

# **George Mason Debate Institute 2018**

## **5<sup>th</sup> & 6<sup>th</sup> Grade Workbook**

**Your Name:** \_\_\_\_\_

**Lab Leader: Colin Dailey**

**Lab Assistant: Connor Lauer**

## Schedule

	Day 1 Monday 6/25	Day 2 Tuesday 6/26	Day 3 Wednesday 6/27	Day 4 Thursday 6/28	Day 5 Friday 6/29	Day 6 Saturday 6/30
9:00 AM	Welcome Session & Camp Rules	Morning Routine	Morning Routine	Morning Routine	Morning Routine	Morning Routine
9:30 AM		LAB	LAB	LAB	LAB	LAB
10:00 AM	Morning Routine					
10:30 AM	Meet Your Class					
11:00 AM	LAB					
11:30 AM	Outdoor Recess	Outdoor Recess	Outdoor Recess	Outdoor Recess	Outdoor Recess	Outdoor Recess
12:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 PM	Regroup	Regroup	Regroup	Regroup	Regroup	Regroup
1:00 PM	LAB	LAB	LAB	LAB	LAB	Camp Presentation
1:30 PM						
2:00 PM						
2:30 PM	Indoor Activity	Indoor Activity	Indoor Activity	Indoor Activity	Indoor Activity	Indoor Activity
Dismissal for ES/MS Regular (3:00 pm)						MOVIE
3:00 PM	LAB	LAB	LAB	LAB	LAB	
3:30 PM						
4:00 PM						
4:30 PM	Indoor Activity	Indoor Activity	Indoor Activity	Indoor Activity	Indoor Activity	Get Ready for Parent Presentation
Dismissal for ES/MS Extended (5:00 pm)						Parent Presentations
5:30 PM						

<b>Lunch Room:</b>	Robinson B108
<b>Lab Room:</b>	Robinson B203
<b>Indoor Activity Room:</b>	Robinson B113

## “Getting to Know Each Other” Bingo

Find someone with the same number of siblings as you	Find someone who has the same favorite school subject as you	Find someone who likes Pokémon	Find someone wearing glasses
Find someone who has an iPhone	Find someone wearing sandals	Find someone who has the same favorite book as you	Find someone wearing green
Find someone who can whistle	Find someone who loves to bowl	Find someone who goes to your school	Find someone who likes to play chess
Find someone whose favorite food is pizza	Find someone who likes to play soccer	Find someone who likes to play the violin	Find someone who has the same favorite desert as you
Find someone who was born the same month as you	Find someone who gets up before 6 AM on school days	Find someone who has the same favorite color as you	Find someone who has been out of the country at least twice

## Personal Introductions

**Write your answers to the below questions. Once you finish, pair up with a classmate. You will present each other to the class!**

Your Name:

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Age and grade?

---

Favorite school subject?

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Favorite hobby (like art, music, etc.)?

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What would you like to be when you grow up?

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How you would make the world a better place if you could?

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Favorite book(s) or series(s):

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Favorite food:

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Most interesting trip you have ever taken and why:

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# Growth Charts

## Goal Tracker

*Objective: To critically evaluate your speaking to gradually improve over time.*

1. **Identify a goal in the space below. Make sure it is specific, measurable, attainable, realistic, and able to be finished this week.**
2. **After each speaking practice, reflect on how the speech went *just in terms of that goal*. Be honest and constructive!**

My goal for public speaking is...	
-----------------------------------	--

Here's how I worked on it over time...

	Practice 1/Date: _____	Practice 2/Date: _____	Practice 3/Date: _____
How did it go?			
Next time, I will...			

### Personal Learning Chart

*Objective: To learn to track your strengths and weaknesses in speaking to gradually improve over time.*

**Self-assess by completing the chart below after each speaking practice has ended.**

Practice #	Date	Positives/ Strengths	Negatives/Weaknesses	This time, I learned that...	Next time, I will...
1.					
2.					
3.					

### Feedback Tracker

*Objective: To collect and respond to feedback to improve your public speaking skills.*

**When practicing in front of your class, record the comments of your lab leaders here; then, react to that feedback by reflecting on how you will use that feedback in the future.**

Practice #	Date	Person #1 said...	Person #2 said...	I agree that...	I disagree that...	On my next speech, I will...
1.						
2.						
3.						

