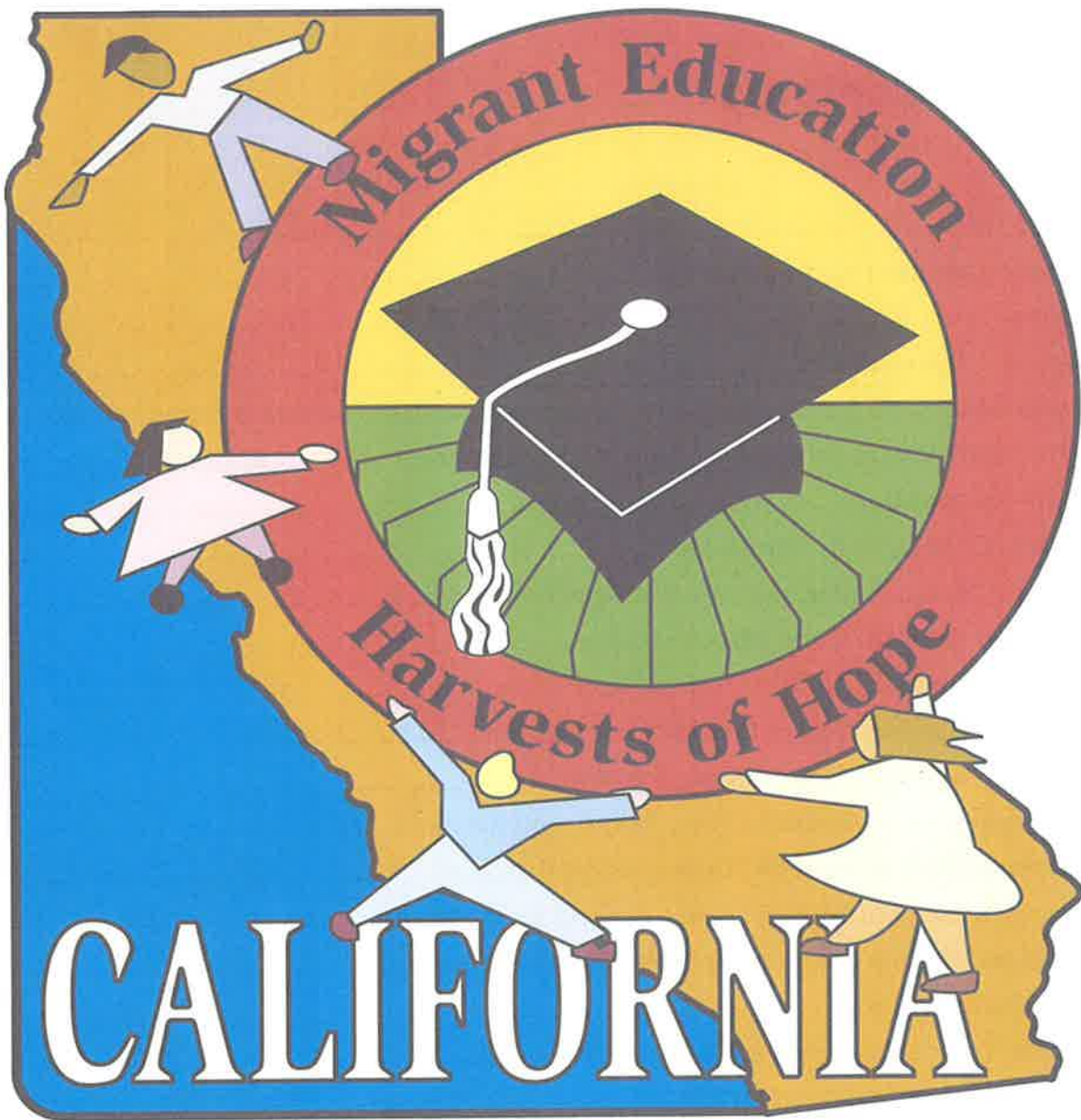


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# **Migrant Education Program State Speech and Debate Tournament Handbook**

Revised December 2024

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# Introduction

The Speech and Debate Tournament began in the Ventura County Office of Education Migrant Education Program (MEP). In 2016, the California Department of Education (CDE) Migrant Education Office adopted it as a statewide initiative, establishing participation criteria. This tournament offers migratory students a safe and supportive academic environment to enhance their critical thinking, research, and public speaking skills. Students learn to effectively organize information and construct persuasive arguments backed by credible sources. The tournament also promotes teamwork, self-confidence, and conflict resolution through strategic discourse.

## Handbook's Intent and Purpose

This handbook provides guidance on the structure and expectations of state speech and debate tournaments. It helps customize lessons to align with statewide tournament guidelines and offers resources to support best practices in speech and debate.

# Overview

The State Speech and Debate Tournament, an annual spring student event, marks the culmination of local MEP subgrantees' competitions. Hosted by the Monterey County Office of Education (MCOE), Migrant Education Office with the support from the CDE, this state-level tournament brings together the first-place winners from regional migrant education contests. Participants compete in prepared and extemporaneous (or impromptu) speech categories, or middle and high school debate, in either English or Spanish.

## Regional Tournament<sup>1</sup>

Regions must develop a speech and debate curriculum to be taught outside of regular school hours by certified or classified staff. This curriculum should include instruction in reading and writing expository texts with opportunities to engage with various text types, such as description, comparison, cause and effect, and problem and solution. The curriculum should also prepare students to refine their research skills and evaluate the credibility of sources and persuasive arguments.

Regional tournaments must:

- Comply with all the rules outlined in this handbook.
- Be adaptable and open to adjustments in managing various aspects of the competition such as the number of participants, attendees, and teams.
- Be held no later than April 5, 2025.

Regional tournaments can use the MEP State Speech and Debate Online System.

## Migrant Education Program State Speech and Debate Online System (online system)

The State Tournament registration process is administered through an online system developed by the Los Angeles County Office of Education (LACOE). This digital platform manages participant registration and scoring for the state tournament, aligning with the speech and debate requirements outlined in this handbook. You can access the online system on the following webpage: [Login - Migrant Education Speech and Debate \(laoe.edu\)](https://laoe.edu/login).

This online system is available for use by any California MEP subgrantee at no cost for their local speech and debate tournaments. To request access and set-up an account, please use the [Speech Account Management Form](#) or contact the LACOE helpdesk at [MEPsupport@laoe.edu](mailto:MEPsupport@laoe.edu).

