BWDA 2015 EXERCISE AND MOTION LIST

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MOTIONS:

MAY BE USED IN PRACTICE ROUNDS & TOURNAMENT

1. THBT we should tell our friends if they have been cheated on in a relationship
2. THBT Internet search engines should inform authorities about suicidal searches.
3. THBT we should not watch ISIS execution videos.
4. THBT governments should tax products on the basis of their ecological footprint
5. THBT parents should push their kids to achieve, even if that comes at the expense of their child’s happiness.
6. THW approve of the installation of non-medical information technology (such as enhanced memory, enhanced perception and distance communication) within the human body
7. THW impose a high tax on unhealthy foods.
8. THW give people the right to erase personal information about themselves on the Internet.
9. THW ban the practice of contracting freelance journalists and photographers in conflict-affected areas
10. This house would prohibit the media from reporting on the private lives of any person without their explicit permission
11. THBT couples should be able to enter relationship contracts which make any future infidelity a state-enforced crime
12. THBT we should grant overweight people the same protections from discrimination and hate speech as other vulnerable groups
13. THW prefer to prosecute the clients rather than the prostitutes.
14. THW choose not to consume art created by people who have committed deeply immoral
15. THW not allow individuals to opt into a one-way mission to Mars with the Mars One Project
16. THBT parents should monitor the electronic communications of their children, for example by installing spyware, requiring their children to give them their passwords, or reading browser histories.
17. Planet Earth should not seek to contact with extraterrestrial intelligence in the near future.
18. THW make failure to render reasonable assistance to a person in distress a criminal offence
19. THW allow companies to pay higher wages to employees who agree not to have children during their term of employment.
20. THW make the salary of politicians equal to the per capita income of the country
21. THBT Hong Kong should not extend citizenship to children born in Hong Kong whose parents are not Hong Kong citizens
22. THBT the state should place baby hatches in accessible areas, where people can leave babies anonymously
23. THBT there is no such thing as animal cruelty
24. THW make those who keep the private information of others in databases liable for damages caused by security breaches.
25. TH welcomes the entrance of large numbers of robots into the workforce.
26. Finals THBT economic sanctions on Russia relating to the situation in Ukraine are counter-productive.
27. THW implement mandatory voting in all elections.
28. This house believes both parents should be required to attend parenting classes before and after having a child.
29. THW approve of the installation of non-medical information technology (such as enhanced memory, enhanced perception and distance communication) within the human body.
30. This house supports civil disobedience as a legitimate response to injustice.
31. THBT the struggle against ISIS should be conducted solely by Middle East nations.