## Growth Tracker

*Objective: To critically evaluate your speaking to gradually improve over time.*

**After each practice, record the strengths and weaknesses of your speaking in these specific areas; then reflect on what you learned, including the biggest things you'll need to remember, work on, or do again for next time.**

	Practice 1/Date:	Practice 2/Date:	Practice 3/Date:	<i>Overall, I learned...</i>
Body, Posture, & Movement				
Vocals				
Eye Contact				
Slides/Aids				
Content				

## Lesson 1: Debate 101

### Taking Notes

Listen closely to your instructors and write down the answers to the following questions.

What are the three components of an argument?

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What is a claim?

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What is a warrant?

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What is an impact?

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What is a constructive?

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What is a rebuttal?

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What is cross-examination?

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What does it mean to affirm?

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What does it mean to negate?

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**Debate 101 Activity #1**

**For the following sentences, box the claim, circle the warrant, and put stars around the impact:**

- a. Star Wars is the best sci-fi film, according to film expert Eber. That must mean Star Trek isn't as good.
- b. Free healthcare in the United States would boost the economy because it would keep people healthier and able to go to work longer, which increases long-term productivity.
- c. Solar energy is more efficient than hydropower, because the photovoltaic cells comprising solar panels are cheaper to produce than water turbines and dams. That means solar power is a better power source we should use more of.
- d. Since wind power is primarily available in areas with flatland, we should build more wind turbines to stop using fossil fuel energy.

**Debate 101 Activity #2**

**Write a claim below:**

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**Pass the paper to another student.**

**Write two warrants to the above claim your classmate wrote:**

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**Write a NEW claim below:**

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**Pass the paper to a different student.**

**Write two warrants to the above claim your classmate wrote:**

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**Write a NEW claim below:**

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---

**Pass the paper BACK to the student who owns this packet.**

**Write two warrants to the above claim your classmate wrote:**

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## Lesson 2: Choosing a Topic

### Taking Notes

**Listen closely to your instructors and fill in the blanks.**

Writing a \_\_\_\_\_ requires a few things. First, you need to \_\_\_\_\_ of topics you think you would like to present about. Second, you need to narrow down your list and pick a few you think you could talk passionately about while \_\_\_\_\_ your audience \_\_\_\_\_. Now, you need to pick a single topic from the narrowed down list and \_\_\_\_\_. You will need to write down different ideas or \_\_\_\_\_ you think would be good to use in your persuasive speech. These points can have \_\_\_\_\_ known as \_\_\_\_\_ which is a 17<sup>th</sup> century Greek word for evoking emotions. An example of this would be commercials on TV asking you to donate to PETA to help puppies find new homes. A commercial like this would use pathos to convince you to donate by showing pictures of sad puppies, which could elicit an emotional response in the audience. The intended response would be you donating money to PETA. These points can also have \_\_\_\_\_, which is another old Greek word that basically means having character. In the context of our persuasive speeches, these points are typically the ones backed by someone being qualified to talk about a topic. For example, a doctor is likely qualified to give advice about getting flu vaccines. The last type of talking points a persuasive speech can contain is \_\_\_\_\_ based points. These are points that can appeal to people using evidence or data. An example of this would be citing data on corn crop prices increasing to convince someone to buy stock in a corn farm.

### Choosing a Topic Activity

**On the following numbered lines, write five topics you think would make for a good persuasive speech.**

- 1. \_\_\_\_\_  
\_\_\_\_\_
  
- 2. \_\_\_\_\_  
\_\_\_\_\_
  
- 3. \_\_\_\_\_  
\_\_\_\_\_
  
- 4. \_\_\_\_\_  
\_\_\_\_\_
  
- 5. \_\_\_\_\_  
\_\_\_\_\_

**The Class Topic:**

**The topic for our class presentations will be:**

Should animal testing be allowed?