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<sup>1</sup> The term "Regional tournament" encompasses both regional and direct funded district tournaments.

# State Tournament Student Criteria for Participation

Each MEP Subgrantee is responsible for conducting a competition to select students who will represent their Region or Direct Funded District (DFD) at the State Speech and Debate Tournament. DFDs have the option to either participate in a regional tournament in collaboration with another subgrantee or host their own.

Participation is limited to one speech student per grade level and language, and one debate team per grade level and language group. While participation in all categories is encouraged, it is not mandatory. Speech competitors must participate in both prepared and extemporaneous speech.

Regions and DFDs that opt to compete in all categories can have a maximum of 34 students participating in the tournament. Regions and DFDs should adhere to the participant limits specified in the State Competition Categories table below:

State Competition Categories			
Category	Grade level	Language	Total Number of Participants
Debate	Middle School	English	3 minimum – 5 maximum
	Middle School	Spanish	3 minimum – 5 maximum
	High School	English	3 minimum – 5 maximum
	High School	Spanish	3 minimum – 5 maximum
Speech	Sixth	English	1
	Sixth	Spanish	1
	Seventh	English	1
	Seventh	Spanish	1
	Eighth	English	1
	Eighth	Spanish	1
	Ninth	English	1
	Ninth	Spanish	1
	Tenth	English	1
	Tenth	Spanish	1
	Eleventh	English	1
	Eleventh	Spanish	1
	Twelfth	English	1
	Twelfth	Spanish	1
	Maximum participants		34

# Speech Competition

This section will discuss the speech competition and the specific components within the state tournament. The speech competition includes two types of speech categories.

They are as follows:

1. **Prepared speech:** This is a researched and written speech prepared by the student prior to the competition.
2. **Extemporaneous speech:** This is a speech composed in real time. During the competition, students receive a topic and must promptly formulate and organize their thoughts on the spot. This speech is not research-based.

For the state tournament, speech competitors must compete in **both** the Prepared and Extemporaneous Speech competitions.

First, second, and third place trophies are awarded in every speech category and grade level. While students have the option to compete in either Spanish or English, they must maintain consistent language usage throughout all stages of the tournament.

## Speech Competition Schedule

Round	Speech Type
1	Prepared – 1
2	Extemporaneous – 1
3	Extemporaneous – 2
4	Prepared – 2

## Speech Topics for Grades Six through Twelve

- Topics will be selected by the CDE and hosting MEP subgrantee, after which they will be communicated to the MEP Directors and Speech and Debate Leads via email approximately seven months prior to the state tournament.
- Please be aware that if you opt to use the online system for your local tournament, participants must utilize the topics chosen by the CDE and the hosting MEP subgrantee.

## Prepared Speech: Time Requirements

- Grades six through eight: Minimum **three** minutes; maximum **four** minutes.
- Grades nine through twelve: Minimum **four** minutes; maximum **five** minutes.



## Prepared Speech: Before Competition

- Students are required to compose **two distinct, persuasive** prepared speeches based on the topics chosen by the CDE and the hosting MEP subgrantee.

## Prepared Speech: Rules During Competition

- Participants **are required** to indicate their chosen topics at the beginning of each prepared speech round, which will then be entered into the online system by the respective judges in round 1 and 4. Additionally, the selected language for the competitor's speeches throughout the tournament must be confirmed at this stage.
- The timer begins with the student's first word in the introduction. The introduction must consist of the student's name, region, and school.
- Students are permitted to use notes or deliver their speech from memory.
- Students are prohibited from using any props or visual aids, except for notes.
- Repeating a speech will result in a forfeited score for that round.
- Once the competition round begins, attendees are not allowed to enter or leave rooms.
- Students must present well-reasoned, evidence-based arguments and choose either an affirmative (PRO) or negative (CON) stance on **two** of the topics provided.
- Students should end their speech with a "thank you" to signal the conclusion of their speech.
- The timer stops when the student finishes their "thank you" statement.
- Delivering a speech under the minimum time results in a score of zero for that round.
- Exceeding the maximum time by more than 10 seconds will lead to a four-point deduction.

## Prepared Speech: Determining the Winners

- The winners of the Prepared Speech competition will be determined by totaling the points earned in each of the two rounds. Trophies will be awarded for first, second, and third place in each grade level and language.
- The points that contribute to the score are awarded as detailed in the [Speech Rubric](#) and [Prepared Speech Evaluation Form](#).

## Extemporaneous Speech: Time Requirements

- Grades six through eight: Minimum **one and a half** minutes; maximum **three** minutes.
- Grades nine through twelve: Minimum **two** minutes; maximum **four** minutes.

## Extemporaneous Speech: Competition Process

At the start of each mandatory extemporaneous speech round, students will receive **one** topic and have 10 minutes to prepare their speech. Once the preparation time ends, all papers will be collected, and students will be asked to wait quietly outside the competition room.

Students will then be called in randomly to deliver their speeches. The rest of the students will remain outside the classroom. During their presentations, they may refer to their prepared papers. After giving their speech, students will remain in the room until the conclusion of the round.

## Extemporaneous Speech: Rules During Competition

- The timer begins with the competitor's first word in the introduction described in the following bullet.
- In the introduction of their speech, students are required to state their name, region, and school.
- Students can use notes or deliver their speech from memory.
- Students are prohibited from using any props or visual aids, except for notes.
- Extemporaneous speeches shall be presented in the same language as the prepared speeches.
- Once the competition round begins, attendees are not allowed to enter or leave rooms.
- Students must present well-reasoned personal or evidence-based arguments to support their position. Speakers must take either an affirmative (PRO) or negative (CON) stance for the extemporaneous topic provided for each round.
- Students should end their speech with a "thank you" to signal the conclusion of their speech.
- The timer stops when the student finishes their "thank you" statement.
- Delivering a speech under the minimum time results in a score of zero for that round.
- Exceeding the maximum time by more than 10 seconds leads to a four-point deduction.

## Extemporaneous Speech: Determining the Winners

- The winners of the Extemporaneous Speech competition will be determined by totaling the points earned in each of the two rounds. Trophies will be awarded for first, second, and third place in each grade level and language.
- The points that contribute to the score are awarded as detailed in the [Speech Rubric](#) and [Extemporaneous Speech Evaluation Form](#).