OTHER COMMON MOTIONS FOR EXERCISES
1. THBT PROSTITUTION SHOULD BE LEGALIZED
2. STUDENTS IN PUBLIC SCHOOL SHOULD WEAR SCHOOL UNIFORMS
3. THBT PUBLIC MONEY SHOULD NOT BE USED TO FINANCE ART
4. STRONG DICTATORSHIP IS BETTER THAN WEAK DEMOCRACY
5. DISTANCE LEARNING IN HIGHER EDUCATION SHOULD BE REJECTED
6. PHYSICALLY CHALLENGED STUDENTS SHOULD NOT BE SEPARATED IN SCHOOLS
7. EUTHANASIA IS EVERY CITIZEN’S RIGHT
8. CITIZENS HAVE THE RIGHT TO PUBLIC NUDITY
9. WE SHOULD BE WILLING TO NEGOTIATE WITH TERRORISTS XX
10. ALL POLITICIANS SHOULD BE LIMITED TO MAXIMUM 15 YEARS IN PUBLIC OFFICES
11. NATIONALISM IS A VIRTUE
12. PENALTIES FOR ATTEMPTED AND ACTUAL MURDER SHOULD BE THE SAME
13. CONVICTED RAPISTS SHOULD BE CHEMICALLY CASTRATED.
14. TESTING PRODUCTS FOR HUMANS ON ANIMALS IS IMMORAL
15. AFTER COHABITATING FOR SIX MONTHS, COUPLES SHOULD BE CONSIDERED AS MARRIED
16. MIDDLE SCHOOL STUDENTS SHOULD NOT BE PERMITTED TO WEAR COSMETICS TO SCHOOL.
17. PARENTS SHOULD LOSE CUSTODY OF MORBIDLY OBESE CHILDREN.
18. CHILD ABUSERS SHOULD NOT BE ALLOWED TO HAVE MORE CHILDREN
19. ROMANTIC RELATIONSHIPS BETWEEN UNIVERSITY INSTRUCTORS AND THEIR STUDENTS SHOULD BE PUNISHED BY THE UNIVERSITY
20. ALLOW COMPANIES TO REFUSE TO HIRE SMOKERS
21. PEOPLE SENTENCED TO LIFE IMPRISONMENT SHOULD BE ALLOWED TO CHOOSE THE DEATH PENALTY INSTEAD
22. BAN COSMETIC SURGERY
23. CRIMINALISE THE PAYMENT OF RANSOM
24. POLITICIANS HAVE A RIGHT TO A PRIVATE LIFE
25. STATES SHOULD ADOPT E-ELECTIONS
26. THW BAN BOXING
27. THB THBOTH MEN AND WOMEN SHOULD FILL COMBAT ROLES IN THE MILITARY.
28. ATTENDANCE AT SCHOOL SHOULD BE VOLUNTARY
29. ALL CITIZENS OUGHT TO PERFORM A PERIOD OF NATIONAL SERVICE
30. HIGH SCHOOL STUDENTS' RIGHT TO CONFIDENTIALITY IS OF GREATER VALUE THAN THEIR PARENTS' RIGHT TO KNOW.
31. THW HAVE HARSHER SENTENCES FOR CELEBRITY CRIMINALS.
32. MARRIAGE IS AN OUTDATED CONCEPT
33. UNDERAGE VOTERS SHOULD BE ALLOWED TO VOTE IF THEY PASS A TEST ON CIVICS.

EXERCISES

Wednesday 15 July 2015

Exercise 1

STYLE FOR BEGINNERS:

GOALS:
Get over the nervousness of initial speaking.
Discover students that have serious speech anxiety problems.
Discover students with serious difficulties with English.
Identify significant problems and work on them.

PROCEDURES:
Explain how important public speaking skills are.
Explain how we all need to improve them.
Explain that this will be a safe environment for learning.
ROUND ONE: Students give one-minute speeches
Give all students a motion, something safe:
- Favorite pet animal
- Favorite vacation spot
- Best friend
- Least favorite media figure
- Worst movie ever seen
- “I wish my parents would….”
- “I wish my school would…”
- Favorite subject in school
- Favorite sport
- Gadget they most want
After each speech tell them two things they did well and one thing they need to improve on in their next speech.
INVITE STUDENTS TO SPEAK AGAIN ON THE SAME OR A DIFFERENT MOTION. USE ALL OF YOUR TIME.

EXPERIENCED AND ADVANCED
Students speak on a motion for three minutes
Put students in pairs. Then give each pair a motion, making one student prop and one opp.
Give them 5 minutes to prepare one major argument for their side. Tell them to remember what they need to work on to improve their style and delivery.

Have them give their three minute speeches, have the other side take notes.

Appoint another team to be style and delivery critics.

Give them feedback about style and delivery, be positive, and be sensitive to challenges of speaking English.

Have their partner also make comments.

Each pair gives their speeches again if you have time. USE ALL YOUR TIME.

Thursday 16 July 2015

Exercise 2

Advanced

Building Thicker Arguments Drills

Assign motions to pairs, make one prop and one opp. Have them build one major argument on motion. Force them to have more than one line of analysis. Have them use multiple forms of proof. Force them to have a real impact to the argument. Then, take each pair and appoint two others to be critics who will talk about how the argument could have been thicker. Have the prop present the argument in 3 minutes, critics comment (so does instructor), then and the opp speaker, same routine. Make sure to get through everyone in your group and then repeat as possible.

Caution – warn them against putting the whole motion in one argument, not what we want.

Experienced

Argument Drills

Presenting Arguments

Goals:

- Show debaters the proper structure of a single argument: title, thesis, body, support, impact.
- Help debaters identify their weaknesses and repair them.
- Review a variety of motions to show the broad range of what can be debated.