**Write three reasons you think this is a good idea (affirming):**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**Write three reasons you think this is a bad idea (negating):**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**Would you prefer to affirm or negate the topic? Note: half of you will affirm and half will negate.**

\_\_\_\_\_

## Lesson 3: Writing an Outline

### Taking Notes

**Listen closely to your instructors and fill in the blanks.**

Organizing ideas can be done through different methods. The one that works best for writing a speech is an \_\_\_\_\_. An outline is an \_\_\_\_\_ that helps you \_\_\_\_\_ your speech clearly and concisely. There are a few things you need to know about outlines before you create your own. First, an outline is broken up into different sections. For the sake of simplicity, we will break up our outlines in a way that is more conducive to persuasive speech writing. Our outlines will have sections broken up into three main areas \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. Each of these main areas will then be divided further into \_\_\_\_\_ which will themselves contain \_\_\_\_\_, which can be \_\_\_\_\_ or \_\_\_\_\_ for ethos-based points, \_\_\_\_\_ for pathos-based points, and \_\_\_\_\_ for logos-based points. Some important characteristics of outlines are that the main sections of the speech will be noted using \_\_\_\_\_. The claims will be marked by \_\_\_\_\_.

### Example of an Outline

- I. Introduction: Hello, my name is Colin, and I will be affirming the establishment of universal healthcare.
  - a. Free healthcare has been a heated political debate for the past few years
  - b. The push for free healthcare is important to discuss because of the rapidly increasing costs of healthcare for middle class Americans
  - c. Free healthcare has both benefits and risks, but I think the benefits outweigh the risks, and I strongly believe that you will as well.
- II. Body: There are many reasons that universal healthcare is a good idea:
  - a. As a person who has had to deal with high medical costs, I can tell you that free healthcare would be a huge help for me and my family.
  - b. Hundreds of thousands of Americans are dying because they can't afford to get their conditions treated. Free healthcare for everyone would save their lives!
  - c. According to the National Institute of Health, 10,000 lives would be saved each year by giving free healthcare.
- III. Conclusion:
  - a. First, I want you to call your local representatives and tell them you want them to support any new free healthcare bills coming through Congress.
  - b. Second, I want you all to donate to the Coalition for Free Healthcare so we can start lobbying for new healthcare reforms and spread our message further.
  - c. Third, I want all of you to sign up to help spread awareness of the growing issues in our nation's health system by going door to door in your neighborhoods and telling everyone what I've told you here today.

**Writing an Outline Activity**

Take about 30 minutes to write your own outline below for our class topic. Remember whether you are affirming or negating!

I. \_\_\_\_\_  
\_\_\_\_\_

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_

II. \_\_\_\_\_  
\_\_\_\_\_

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_

III. \_\_\_\_\_  
\_\_\_\_\_

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_

## Lesson 4: Researching

### Taking Notes

Listen closely to your instructors and write three reasons that research and evidence are important in any persuasive speech or debate below.

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

Write three examples of good research practices below.

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

Write three examples of bad research practices below.

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_

- 3. \_\_\_\_\_  
\_\_\_\_\_

**Research Activity**

After lesson 5, you will have 5-10 minutes each to research your topic on the class computer. Your instructors will print the materials for you.

Refer to your outline and write five things you would like to research below. Note: you should have supporting evidence for your main arguments.

- 1. \_\_\_\_\_  
\_\_\_\_\_

- 2. \_\_\_\_\_  
\_\_\_\_\_

- 3. \_\_\_\_\_  
\_\_\_\_\_

- 4. \_\_\_\_\_  
\_\_\_\_\_

- 5. \_\_\_\_\_  
\_\_\_\_\_

## Lesson 5: Evidence Analysis

### Taking Notes

Listen closely to your instructors and write the main ways in which evidence is analyzed below.

1. \_\_\_\_\_  
\_\_\_\_\_
  
2. \_\_\_\_\_  
\_\_\_\_\_
  
3. \_\_\_\_\_  
\_\_\_\_\_

### Evidence Analysis Activity #1

Fill in the graph based on the pieces of evidence shown on the board.

Evidence	Claim	Warrant	Is this a good piece of evidence?	Why or why not?

### Evidence Analysis Activity #2

Spend the next 30 minutes reading through your research and highlight the important things you would like to incorporate in your speech.

















## Lesson 8: Persuasive Speaking

### Taking Notes

Listen closely to your instructors and write seven tips for persuasive speaking below:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

What are some examples of non-verbal persuasion you learned?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Persuasive Speaking Activity #1

We have four different activities that focus on verbal and non-verbal persuasion for this lesson. Your instructors will explain each. Note: when you receive a card for each activity, DO NOT SHOW OTHER STUDENTS.

