly resolution right now is (and I expect your resolutions to *LOOK* like this):

1. Resolved: The United States should abolish the production and use of the penny.

Whereas, an example of a pop culture issue is

1. Resolved: Without prior preparation, Spiderman would beat Batman in a fight.

**Remember to use your resources! (i.e. debate.org, SIRS, CQ Researcher, etc.)**

Step 2: We will determine an order on Monday and will begin the “lead- your- own debates” on Tuesday. Here are some decisions that you need to make prior to your debate:

1. How will you project the resolution for the class to see?
	1. Paper copies for the class
	2. Write it on the white board
	3. Use the computer and projector
2. How will you have the class brainstorm the pros and cons of the topic?
	1. Individual -Pro/Con Chart
	2. Think/Pair/Share- Pro/Con Chart
	3. Use their smart phones or request an iPad cart and allow time to research the topic
	4. Your own idea…
3. How will you divide the class into Pro/Con teams?
	1. Do a blind vote and allow them to choose if it is pretty even
	2. Have the students go to one of the four measures on the wall (1- strongly agree, 2-somewhat agree, 3- somewhat disagree, 4-strongly disagree)
	3. Divide the class down the middle and assign one side the Pro and one side the Con
	4. Use playing cards and have them draw sides (Black=Pro, Red=Con)
	5. Number off
	6. Your own idea….
4. Once in their teams, will you allow students time to brainstorm with their teams or jump right into debate (remember- you only have 15 minutes).
5. How will you have students position themselves?
	1. Standing by a sign around the room
	2. Standing by a desk and sitting down after they have spoken
	3. Sitting on the desk tops
	4. Sitting in chairs
6. How will you moderate the debate?
	1. Just let it happen in a free-flowing manner
	2. Volley the contentions from Pro, Con, Pro, Con
	3. Moderate the flow by saying, “I believe a Pro speech is in order”…”I believe a Con speech is in order”
7. How will you communicate and make sure that the class…
	1. Stays on topic?
	2. Doesn’t become too volatile?
	3. Follows an argument with a rebuttal before switching to a new argument?
	4. Uses the time wisely?
	5. Finds closure to the debate?