# Debate Competition

This section will discuss the debate competition and the specific components within the state tournament. The debate format is highly structured and is divided into phases detailed in the [Anatomy of a Debate Competition](#) and [Debate Structure and Procedures](#).

The following information should serve as a resource for debate instruction and the creation of instructional materials. MEP subgrantees are encouraged to utilize this information as a point of reference and guidance for their local tournaments.

## Debate Topics for Grades Six through Twelve

- Topics will be selected by the CDE and hosting MEP subgrantee, after which they will be communicated to the MEP Directors and Speech and Debate Leads via email approximately seven months prior to the state tournament.
- Please be aware that if you opt to use the online system for your local tournament, participants must utilize the topics chosen by the CDE and the hosting MEP subgrantee.

## Anatomy of a Debate Competition

The details presented in the Debate Competition Roles and the Phases of a Debate Competition tables will be used in the state tournament. They should also serve as valuable resources for debate instruction and instructional material development.

## Debate Competition Roles

Teams should be comprised of no fewer than three members. The maximum number of members is five. In teams composed of only three or four members, no team member should be assigned more than two of the five lead roles. It is important that the work be equally distributed between the members and that the debate process not be dominated by one or two members of the team. The evaluation rubric used by the judges reflects this important aspect of the debate process.

Debate Competition Roles	
Team Member Role	Role Description
Opener	The Opener articulates the team's overarching arguments regarding their position on the issue.
Cross-Examiner	The Cross-Examiner probes the opposing team by posing questions about their opening statement, with the aim of challenging their arguments and evidence. Additionally,

	the Cross-Examiner concludes the cross-examination phase.
Responder	The Responder addresses questions regarding the team's position that were presented during the opposing team's cross-examination. Additionally, the Responder concludes the response phase.
Rebutter	The Rebutter initiates the rebuttal phase by contesting the responses given by the opposing team during the response phase. Additionally, the Rebutter concludes the rebuttal phase.
Closer	The Closer summarizes the team's position, referencing new issues introduced during the debate, and reviewing the evidence that supports their stance.

## Phases of Debate Competition

Throughout each phase of the debate, it is crucial that every team member remains fully engaged, attentively listening to the opposing team, and diligently taking comprehensive notes. These notes play a pivotal role in guiding the responses of the Cross-Examiner, Responder, Rebutter, and Closer, as well as providing essential input during the preparation periods. The collective effort of the team is the cornerstone of the debate's success.

Phases of a Debate Competition	
Competition Phases	Phase Description
Opening	During the opening phase, the designated Opener takes the floor, delivering a prepared statement that encapsulates the team's overarching arguments on the issue. During this phase, only the assigned Opener will be allowed to speak. <b>This is the only phase that has a time limit. There will be a deduction of one point for each minute beyond the five-minute time limit.</b>
Cross-Examination	<p>During the cross-examination phase, the Cross-Examiner assumes the role of questioning the opposing team regarding their opening statement, effectively challenging their presented arguments, and supporting evidence.</p> <p>Once the Cross-Examiner has posed a minimum of two questions to the opposing team, the Responder and Rebutter may also present additional questions as part of the cross-examination.</p> <p>To ensure a strong and effective cross-examination, it is essential for <b>all members of the team</b> to collaborate in preparing the questions. Each team should aim to put forth a minimum of three questions, with the understanding that the more relevant questions are raised, the more robust and engaging the debate becomes.</p>



	<p>Lastly, it is the responsibility of the Cross-Examiner to bring the cross-examination phase to a close.</p>
Response	<p>During the response phase, the Responder plays a pivotal role by providing responses to questions concerning the team's stance that were presented during the opposing team's cross-examination.</p> <p>Once the Responder has addressed a minimum of two of the opposing team's questions, the Cross-Examiner and Rebutter may also offer their responses to these inquiries.</p> <p>For effective engagement in the response phase, it is crucial for <b>all members of the team</b> to collaborate in preparing their responses. A best practice is to restate the question before delivering the response, ensuring clarity and precision in the exchange.</p> <p>Lastly, it is the responsibility of the Responder to bring the response phase to a close.</p>
Rebuttal	<p>During the rebuttal phase, the Rebutter takes the lead in commencing the rebuttal phase by challenging the responses given by the opposing team in the response phase, a critical part of the debate.</p> <p>Once the Rebutter has challenged at least two of the opposing team's responses, the Cross-Examiner and Responder may also engage in challenging the responses provided by the opposing team.</p> <p>For an effective rebuttal phase, the combined effort of <b>all members of the team</b> is essential in preparing and delivering these rebuttals. Effective collaboration ensures a strong and persuasive challenge to the opposing team's responses.</p> <p>Lastly, it is the responsibility of the Rebutter to bring the rebuttal phase to a close.</p>
Closing	<p>During the closing phase, the Closer provides a comprehensive summary of the team's position, with a focus on addressing any new issues that have arisen during the debate and revisiting the evidence that highlights the team's stance. During this phase, only the assigned Closer will be allowed to speak.</p> <p>However, it is important to emphasize that the effectiveness of the Closer's summation relies on the collaborative effort of <b>all members of the team</b>. Each team member must contribute their insights and input to ensure a well-rounded and impactful conclusion.</p>

## Rules During Competition

- Teams should be comprised of no fewer than three members. The maximum number of members is five.
- All participants must have a clear understanding of and adhere to the debate procedures outlined in [Debate Structure and Procedures](#).
- Each team member must be assigned one of the five distinct debate roles (Opener, Cross Examiner, Responder, Rebutter and Closer) as outlined in the [Anatomy of a Debate](#) section. If a team has fewer than five members, some participants will need to take on multiple roles. All registered participants must actively engage in the process.
- The judge plays a pivotal role in guiding the debate process, signaling transitions between phases, and determining when each team should speak.
- Students are expected to use academic language and interact in a formal manner.
- During the debate, speakers must use their time strategically to ensure sufficient time is utilized for each phase of the debate.
- Debate Teams may compete in English or Spanish, but not both.
- Debate Teams must be ready to present arguments for both the affirmative (PRO) and the negative (CON) positions on the assigned topic relevant to their grade level. Students are expected to conduct comprehensive research on the given topic, allowing them to reference evidence from credible sources and effectively structure their arguments for each position.
- The judge will announce the position (PRO or CON) that each debate team is to argue at the beginning of every competition round.
- Each round is 60 minutes in length (actual competition time is approximately 45 minutes).
- There will be five rounds of competition. Each team will sit out one round (bye) so that all teams can compete four times.