### Persuasive Speaking Activity #2

We will spend the next 20-30 minutes practicing how to improve volume and enunciation. Practice these tactics at home before your presentation on Friday!

## Lesson 9: Using Notecards

### Taking Notes

Listen closely to your instructors and write three benefits to using notecards to present a speech below:

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

### Using Notecards Activity

Take some time to transfer your speech to your notecards.

After this activity, you will each present your speeches to the class again using your notecards! Remember to fill out your growth charts after your second practice 😊

## **Lesson 10: Impromptu Speaking**

### **Taking Notes**

Listen closely to your instructors and write three ways in which impromptu speaking is beneficial below:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

### **Impromptu Speaking Activity**

Move to one of the five workstations and follow the instructions at that station. You will complete this activity twice, so you get to choose two stations!

## **Lesson 11: Identifying Arguments & Taking Notes**

### **Taking Notes**

This lesson is a bit different from the general note-taking you have completed throughout the course of this week. This lesson will focus on identifying, and writing down, the main points of your opponent's argument. You should question these points during cross-examination, which we will discuss in the next lesson.

Listen closely to your instructors and write the answers to the below questions.

What are the three ways to take notes?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List examples of shorthand:

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### **Identifying Arguments & Taking Notes Activity #1**

Your instructors will read through a deck of cards, use your note-taking skills to write down the cards in the correct order.

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### **Identifying Arguments & Taking Notes Activity #2**

You will be shown a short video of a presidential debate. Write the main arguments made by each candidate.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Lesson 12: Cross Examination 101

### Taking Notes

Listen closely to your instructors and write the answers.

What is cross examination?

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What is the goal of cross examination?

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Write three good practices for cross examination below:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

Write three practices to avoid during cross examination below:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

**Listen closely to your instructors and fill in the blanks.**

Your job when being questioned is to answer the questions in ways that keep your points in a positive light. There are a few rules of etiquette you should follow. First, when answering questions, you should \_\_\_\_\_ . Don't try to give long winding responses to waste someone's time. Second, if you are unsure of what the person questioning you is asking, be sure to ask \_\_\_\_\_ . Third, you should avoid \_\_\_\_\_. In the same way the questioner should be treating you with respect, you ought to do the same in return. Fourth, when answering questions, be sure to only include information that answers their question. Do not try to expand on other arguments or points you have made. Fifth, be sure to \_\_\_\_\_ to the person questioning you. You must make sure you answer their questions truthfully.

**Cross Examination Activity #1**

**Using the notes from the speech that you watched in lesson 11, write down 3 questions you would like to ask the presenter. Note: remember to use what you learned above in creates these questions!**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**Break out into small groups to discuss these questions and potential answers. Write the answers your group formulates below:**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**Cross Examination Activity #2**

**During this activity, you will maintain dialogue with your classmates ONLY by asking questions. If you respond with a statement, you are eliminated from the game. Last person standing wins!**

## **Lesson 13: Bringing it All Together**

This lesson is designed to make sure you feel comfortable presenting your case and asking your opponent questions. Follow the below instructions while presenting. Your instructors will inform you of when it is time to practice in front of the class.

Remember to fill out your growth charts after your third and final practice ☺

1. Person affirming presents their case. (2 minutes)
  - a. Person negating should take notes during this time
  - b. Person negating should prepare questions to ask their opponent during this time
2. Person negating asks person affirming questions regarding the affirmative case. (1 minute)
3. Person negating presents their case. (2 minutes)
  - a. Person affirming should take notes during this time
  - b. Person affirming should prepare questions to ask their opponent during this time
4. Person affirming asks person negating questions regarding the negative case. (1 minute)

## Lesson 14: Recap of the Lab

**Congratulations! You have completed a week of the 5<sup>th</sup> & 6<sup>th</sup> grade debate lab at GMDI! Now we want to hear your thoughts. Please fill out this sheet and turn it in to your instructors.**

**Write what you enjoyed about the camp. Be as specific or broad as you want.**

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**Write what you learned from this lab. Write as many things as you can think of!**

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**Write anything you would like to learn more about.**

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**Write something you would like to have seen done differently.**

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