Procedure:

1. Give each debater a different motion.
2. Ask debaters to build one major 3-minute argument for that motion. Caution them not to put the whole motion into one argument.
3. Ask each debater to present her argument.
4. Criticize the presentation and show where it needs improvement.
5. If you have time, have the class deliver their improved arguments.

Cautions:

- Make sure the argument includes all elements—title, thesis, body, support, impact—and that debaters are not simply repeating assertions.
- Keep the process moving so that all can present their initial argument and some can offer their improved version.

Beginner – Basic Argument Drills

Presenting Arguments

Goals:

- Show debaters the proper structure of a single argument: title, thesis, body, support, impact.
- Help debaters identify their weaknesses and repair them.
- Review a variety of motions to show the broad range of what can be debated.

Procedure:

- Give each debater a different motion.
- Ask debaters to build one major 2-minute argument for that motion. Caution them not to
put the whole motion into one argument.

• Ask each debater to present her argument.
• Criticize the presentation and show where it needs improvement.
• If you have time, have the class deliver their improved arguments.

Caution:
• Make sure the argument includes all elements—title, thesis, body, support, impact—and that debaters are not simply repeating assertions.
• Keep the process moving so that all can present their initial argument and some can offer their improved version.

Friday 17 July 2015

Exercise 3

Advanced
Advanced Refutation Drills
Start with one motion. You give a three-minute argument to prop that motion. Then, have each member of the group give a 1:30 refutation of that argument. Discourage them from copying previous speakers. Give comments about applying the ideas from the lecture. Repeat as necessary.

Experienced
Argument Building Drills
Divide them into groups of 4. Give each in a group of four a position in the debate. Then, give each group of 4 a different motion. Give them 10 minutes of preparation. Then, go through the rooms, with each person naming the arguments they would use with some detail. While this is happening other positions need to be adapting. Your comments are needed throughout. After all 4 speak, go to the next group.

Beginner
Motion Analysis Drills
Goals:
• Help debaters understand that all topics are not of the same type.
• Help debaters understand how to handle different types of topics.
• Help debaters gain experience in addressing topics in ways that help them succeed.

Procedure:
• Assign a topic to each debater. Give them 4–5 minutes to determine how they will interpret that topic. Urge debaters not to be too self-serving in their interpretations. They need to set up a good debate, not run from the major issues. Tell debaters to take into account what they think the major opposition or negative argument will be and to consider this when they interpret the motion.
• Discuss how some topics might be interpreted as different types and participants to pick the type they think they can be successful in supporting. For example, “This House believes that parents should not hit their children” can be debated as policy or value, but would probably be better advocated as a value topic because the particulars of how you would prevent parents from hitting a child or how enforcing a no-hitting policy could be rather daunting.
• Have each debater tell the group what kind of topic he or she has chosen and how they would interpret it (standard for fact, define term for value, model for policy as well as definitions of other key words).
• At the end, review what debaters have learned and answer any questions.

Caution:
• Watch the time. Make sure all debaters get a chance to discuss their topic.
• When a topic might fall into different type categories, ask debaters to discuss which way they would rather advocate it.
• Avoid allowing debaters to include too much detail, especially in a plan or model, which leaves the impression that they are running away from the major issues.

Exercise 4

Advanced Points of Information Drill

GOALS:
• Develop strong PoI offering skills.
• Develop strong PoI replying skills.
• Make students search for arguments, and thus points to pose, on a variety of motions.

PROCEDURES:
• Give each student a motion.
• Have them outline a very brief first prop or opp speech in about 7-8 minutes of prep.
• Then, have a student stand up and speak on this motion, but after one to one and a half minutes you pound the table and all in the room start offering points of information.
• The speaker MUST take all points from a variety of students.
• It is the responsibility of all students to pose points to the speaker.
• Your role is to be the audience, and make sure to be active. Point out things like: question too long, question too easy, answer too long, weak answer, answer not scoring points for their aide, etc.
• Feel free to interject these comments during the speech, but do not let others do so.
• Make speeches long enough so that you use all the time and everyone gets to speak. If they have to speak for nine minutes taking points for eight of them, fine. It will make them stronger.
• You can also feel free to offer points, but try and model good practice and behavior.
• CAUTIONS:
• Always make sure to maintain decorum, no flagging of points or inappropriate behavior.
• Watch the time; calculate how long speeches can be before the first one is given based on the time left and how many students are in your group.