## Scoring Criteria: Important Evaluation Factors

- **Content:** Assess the quality of arguments, the use of evidence, and the ability to effectively counter the opposing team's arguments. Subjective opinions should be logically and contextually relevant.

- **Presentation:** Deductions will be made for reading debate statements or arguments rather than presenting them. Higher credit is awarded for persuasive and expressive delivery and ensuring clear audibility.
- **Adhere to Debate Procedures and Protocol:** Each team member is expected to lead at least one phase of the debate. Overdominance by a single member should be avoided, and collaborative teamwork should be evident.

## **Determining the Winners**

- The winners (first, second, and third place) in both the middle school and high school categories, for debates conducted in both English and Spanish, will be determined by totaling the points earned across all four debate rounds. The competition will be scheduled to ensure that each team competes in an equal number of rounds for both the affirmative and negative positions.
- Points contributing to the final score are awarded based on the criteria outlined in the [Debate Rubric](#) and [Debate Evaluation Form](#).

# Coaches

Coaches play a crucial role in speech and debate competitions by providing guidance, support, and feedback to students. They help students prepare, stay organized, and improve their communication and argumentation skills. Coaches also ensure that students adhere to competition rules and maintain professionalism, contributing to the event's overall success and educational value.

## Training

An optional in-person training session will be conducted by MCOE on Friday, January 10 and Saturday, January 11, 2025. The \$100 per person registration fee includes coaching materials, a light breakfast, and lunch. Each MEP subgrantee should make suitable arrangements for travel and hotel accommodation.

# Judges

Judges play a pivotal role in the success of speech and debate competitions. Their expertise, thoughtful assessments, and impartial evaluations are essential to ensuring a fair and constructive outcome. All judges will receive training to maintain impartiality, ensuring that every student is evaluated solely based on the criteria outlined in this handbook, giving all participants an equal opportunity.

## Training

All judges taking part in the event are required to attend one of the two judges' training scheduled for April 21st and 24th, 2025, in Salinas, California. In cases where judges cannot attend the in-person training, they are expected to participate in the alternative virtual training offered by the CDE and the hosting region scheduled for April 26, 2025.

## Judge Packet Contents

- Emergency contact numbers of MEP staff available for support
- A comprehensive sheet of Prepared Speech topics
- A list of speech students per round (for speech judges only)
- A debate schedule for the teams assigned to your room (for debate judges only)
- Evaluation Forms (score sheets)
- Student attendance sheet for each round (for speech judges only)
- Time warning signs indicating the time remaining or a digital timer
- An overview of judge/facilitator room assignments
- One highlighter, two pencils, one pen, and sticky notes
- Note paper

- Script for starting each round of competition is included in the judge protocol

## Consequences of Misconduct

In cases of egregious actions by students or coaches, such as cheating, outbursts, or intimidation, individuals may be removed from the competition room, and penalty points may be deducted from the team's or individual speech competitor's score. The authority to make such decisions will rest with the individual judge and tournament organizers on a case-by-case basis.

## Competition Day: Prepared Speech Guidelines

- Familiarize yourself with the Judge Packet.
- Ensure your technology is working (internet, online system, etc.)
- Before each student begins, please complete the student information on the [Evaluation Form](#). All information will be transferred to the online system at the end of each round.
- Students will be called to speak from list of speech students per round found in the Judge Binder/Package.
- Use the script to:
  - Greet students, introduce yourself, and offer some words of encouragement
  - Explain the competition process:
    - Remind students to verify their speech topics and inform them of penalties for reusing the same prepared speech.
    - Coaches should not communicate with students once the competition begins.
  - Remind the audience:
    - To listen respectfully.
    - To silence their phones.
    - To not interrupt the speaker.
    - To not clap or cheer during speeches.
    - To refrain from entering or leaving the competition rooms during a speech.
    - That no food is allowed in the competition rooms.
- Evaluation Form (score sheet):
  - Assign scores for each criterion and calculate the total score.
  - Ensure your score is consistent before finalizing.



- If using a paper-based scoring system, facilitators will collect the evaluation form after each round. However, the hosting region may choose to use the online scoring system exclusively.
- End of Each Round:
  - Offer congratulations and praise to the students for their participation. Some students may want to express their gratitude and shake hands before leaving.
  - Review your evaluation forms and ensure all the information is completed.
  - Place the evaluation forms and the attendance sheet in the appropriate envelope after each round. The facilitator will deliver them to the scoring hub.
  - Discuss any adjustments with your co-judge and facilitator.
  - Take a short break.
- End of Tournament:
  - Return all borrowed materials (judge binder/packet) to the scoring hub.
  - Do not forget to pick up your certificate at the scoring hub.
  - If you are available and interested, please join us for the awards ceremony.

## Competition Day: Extemporaneous Speech Guidelines

- Familiarize yourself with the Judge Packet.
- Ensure your technology is working (internet, online system, etc.).
- Before each student begins, please complete the student information on the [Evaluation Form](#). All information will be transferred to the online system at the end of each round.
- Use the script to:
  - Greet students, introduce yourself, and offer some words of encouragement
  - Explain the competition process:
    - Inform the students that they will receive one topic and have 10 minutes to prepare a speech for the round.
    - Ensure all students have writing instruments and ½ sheet template.
    - Once their preparation time is up, their papers will be collected, and the students will step outside the competition room.
    - Students will be randomly selected to present (using their speeches or the roster). Only the speaker will enter the room, while the others will wait in the hallway for their turn.
    - Students may refer to their notes while delivering their speeches.

