



Curriculum		Novice Policy Debate	
Unit	Two: Preparing for T-2	Lesson	Tournament Debrief
<i>Instructional Time</i>	60 Min		
<i>Learning Objectives</i>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>▪ Reflect on their first tournament</li> <li>▪ Identify arguments to improve for future tournaments</li> <li>▪ Integrate judge feedback to modify one rebuttal from their first tournament</li> </ul>		
<i>Learning Standards</i>	<p><i>College and Career Readiness Anchor Standards</i></p> <ul style="list-style-type: none"> <li>▪ R-7, R-8, W1, W2, W5, W7, W10, SL-1, SL-4</li> </ul>		
<i>Teacher Preparation</i>	<ul style="list-style-type: none"> <li>▪ Review student ballots from the tournament to get an idea of what went well and when there are areas for improvement. If the ballots are not already sorted by team, sort them by team to pass back to students.</li> </ul>		
<i>Resources and Materials</i>	<ul style="list-style-type: none"> <li>▪ Students will need their flows from the first tournament.</li> <li>▪ Students will need their files from the first tournament.</li> <li>▪ Students should also bring any notes they took from judge feedback from the first tournament.</li> </ul>		
<i>Check-In</i>			
<i>Lesson Activities</i>	<ol style="list-style-type: none"> <li>1. Do Now (5 min) 3, 2, 1 reflecting on the first tournament. List 3 things that went well, 2 questions you had and 1 thing you would like to improve for next time.</li> <li>2. Guided conversation (30 min) Do an in-depth review of the 3, 2, 1 from the first tournament. List positives and improvements on the board and keep track of them so students can reference them as they work on answers and speeches for the next practice. Answer questions as they come up. Students will hopefully be excited, and their questions will spur other students to ask similar questions.</li> <li>3. Transition to activity (5 min transition) Students will take the information they learned to modify their answers from one constructive speech from the first tournament. Have them sit with their partners from the first tournament. If students were not at T1 have them work with a group of students who were there so they can hear the debrief and familiarize themselves with the process.</li> <li>4. Activity (15 min) Students work with their ballots, blocks and partners to modify a block and a speech. <ul style="list-style-type: none"> <li>➤ Modify one speech. What did judges suggest needed to be added? How can you explain your arguments better?</li> <li>➤ Thinking of your own reflections from T1, how would you rework this speech.</li> <li>➤ If time allows have students re-do their speeches. If it does not, have them re-do their speeches in small groups at the start of the next practice. If you have varsity team members at this practice, having them watch these speeches and provide additional feedback can be very useful.</li> </ul> </li> <li>5. Wrap Up (5 min) Either remind students to rework their speeches for the next practice or have them share out what they learned as they re-gave their speech.</li> </ol>		
<i>Formative Assessment</i>			
<i>Check-Out</i>			
<i>Instructor Notes</i>			