Experienced Motion Analysis Drills

Goals:
• Help debaters understand that all topics are not of the same type.
• Help debaters understand how to handle different types of topics.
• Help debaters gain experience in addressing topics in ways that help them succeed.

Procedure:
• Assign a topic to each debater. Give them 4–5 minutes to determine how they will interpret that topic. Urge debaters not to be too self-serving in their interpretations. They need to set up a good debate, not run from the major issues. Tell debaters to take into account what they think the major opposition or negative argument will be and to consider this when they interpret the motion.
• Discuss how some topics might be interpreted as different types and participants to pick the type they think they can be successful in supporting. For example, “This House believes that parents should not hit their children” can be debated as policy or value, but would probably be better advocated as a value topic because the particulars of how you would prevent parents from hitting a child or how enforcing a no-hitting policy could be rather daunting.
• Have each debater tell the group what kind of topic he or she has chosen and how they would interpret it (standard for fact, define term for value, model for policy as well as definitions of other key words).
• At the end, review what debaters have learned and answer any questions.

Cautions:
• Watch the time. Make sure all debaters get a chance to discuss their topic.
• When a topic might fall into different type categories, ask debaters to discuss which way
  they would rather advocate it.
• Avoid allowing debaters to include too much detail, especially in a plan or model, which
  leaves the impression that they are running away from the major issues.

Beginner – Building Sample Arguments
Goals:
  • Show debaters the proper structure of a single argument: title, thesis, body, support,
    impact.
  • Help debaters identify their weaknesses and repair them.
  • Review a variety of motions to show the broad range of what can be debated.
Procedure:
1. Give each debater a different motion.
2. Ask debaters to build one major 2-minute argument for that motion. Caution them not to put the
   whole motion into one argument.
3. Ask each debater to present her argument.
4. Criticize the presentation and show where it needs improvement.
5. If you have time, have the class deliver their improved arguments.
Cautions:
  • Make sure the argument includes all elements—title, thesis, body, support, impact—and
    that debaters are not simply repeating assertions.
  • Keep the process moving so that all can present their initial argument and some can offer
    their improved version.

Saturday 18 July 2015

Exercise 5

Advanced – Advanced Motion Drills
Create a list of motions that may be one-sided, unclearly written, could be policy or not.
Parcel them out among the students. Each student preps the strategies for each side. Then, they
present their strategies (briefly, very briefly) and there are comments. Develop general themes for
one-sided, unclearly written, and maybe policy motions.

Experienced – FIRST TEAM DRILLS

Goals:
  • To teach debaters how to brainstorm complex motions.
  • To teach them how to select and organize their best arguments.
  • To allow debaters to learn from the motions other debaters are working on.
  • To help them find support for their arguments.
  • Debaters will have accomplished a basic understanding briefing of every motion you deal
    with in this session.
  • Help debaters discover good arguments to use on a variety of motions.
Procedure:
  • Organize debaters into pairs: one debater proposition and the other opposition.
  • Give each pair a motion and allow them 10 minutes to think of their best three arguments.
    Have each proposition present her ideas (not as a speech, but in a discussion) for five
    minutes, including: definitions (if needed), model or plan for action (if needed) two
    arguments for a first speech, third argument for a second speech, which would be
    appropriate in the WUDC format (the world’s most popular). Then have opposition do the
    same.
  • Make sure everyone is taking notes about all motions. THESE MOTIONS MAY COME UP
    AGAIN. You make comments, allow a very few from the other debaters. Make concrete
suggestions for how to improve. Do not spend too much time on each motion so that you can give everyone a chance to present their arguments on their motion.

Beginner – POINTS OF INFORMATION

GOALS:
• Develop strong PoI offering skills.
• Develop strong PoI replying skills.
• Make students search for arguments, and thus points to pose, on a variety of motions.