- After presenting, students will stay in the room to listen to the other speeches until the round ends.
- Coaches should avoid communicating with students once the competition has started.
- Remind the audience:
  - To listen respectfully.
  - To silence their phones.
  - To not interrupt the speaker.
  - To not clap or cheer during speeches.
  - To refrain from entering or leaving the competition rooms during a speech.
  - That no food is allowed in the competition rooms.
- Evaluation Form (score sheet):
  - Assign scores for each criterion and calculate the total score.
  - Ensure your score is consistent before finalizing.
  - If using paper-based scoring system, facilitators will collect the evaluation forms after each round. However, the hosting region may choose to use the online scoring system exclusively.
- End of Each Round:
  - Offer congratulations and praise to the students for their participation. Some students may want to express their gratitude and shake hands before leaving.
  - Review your evaluation forms and ensure all the information is completed.
  - Discuss any adjustments with your co-judge and facilitator.
  - Place the evaluation forms and the attendance sheet in the appropriate envelope after each round. The facilitator will deliver them to the scoring hub.
  - Take a short break.
- End of Tournament:
  - Return all borrowed materials (judge binder/packet) to the scoring hub.
  - Do not forget to pick up your certificate at the scoring hub.
  - If you are available and interested, please join us for the awards ceremony.

## Competition Day: Debate Guidelines

- Familiarize yourself with the Judge Packet.
- Ensure your technology is working (internet, online system, etc.).
- Before the debate begins, please complete all the information on the Debate

Evaluation Form. All information will be transferred to the online system at the end of each round.

- Ensure that students are seated correctly, with the affirmative team always on the left side and the negative team on the right side of the judges. Maintaining this consistent seating arrangement for each round will help streamline the scoring process.
- Use the script to:
  - Greet students, introduce yourself, and offer some words of encouragement.
  - Explain the competition process:
    - Students should refrain from interrupting when the opposing team is speaking.
    - Coaches are advised to take notes and provide feedback to their students between rounds only.
    - During competition rounds, students are not allowed to use any digital devices.
    - Judges have authority to pause the process and request a repetition if something was unclear or not audible to others.
    - Students have the option to request that statements be repeated.
  - Remind the audience:
    - To listen respectfully.
    - To silence their phones.
    - To not interrupt the speaker.
    - To not clap or cheer during the debate.
    - That no food is allowed in the competition rooms.
- Inform the teams which position they will be defending before teams take a seat and read the affirmative/negative statement to provide clarity.
- Start the initial 5-minute preparation time.
- The facilitator will signal when the time is up.
- The judge will instruct Team A, representing the affirmative side, to present their opening statement.
- At the end of each phase of the debate (opening, cross examination, etc.), the judge will indicate to the affirmative side to commence their remarks.
- Evaluation Form (score sheet):
  - Assign scores to the team in each criterion and calculate the total score.
  - Ensure your score is consistent before finalizing.

- If using paper-based scoring system, facilitators will collect the evaluation forms after each round. However, the hosting region may choose to use the online scoring system exclusively.
- End of Each Round:
  - Offer congratulations and praise to the students for their participation. Some students may want to express their gratitude and shake hands before leaving.
  - Review your evaluation forms and ensure all the required information is completed.
  - Discuss any adjustments with your co-judge and facilitator.
  - Place the evaluation forms and the attendance sheets in the appropriate envelope after each round. The facilitator will deliver them to the scoring hub.
  - Take a short break.
- End of Tournament:
  - Return all borrowed materials (judge binder/packet) to the scoring hub.
  - Do not forget to pick up your certificate at the scoring hub.
  - If you are available and interested, please join us for the awards ceremony.

# State Tournament Event Information

This section contains essential logistical details about the upcoming state speech and debate tournament event. Please note that certain particulars, such as the schedules for speech and debate, have not been set and are included here for reference purposes.

## Migrant Education Program Staff Contacts

MCOE MEP Director	MCOE Migrant Program Specialist	CDE Education Programs Consultant
Constantino Silva <a href="mailto:csilva@montereycoe.org">csilva@montereycoe.org</a> 831-755-6403	Esther Medina <a href="mailto:emedina@montereycoe.org">emedina@montereycoe.org</a> 831-261-4204	Teresa Palomino <a href="mailto:tpalomino@cde.ca.gov">tpalomino@cde.ca.gov</a> 916-319-0678

## Important Dates

Activity	Date
Registration opens	Monday, March 17, 2025
Complete Online Registration by:	Friday, April 18, 2025
Registration payments due	Friday, April 25, 2025 (upon receipt of invoice)
Migrant Education Program Excellence in Speech and Debate Leadership Award Nomination Form due	Friday, April 18, 2025
State Speech and Debate Tournament	Friday, May 2 – Sunday, May 4, 2025

## Online Registration

Online registration will become available on Monday, March 17, 2025, and should be completed no later than April 18, 2025. Online registration instructions will be provided at a later date. All personnel (directors, coaches, judges, and other staff) must be registered. Invoices will be sent once registration is confirmed by April 18, 2025. Full payment is required upon receipt of the invoice, and checks should be made payable to: **MCOE, MEP Region 16, 901 Blanco Circle, Salinas, CA 93901**. The registration confirmation and invoice will be sent to the Speech and Debate Lead of the MEP subgrantee.

## Lodging

Student lodging assignments will be made separately for male and female students, with two to three students sharing a room. Our aim is to keep participants from each participating MEP subgrantee together, while considering room availability. To understand how rooming assignments are determined, please refer to the [Student Rooming Information and Consent Form](#). This form must be completed and signed by each student's parent or guardian. MEP



subgrantees are required to maintain a record of these forms, including student permission slips. Please note that these forms **do not** need to be submitted to the CDE or hosting region.

While the primary goal of the host MEP subgrantee is to accommodate all participants in the same hotel, please be aware that overflow hotels may be needed. At least one week before the event, MEP subgrantees will receive hotel information, including contact numbers, and other details. Though there is no guarantee, MEP subgrantees are encouraged to submit a suggested rooming list with triple room assignments and double room assignments.

For adults, single occupancy rooms are available at an extra cost. Otherwise, adults will be placed in double occupancy rooms. We make every effort to secure the most cost-effective rates for food and accommodation.

Please be aware that, due to the group's size, access to the pool, gym, and locker rooms is not permitted.

## Transportation

Every MEP Region/DFD subgrantee is responsible for arranging transportation to and from their designated hotel for the students and staff. Please instruct your driver to contact the hotel directly to get directions for bus parking.

On Saturday, May 3, 2025, the MCOE will organize transportation to and from the tournament site. If you require lodging for your bus driver, it is your responsibility to make separate lodging arrangements.

## Required Documentation

Each MEP Region/DFD subgrantee is responsible for ensuring that all participants have submitted the required permission forms. At registration, the MEP Director or their designated representative must sign the [Tournament Liability Release Form](#). This signature confirms that all the necessary documentation has been collected and is available at the tournament, and releases the CDE, MCOE, and their representatives from any liability or claims.

## Supervision

To ensure safety and proper supervision, all students must be accompanied by their coach or adult chaperones at both the hotel and the tournament site. Participants are required to always wear their name badges and medallions. Any unsupervised students will be escorted back to their MEP subgrantee chaperone. MEP subgrantees are responsible for managing emergency medical forms, with on-site first aid kits readily available. Additionally, each subgrantee's Speech and Debate lead will be provided with a small first aid kit as needed.

Each region is required to provide at least one coach or chaperone for every 10 students attending. Security personnel will monitor the hotel from 10 p.m. to 2 a.m., while MCOE staff will have monitors on-site to oversee the hotel and assist students in locating their

chaperones. Ultimately, each Region and DFD is fully responsible for the supervision of their participants at all times.

## Dress Code

The Speech and Debate experience requires everyone to wear professional attire for the entire event, including the tournament, opening ceremony, and award ceremony. While some clothing may be appropriate for social gatherings, it is not suitable for formal presentations. Inappropriate attire can distract from the speaker's or debater's message. Students must always dress appropriately, which includes items such as a tie, button-up shirt or blouse, slacks, and knee-length skirt. Tennis shoes, flip-flops, and jeans are not allowed. Failure to adhere to the dress code may result in point deductions.

Debate teams are encouraged to coordinate their attire. Please ensure all student participants understand the difference between "professional" and "social" attire. Coaches, judges, facilitators, staff, and volunteers are also expected to set an example by dressing professionally.

MEP funds may be used to purchase professional attire on a case-by-case basis if the following conditions are met:

- The student or parent must express a need for the attire, and the MEP subgrantee must document the request in the current Individual Needs Assessment (in the Migrant Student Information Network) for audit purposes.
- The purchase must align with the state and local needs assessment and contribute to the student's academic achievement.
- The activity or service must meet the needs of migratory children that are not addressed by other federal or non-federal programs.

## Coaches

Coaches are expected to be present in the debate rooms when their students compete. Other adults in the room will serve as judges, facilitators, photographer/videographer, and MEP Directors and CDE staff who will be there to observe the proceedings.

During breaks, coaches should meet with their students to offer feedback and advice. Coaches must follow the [Code of Ethics](#), which they must sign at registration. Any coach found violating the Code, such as guiding students or arguing with judges, or facilitators, will be asked to leave the competition room.

In cases of egregious actions by students or coaches, such as cheating, outbursts, or intimidation, individuals may be expelled from the competition room, and penalty points may

be deducted from the team's or individual competitor's score. The authority to make such decisions will rest with the individual judge and tournament organizers on a case-by-case basis.

## Parents

To ensure the best experience for all participants and to manage space and costs effectively, parents are not allowed to attend the competition, except for designated MCOE parent volunteers. We greatly appreciate your cooperation and understanding.

## Technology Use During Competition

Students will be disqualified if they use any form of technology during the competition, including smartphones, tablets, or laptops. However, hardcopy notes are permitted.

## Program

Here is an illustrative representation of the tournament schedule:

<b>Friday, May 2, 2025</b> <b>Embassy Suites Monterey Bay Hotel</b> <b>1441 Canyon Del Rey Blvd., Seaside, CA, 93955</b>	
Activity	Time
Hotel Arrival and Registration	3:00 – 5:00 p.m.
Welcome and Dinner	6:00 p.m.
Orientation/Logistics	8:00 p.m.
Adjournment	9:00 p.m.
Regional Cluster Meetings	9:00 – 10:00 p.m.

<b>Saturday, May 3, 2025</b> <b>Monterey High School</b> <b>101 Herrmann Dr., Monterey, CA. 93940</b>	
Activity	Time
Breakfast at hotels	7:00 – 8:00 a.m.
Transportation to Competition site	8:00 a.m.
Morning Competition (3 rounds, 1 hr. each)	9:00 a.m.
Lunch	12:30 – 2:00 p.m.
Afternoon Competition (1 – 2 rounds, 1 hr. each)	2:15 p.m.
Transportation to Hotel	5:00 p.m.
Dinner/Keynote Speaker	6:00 – 7:00 p.m.
Award Ceremony	7:00 – 9:00 p.m.
Cultural Activities	9:00 – 11:00 p.m.

<b>Sunday, May 4, 2025</b> <b>Embassy Suites Monterey Bay Hotel</b> <b>1441 Canyon Del Rey Blvd., Seaside, CA, 93955</b>	
<b>Activity</b>	<b>Time</b>
Breakfast at hotels	8:00 a.m.
Competition Scores Posted via QR Code	8:30 a.m.
Evaluation Collection	9:00 a.m.
Hotel Check-out and Departure	9:30 – 10:30 a.m.

## Speech and Debate Schedule

<b>Speech Competition Schedule</b>		<b>Debate Competition Schedule</b>	
Round 1	9:00 – 10:00 a.m.	Round 1	9:00 – 10:00 a.m.
Round 2	10:15 – 11:15 a.m.	Round 2	10:15 – 11:15 a.m.
Round 3	11:30 a.m. – 12:30 p.m.	Round 3	11:30 a.m. – 12:30 p.m.
Round 4	2:15 – 3:15 p.m.	Round 4	2:15 – 3:15 p.m.
		Round 5	3:30 – 4:30 p.m.

## Description of Estimated Registration Fees

In this section, there is a detailed explanation of the registration fees and an illustrative example of a cost breakdown for a MEP subgrantee.

- Registration fees do not cover transportation costs to and from the MEP subgrantee site. Each MEP subgrantee should make suitable arrangements for transporting students and staff to the state tournament and back to the MEP subgrantee site.
- Transportation will be provided from the hotels to the competition site and back.
- The \$450 registration fee per student or adult includes the following:
  - Hotel room for two nights. The number of occupants per room will be determined by MEP subgrantee (minimum two with a maximum of three persons per room). Each person will have their own bed.
  - Food includes Friday evening dinner, three meals on Saturday, and Sunday morning breakfast and snacks.
  - An identification badge and medallion to be worn throughout the tournament weekend for admission into tournament events.
- The \$750 registration fee per adult includes the following:
  - Hotel room for two nights (single occupancy for adults only).

- Food includes Friday evening dinner, three meals on Saturday, and Sunday morning breakfast and snacks.
- An identification badge and medallion to be worn throughout the tournament weekend for admission into tournament events.
- The \$200 tournament-only registration fee per adult includes the following:
  - Three meals on Saturday
  - An identification badge and medallion to be worn throughout the tournament weekend for admission into tournament events.

<b>Example of Number of Student Participants</b>	
<b>Category of Student Participants</b>	<b>Total Number of Students</b>
7 students (1 per grade level 6th-12th) x 2 (English/Spanish)	14
5 students (middle school debate) x 2 (English/Spanish)	10
5 students (high school debate) x 2 (English/Spanish)	10
<b>Total Number of Students Attending the Tournament:</b>	<b>34</b>

- The example below illustrates the total registration costs per MEP subgrantee. These costs are based on the assumption that the maximum allowable number of students will attend, along with 13 adults. Please note that the actual cost per MEP subgrantee may vary depending on the number of students and adults in attendance. Additionally, the cost shown is per attendee, not per room.

<b>Example of Total Registration Cost Per MEP Subgrantee</b>	
<b>Number of Attendees X Registration Costs</b>	<b>Total</b>
34 students x \$450	\$15,300
10 adults (double occupancy) x \$450	\$4,500
1 adult (single occupancy) x \$750	\$750
2 adults (Tournament registration only) x 200	\$400
<b>Total Registration Cost per MEP Subgrantee:</b>	<b>\$20,950</b>

## Trophies

Awards will be presented for both Spanish and English events, honoring 1st, 2nd, and 3rd place winners in the following manner:

- Six team trophies for High School Debate + 30 individual debate competitor trophies
- Six team trophies for Middle School Debate + 30 individual debate competitor trophies

- Twenty-four trophies for High School Prepared Speech (by grade level)
- Eighteen trophies for Middle School Prepared Speech (by grade level)
- Twenty-four trophies for High School Extemporaneous Speech (by grade level)
- Eighteen trophies for Middle School Extemporaneous Speech (by grade level)



# The Migrant Education Program Excellence in Speech and Debate Leadership Award

The purpose of this award is to honor a current student competitor who embodies the following characteristics:

- Fosters encouragement and motivation among peers.
- Demonstrates selflessness.
- Provides encouragement while challenging teammates to excel.
- Maintains a positive attitude.
- Views challenges as opportunities.
- Engages actively and wholeheartedly.
- Takes initiative.
- Persists in the face of adversity.
- Serves as a promoter, recruiter, and motivator.

Students who exhibit these qualities may not necessarily be your top performers; we are not seeking the most eloquent speaker. Instead, we are seeking the student who dedicates significant effort for the team's benefit and sustains and inspires a positive competitive spirit among others (including determination, risk-taking, academic, and personal growth, appreciation, and humility).

To participate, please submit the MEP Excellence in Speech and Debate Leadership Award Nomination Form, signed by the MEP Director, to Esther Medina at [emedina@montereycoe.org](mailto:emedina@montereycoe.org) by April 18, 2025. The host region will form a committee to review nominations and select the 2025 recipients, who will be honored during the awards ceremony.

Each MEP subgrantee may submit up to two nominations: one for middle school and one for high school. Note that only one state middle school competitor and one state high school competitor will receive this award.

# General Resources

## Speech and Debate Timeline and Pacing Guide

The following speech and debate timeline and pacing guide is provided as best practice for structuring your speech and debate instructional programs. Please feel free to make any necessary adjustments to better suit the needs of your students.

Speech and Debate Timeline and Pacing Guide		
Week	Speech	Debate
1	<b>Goals:</b> <ul style="list-style-type: none"> <li>● Foster a sense of community within the team.</li> <li>● Begin to build public speaking skills. Have students take turns reading a passage of your choice (divide by paragraphs).</li> <li>● If available, record students delivering a preliminary speech to gauge their initial public speaking abilities. Students often enjoy witnessing their progress over the six-week period.</li> <li>● Introduce extemporaneous speaking techniques.</li> <li>● Review the timeline with students.</li> <li>● Familiarize students with speech formats and the judging rubric.</li> <li>● Begin expanding vocabulary related to the chosen topic.</li> <li>● Topic orientation: <ul style="list-style-type: none"> <li>• Assess prior knowledge and feelings about the topic.</li> <li>• Provide an overview of the topic to enhance understanding.</li> <li>• If computer access is available, introduce the use of S&amp;D Speech Frames on Google Documents.</li> <li>• Start identifying affirmative (pro) and negative (con) arguments, as well as critical questions.</li> </ul> </li> </ul>	<b>Goals:</b> <ul style="list-style-type: none"> <li>● Foster a sense of community within the team.</li> <li>● Begin to build public speaking skills.</li> <li>● Review the timeline with students.</li> <li>● Review the debate format with students.</li> <li>● Begin expanding vocabulary related to the chosen topic.</li> <li>● Topic orientation: <ul style="list-style-type: none"> <li>• Assess prior knowledge and feelings about the topic.</li> <li>• Provide an overview of the topic to enhance understanding.</li> <li>• If computer access is available, introduce the use of Google Docs debate argument organizer templates.</li> <li>• Start identifying affirmative (pro) and negative (con) arguments, as well as critical questions.</li> </ul> </li> </ul>
2	<b>Goals:</b> <ul style="list-style-type: none"> <li>● Develop public speaking skills through extemporaneous speaking exercise warm-ups.</li> <li>● Watch videos of young speakers (e.g., TED Talks). First, watch them with the sound off, and then with the sound on to identify strategies for effective expression.</li> <li>● Have students choose their position on the topic.</li> </ul>	<b>Goals:</b> <ul style="list-style-type: none"> <li>● Develop public speaking skills through extemporaneous speaking exercise warm-ups.</li> <li>● Watch videos of young speakers (e.g., TED Talks). First, watch them with the sound off, and then with the sound on to identify strategies for effective expression.</li> <li>● Enhance both general and topic-specific vocabulary.</li> </ul>

