



Campaign 2016: Every Teacher's Guide to Debate, Media, and Speech in the Classroom

STRATEGIC USES FOR SPEECH AND DEBATE IN THE CLASSROOM

1. Preparing for a speaking, listening, or debate event is as important as the event itself, and the gradebook can reflect this.
2. Teachers can evaluate speaking, listening, and debate skills by evaluating the associated artifacts. Preparation materials, research, notes, and reflections are all evidence of engagement.
3. Teaching students about ad hominem attacks and enforcing a culture of mutual respect helps ensure that even the quietest student gets heard.
4. Debate is about testing the validity of ideas. The more you encourage your students to test existing ideas, the deeper your students understand and embrace the content you are teaching.
5. It is equally important to understand ideas with which you agree and disagree. Understanding your own ideas more than your opponent's ideas means you haven't asked nearly enough questions.
6. Listening is the ability to understand something exactly the way the speaker wants you to understand it. You don't have to agree with a speaker, but you do have to understand him or her.
7. Being a good public speaker takes time, practice, and effort. Students should be given the chance to speak and listen to other students as often as possible to help solidify their understanding of content.
8. Speaking, listening, and debating helps move a student from "knowing" to "understanding." Just because you've taught it doesn't mean they understand it.
9. Using role play is a great way to elevate the professional tone of a debate. Use prompts that ask them to assume the role of museum curators, scientists, authors, or other relevant careers.
10. Keep debates on track by maintaining a strong focus on evidence, claims, and reasoning. If kids can stay focused on these elements, amazing things can happen!



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STRATEGIC USES FOR MEDIA LITERACY IN THE CLASSROOM

1. Students should incorporate technology and digital media into projects, presentations and other forms of assignments
2. Incorporate various types of media (ex: video, internet articles & sites, social media) into lessons
3. Have students evaluate and dissect different types of media (ex: dissect a political campaign commercial or poster with a specific goal in mind, like audience, tone, etc.)
4. Have students discuss and analyze how media and visuals contribute to a text (positives, negatives, etc.)
5. Have students look at various types of media to compare how information is presented, to detect any biases, to understand the audience, etc.
6. Have students look for the argument in specific texts or media, look for any biases present within the text, and determine the veracity of the text/media.
7. Have students find multiple resources for a project, including text and digital sources. They should identify information presented in these sources and to take a look at the information to determine veracity, bias, argument, etc. Finally, the students should take the information and present it within their own words (incorporate a Works Cited and Bibliography)
8. Have students incorporate various types of media (ex: video, internet articles & sites, social media) into projects. The media included in projects must enhance their point (ex: political commercial used as an example of smear tactics)
9. Have students utilize the internet and technology to develop their writing skills- use a rubric with specifics. They should work together to create a project using technology and/or Internet resources. Finally, they can publish projects online to be shared with classmates, other classes, others schools, etc.
10. Provide a rubric with specifics of how the students should present their projects, arguments or any writing assignments related to media.



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THE 2016 PRESIDENTIAL CAMPAIGN: LESSON PROMPTS FOR EVALUATING MEDIA AND DEBATING THE ISSUES

1. Compare campaign commercials from this election to those from the 1950's. How do they differ in tone, mood, language, and subject area?
2. Follow candidates on social media and dissect different types of photos posted. Determine the target audience and the main idea being presented.
3. Listen to audio of campaign commercials, and pay attention only to the words emphasized by the narrator. What adjectives do these words convey? Is there anything being implied that isn't directly said?
4. Give students candidate quotes without attribution. Ask students to guess who said it and justify their answer.
5. Observe and reflect on how candidates pivot on issues they don't want to talk about to focus instead on issues they do want to talk about.
6. Review political cartoons with students, and ask students to debate whether the cartoon is accurate or fair.
7. Play portions of recent debates, and ask students to respond to candidate statements from a variety of perspectives (e.g. CEO, farmer, small business owner, teachers, etc.).
8. Introduce students to The Annenberg Public Policy Center's Factcheck.org and the Tampa Bay Times' Politifact.com. Ask them to research the reliability and independence of these sites.
9. Explore how traditional media outlets compare and contrast to digital media outlets.
10. Set up a social media discussion during a political debate for students to share their observations, comments, and opinions.
11. Examine poll numbers for each candidate and draw corollaries between what's happening on the campaign trail and what's happening with poll number movement.
12. Divide the class into two campaigns, each creating a fictional candidate for class president. Create media and debate opportunities for both campaigns to interact, create content, and engage.
13. Allow students to represent a candidate and answer questions of the audience, as they would anticipate the candidate answering them in a town hall.
14. Find examples of scapegoats, false dichotomies, and other fallacies in candidate campaign media.
15. Research candidates and create a 30-60 second campaign spot based on various positions using digital cameras or smartphones.