PROCEDURES:
• Give each student a motion.
• Have them outline a very brief first prop or opp speech in about 7-8 minutes of prep.
• Then, have a student stand up and speak on this motion, but after one to one and a half minutes you pound the table and all in the room start offering points of information.
• The speaker MUST take all points from a variety of students.
• It is the responsibility of all students to pose points to the speaker.
• Your role is to be the audience, and make sure to be active. Point out things like: question too long, question too easy, answer too long, weak answer, answer not scoring points for their aide, etc.
• Feel free to interject these comments during the speech, but do not let others do so.
• Make speeches long enough so that you use all the time and everyone gets to speak. If they have to speak for nine minutes taking points for eight of them, fine. It will make them stronger.
• You can also feel free to offer points, but try and model good practice and behavior.

CAUTIONS:
• Always make sure to maintain decorum, no flagging of points or inappropriate behavior.
• Watch the time; calculate how long speeches can be before the first one is given based on the time left and how many students are in your group.

Exercise 6

Advanced – Motions from Area X
TBD

Experienced – Second Team Drills
Goals:
• Help debaters understand that the second team in a WUDC debate must advance the argumentation, not just repeat the same points.
• Help debaters to think creatively about a wide variety of arguments during preparation.
• Help debaters adapt to the argumentative choices of a first team.

Procedure:
• Divide the debaters up into teams of two. Give each of them the motion only, found at http://debate.uvm.edu/dcpdf/second_team_drills.pdf. Or, pick from the list.
• Have all debaters take notes on all motions in their training manual.
• Give them ten minutes to prepare. Have them develop at least five or six major arguments in a list.
• Then, tell each team what the first team ahead of them has done, from the list above.
• Give them five minutes to prepare what their new arguments will be.
• If the group is smaller, have them give a five-minute speech where they present the new argument(s). If a larger group, have them present what their new argument(s) will be to the group in an abbreviated form.
Engage the group in analysis and criticism of the choices they have made and whether these choices are sufficient to gain them the victory in the debate.

Cautions:
- Make sure that the arguments that they come up with are either new or substantially helps to advance the debate.
- Watch the time to make sure everyone gets a chance to share his or her choices.
- If debaters do not come up with critical analysis of the choices made, do so yourself in your role as trainer.

Beginner – FIRST TEAM DRILLS

Goals:
- To teach debaters how to brainstorm complex motions.
- To teach them how to select and organize their best arguments.
- To allow debaters to learn from the motions other debaters are working on.
- To help them find support for their arguments.
- Debaters will have accomplished a basic understanding briefing of every motion you deal with in this session.
- Help debaters discover good arguments to use on a variety of motions.

Procedure:
- Organize debaters into pairs: one debater proposition and the other opposition.
- Give each pair a motion and allow them 10 minutes to think of their best three arguments. Have each proposition present her ideas (not as a speech, but in a discussion) for five minutes, including: definitions (if needed), model or plan for action (if needed) two arguments for a first speech, third argument for a second speech, which would be appropriate in the WUDC format (the world’s most popular). Then have opposition do the same.
- Make sure everyone is taking notes about all motions. THSE MOTIONS MAY COME UP AGAIN. You make comments, allow a very few from the other debaters. Make concrete suggestions for how to improve. Do not spend too much time on each motion so that you can give everyone a chance to present their arguments on their motion.

Sunday 19 July 2015

Exercise 7

Advanced – Motions from Area Y
TO BE DESIGNED

Experienced – REFUTATION

Goals:
- Learn how to refute in a short amount of time
- Learn how to think quickly for refutation
- Learn proper structure for refutation

Procedures:
- Divide them up into pairs. Make on prop and the other opp.
- Give each pair a different motion.
- Give them time to develop an argument for their side (5 minutes, more if beginners)
- Have the prop speaker present their argument in two minutes.
- Have the opp speaker refute that argument in 1 minute. Comment.
- Have the opp speaker present their argument in two minutes
• Have the prop speaker refute that argument in 1 minute. Comment.
• Go to the next pair until completed.

Cautions:
• Move along; do not spend too long on commenting.
• Encourage their argument to be a part of the debate, not one argument that includes the entire motion.

Beginner – Second Team Drills
Goals:
• Help debaters understand that the second team in a WUDC debate must advance the argumentation, not just repeat the same points.
• Help debaters to think creatively about a wide variety of arguments during preparation.
• Help debaters adapt to the argumentative choices of a first team.

Procedure:
• Divide the debaters up into teams of two. Give each of them the motion only, found at http://debate.uvm.edu/dcpdf/second_team_drills.pdf. Or, pick from the list.
• Have all debaters take notes on all motions in their training manual.
• Give them ten minutes to prepare. Have them develop at least five or six major arguments in a list.
• Then, tell each team what the first team ahead of them has done, from the list above.
• Give them five minutes to prepare what their new arguments will be.
• If the group is smaller, have them give a five-minute speech where they present the new argument(s). If a larger group, have them present what their new argument(s) will be to the group in an abbreviated form.
• Engage the group in analysis and criticism of the choices they have made and whether these choices are sufficient to gain them the victory in the debate.

Cautions:
• Make sure that the arguments that they come up with are either new or substantially helps to advance the debate.
• Watch the time to make sure everyone gets a chance to share his or her choices.
• If debaters do not come up with critical analysis of the choices made, do so yourself in your role as trainer.

Monday 20 July 2015

Exercise 8

Advanced – TBA
IDEA - Position Strategy Exercise
After a lecture about position strategy, make debate rooms and assign a motion. Give 10 minutes prep. In 5 minutes have each team report on their strategy for trying to win the debate, go through the positions. Comment as educationally appropriate. Make it quick. Either do another room or change positions.

Experienced – POINTS OF INFORMATION

GOALS:
• Develop strong PoI offering skills.
• Develop strong PoI replying skills.
• Make students search for arguments, and thus points to pose, on a variety of motions.
PROCEDURES:
• Give each student a motion.
• Have them outline a very brief first prop or opp speech in about 7-8 minutes of prep.
• Then, have a student stand up and speak on this motion, but after one to one and a half minutes you pound the table and all in the room start offering points of information.
• The speaker MUST take all points from a variety of students.
• It is the responsibility of all students to pose points to the speaker.
• Your role is to be the audience, and make sure to be active. Point out things like: question too long, question too easy, answer too long, weak answer, answer not scoring points for their aide, etc.
• Feel free to interject these comments during the speech, but do not let others do so.
• Make speeches long enough so that you use all the time and everyone gets to speak. If they have to speak for nine minutes taking points for eight of them, fine. It will make them stronger.
• You can also feel free to offer points, but try and model good practice and behavior.

CAUTIONS:
• Always make sure to maintain decorum, no flagging of points or inappropriate behavior.
• Watch the time; calculate how long speeches can be before the first one is given based on the time left and how many students are in your group.

Beginner – REFUTATION

Goals:
• Learn how to refute in a short amount of time
• Learn how to think quickly for refutation
• Learn proper structure for refutation

Procedures:
• Divide them up into pairs. Make on prop and the other opp.
• Give each pair a different motion.
• Give them time to develop an argument for their side (5 minutes, more if beginners)
• Have the prop speaker present their argument in two minutes.
• Have the opp speaker refute that argument in 1 minute. Comment.
• Have the opp speaker present their argument in two minutes
• Have the prop speaker refute that argument in 1 minute. Comment.
• Go to the next pair until completed.

Cautions:
• Move along; do not spend too long on commenting.
• Encourage their argument to be a part of the debate, not one argument that includes the entire motion.

OTHER IDEAS FOR OTHER TIMES....

Advanced
Position Strategy Exercise
After a lecture about position strategy, make debate rooms and assign a motion. Give 10 minutes prep. In 5 minutes have each team report on their strategy for trying to win the debate, go through the positions. Comment as educationally appropriate. Make it quick. Either do another room or change positions.
Experienced Format Exercise
After a lecture about format and strategy, make debate rooms and assign a motion. Give 10 minutes prep. In 5 minutes have each team report on their strategy for trying to win the debate, go through the positions. Comment as educationally appropriate. Make it quick. Either do another room or change positions.

Beginner Format Brainstorm exercise
Give students a motion to discuss as a group. Give them 10 minutes to think about it. Then, lead a brainstorming discussion for the four positions. Try and get people involved. Outline main arguments on the board.