	<ul style="list-style-type: none"> <li>● Review speech frame/structure.</li> <li>● Enhance both general and topic-specific vocabulary.</li> <li>● Engage in guided and independent research, including reviewing articles and infographics to develop arguments and identify supporting evidence.</li> </ul>	<ul style="list-style-type: none"> <li>● Review point/counterpoint cards, which are tools for developing arguments.</li> <li>● Encourage students to continue their research.</li> </ul>
3	<b>Goals:</b> <ul style="list-style-type: none"> <li>● Develop public speaking skills through extemporaneous speaking exercise warm-ups.</li> <li>● Introduce the concept of a "hook."</li> <li>● Guide students in developing their thesis statements and creating a hook for their speeches.</li> <li>● Enhance both general and topic-specific vocabulary.</li> <li>● Utilize an argument matrix to list arguments and supporting evidence.</li> <li>● Prompt students to start writing their speeches.</li> <li>● Emphasize the performance aspect, as well as extemporaneous speech and frames.</li> </ul>	<b>Goals:</b> <ul style="list-style-type: none"> <li>● Develop public speaking skills through speaking exercise warm-up activities.</li> <li>● Enhance vocabulary.</li> <li>● Document research findings using the point/counterpoint format to develop affirmative (pro) and negative (con) positions.</li> <li>● Begin practicing point/counterpoint exchanges.</li> <li>● "Perform" a model debate script so students can practice the roles and the language.</li> <li>● If available, record students to capture a "pre-version" of their debate abilities. Students often enjoy seeing their progress over the six-week period.</li> <li>● Practice speaking exercise warm-ups and note-taking skills, which will be useful during debates.</li> </ul>
4	<b>Goals:</b> <ul style="list-style-type: none"> <li>● Develop public speaking skills through extemporaneous speaking exercise warm-ups.</li> <li>● Enhance vocabulary with a focus on transitional words.</li> <li>● Have students complete their first and second drafts of their speeches.</li> <li>● Provide students with practice opportunities to read their speeches in front of the group.</li> </ul>	<b>Goals:</b> <ul style="list-style-type: none"> <li>● Assign team roles (if students have not already identified them).</li> <li>● Consolidate and coordinate arguments, including the argument, counterargument, and rebuttal for both the affirmative (pro) and negative (con) sides.</li> <li>● Have the entire team collaborate on writing the opening statement and develop the closing statement. Everyone should participate in creating the opening, not just the designated Opener.</li> <li>● Engage in practice sessions.</li> </ul>
5	<b>Goals:</b> <ul style="list-style-type: none"> <li>● Develop public speaking skills through extemporaneous speaking exercise warm-ups.</li> <li>● Add the finishing touches to the speeches.</li> <li>● Provide students with opportunities to practice delivering their speeches and receive feedback on their performance.</li> <li>● It is recommended to meet three times a</li> </ul>	<b>Goals:</b> <ul style="list-style-type: none"> <li>● Further refine the opening and closing statements.</li> <li>● Emphasize performance aspects, including notetaking, asking questions, and responding effectively.</li> <li>● Encourage students to practice putting arguments, questions, and responses into their own words.</li> <li>● It is recommended to meet three times</li> </ul>

	week during the final two weeks.	a week during the final two weeks.
6	<b>Goals:</b> <ul style="list-style-type: none"> <li>● Students focus on memorizing their speeches (though not mandatory, it instills confidence and helps them truly embody their speeches).</li> <li>● Students practice 10-minute extemporaneous speaking exercises.</li> <li>● Students present their speeches to the entire group, with peers assessing them using the evaluation form and provide feedback and internalize the rubric's criteria.</li> <li>● If possible, record the students for a "post" version of their speaking abilities, similar to week one. Students will appreciate comparing their pre- and post-speech delivery.</li> <li>● It is recommended to meet three times a week during the final week.</li> </ul>	<b>Goals:</b> <ul style="list-style-type: none"> <li>● Divide the team into affirmative (pro) and negative (con) sides and conduct practice debates with all roles performed. Students should practice presenting in various roles to ensure they can spontaneously perform each role effectively, as well as assigned seating arrangements.</li> <li>● If possible, record the students for a "post" version of their speaking abilities, similar to week one. Students will appreciate comparing their pre- and post-speech delivery.</li> <li>● It is recommended to meet three times a week during the final week.</li> </ul>

## **Language Arts Standards**

The Speech and Debate Tournament provides a meaningful context for migratory students to strengthen their English language skills by applying and practicing key syntactic structures and academic vocabulary in all areas of English language development (speaking, listening, reading and writing), directly addressing the English Language Development and Language Arts Common Core State Standards and the Common Core en Español with Linguistic Augmentations available on the CDE webpage at: <http://www.cde.ca.gov/re/cc/eldresources.asp>. The Speech and Debate Tournament also provides a venue for students who are pursuing a State Seal of Biliteracy (SSB) to demonstrate their verbal fluency both in English and Spanish. The SSB is a program that recognizes high school graduates who have attained high level of proficiency in speaking, reading, and writing one or more languages in addition to English. The Speech and Debate Tournament provides the opportunity for migratory students to practice their speaking skills in two languages.

### **English Language Arts College and Career Readiness Anchor Standards Grades 6–12**

#### **Reading**

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### **Writing**

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of content.
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

#### **Speaking and Listening**

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.

#### **Language**

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# Student Rooming Information and Consent Form – English

## Student Rooming Information and Consent Form

Monterey County Office of Education will host the 2025 State Speech & Debate Tournament in Monterey, California on May 2–4, 2025. Hotel accommodation for the group has been made at the Embassy Suites Monterey Bay Hotel and overflow at the Hyatt Regency Monterey Hotel in Seaside, California. Hotel personnel have assigned a limited amount of single occupancy rooms, double occupancy rooms, and triple occupancy rooms to the State Speech and Debate Tournament group.

All rooming assignments at the Embassy Suites Monterey Bay Hotel and Hyatt Regency Monterey Hotel will be made as space allows after student registration is completed. Note: All students will be assigned 2-3 students per room, each with their own bed / pull-out bed.

### PARENT CONSENT

I, \_\_\_\_\_ parent/guardian of \_\_\_\_\_ hereby give consent to the State Speech and Debate Tournament and the **Monterey County Office of Education, Migrant Education Program, Region 16** and its employees to make the necessary/appropriate rooming assignment for my child. I acknowledge that I have read the above information and understand that my child will be assigned to a room with one or two other student(s) of the same gender and grade level.

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Region/District: \_\_\_\_\_

Telephone #: \_\_\_\_\_ Alternate Telephone #: \_\_\_\_\_



## Student Rooming Information and Consent Form – Spanish

### