



# C<sup>2</sup> Pipeline



## Enrichment Lesson Plans Overview

<b>Enrichment Title</b>	Stem Debate
<b>Enrichment Objective</b>	To encourage students to research and respectfully argue a stance from an educated logical perspective
<b>Grant Alignments &amp; Objectives Addressed</b>	<ul style="list-style-type: none"> <li>• 48.5% of regularly attending students will improve their reading grade by half a letter grade</li> <li>• 77% of regularly attending students will improve in teacher-rated homework completion and class participation</li> <li>• 85% of regularly participating students will report improvements in other school subjects</li> </ul>
<b>Partner Alignment</b>	<ul style="list-style-type: none"> <li>• Honors college, College of Engineering, School Of Medicine, College Of Nursing</li> </ul>
<b>Academic Subjects</b>	<p><b>Core Academic Subjects:</b> English Language Arts</p> <p><b>Auxiliary Academic Subjects:</b> Technology and Reading, Science</p>
<b>Standards to Address</b>	<p><b>Common Core Standards:</b>  <b>RI.1: , RI.8, SL.1:, SL.2:, SL.3:, SL.4:, RH.1:, RH.6:</b></p> <p>See <i>Debate Standards grades 9-12 word doc.</i> For detailed descriptions</p>
<b>College &amp; Career Readiness Skills Addressed</b>	<p>[X] Technology &amp; Tools  [X ] Argument &amp; Reasoning  [X] Communication &amp; Collaboration  [ ] Problem Solving</p>
<b>Personal Enrichment Categories</b>	Students will: Learn to research subjects they may or may not be familiar with than organize their research and communicate their findings with others.
<b>Life Skills</b> Identify and describe how these will be utilized	<ul style="list-style-type: none"> <li>• Healthy competition and in learning to respectfully disagree will be reinforced throughout the enrichment.</li> <li>• Researching and understanding science related topics.</li> <li>• Critical thinking, presentation and communication skills.</li> </ul>
<b>Duration of Enrichment</b>	8 weeks

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<b># of Students &amp; Staff Involved</b>	15 students: 1 staff
<b>Frequency of Enrichment</b>	Meets 1 time per week
<p><b>Week by Week Timeline of SUGGESTED ACTIVITIES</b></p> <p><b>If an activity is used that is not listed, please turn in the lesson plan with the ARS to the Site Coordinator who will forward it to the C2 office.</b></p>	<p>Activity 1: Debate Intro</p> <p>Activities 2 through 8: Debate Faceoff</p> <ol style="list-style-type: none"> <li>1. Divide class into 4 groups. Assigned 2 of the groups to debate one topic and the other 2 debate another topic. Note: The Activity Facilitator will assign groups to support or oppose the topic they do not have a choice even if they personally feel strongly to the contrary.</li> <li>2. All groups will have approximately 10 minutes to research and organize their points to argue.</li> <li>3. The first two teams will argue their topic while the other two teams act as judges using the provided rubric. Then the second two teams will argue that their topic while the first two teams act as judges.</li> <li>4. The first affirmative team will have 5 minutes to argue their point.</li> <li>5. The first opposing team will have 5 minutes to argue their point.</li> <li>6. Each team will be given 1 minute for a rebuttal</li> <li>7. The first set of judges will need a few minutes to add up their scores. Ask the judge is to share some of their reasoning.</li> <li>8. Repeat steps 4 through 7 for the other topic.</li> <li>9. If time remains incorporate reflection questions or utilize Debating Related Games Pdf or used time to reflect further on the topics explored.</li> </ol> <p>Additional rules: Activity Facilitator retains the right to deduct points if students are disrespectful, use insults or speak out of turn at any time during the debate class.</p> <p>Everyone in the group must participate in the research and during the presentation. Activity facilitator retains the right to deduct points if all team members do not participate.</p> <p>Timeline for a typical debate class: 5 min intro and assignments</p>

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	<p>10 min research and gather points</p> <p>Topic 1:</p> <p>5 min supporting arguments</p> <p>5 min opposing arguments</p> <p>1 min supporting rebuttal</p> <p>1 min opposing a rebuttal</p> <p>5 min judges add scores and share reasoning</p> <p>Topic 2:</p> <p>5 min supporting arguments</p> <p>5 min opposing arguments</p> <p>1 min supporting rebuttal</p> <p>1 min opposing a rebuttal</p> <p>5 min judges add scores and share reasoning</p> <p>Remaining time for reflection if in debate games.</p>
<b>Expected End Result/Product</b>	<p>Students will have a better understanding of the topics they are researching.</p> <p>Students will have gained experience in public speaking and intellectual debate.</p>
<b>Connection(s) to Regular School Day</b>	<p>See specific School Improvement Plans and Building Collaboration Guides to observe how this enrichment connects to the regular school day in each site</p> <p>This enrichment plan is directly aligned to the English and language arts Common Core State Standards, and the Career and College Ready Standards.</p>
<b>Adult Family Member Literacy and Involvement</b>	<ul style="list-style-type: none"> <li>Families could be encouraged to come in and be guest judges during the debates.</li> </ul>
<b>Educational Research</b>	<p>Please see the following link by the <i>Urban Debate Leagues</i> for research and data regarding the benefits of debate for at risk students</p> <p><a href="http://urbandebate.org/Our-Results">http://urbandebate.org/Our-Results</a></p>
<b>Additional Resources Used</b>	<p>Debate Rubric C2 Word Doc.</p> <p>Debating games PDF</p> <p>Stem Debate Topics Word Doc.</p> <p>Research Guide word doc.</p>

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	<p><a href="http://guides.lib.byu.edu/stepbystep">http://guides.lib.byu.edu/stepbystep</a> <a href="http://urbandebate.org/Our-Results">http://urbandebate.org/Our-Results</a></p> <p>debate doc 22min <a href="https://www.youtube.com/watch?v=hGyyPLVM3lg">https://www.youtube.com/watch?v=hGyyPLVM3lg</a></p>
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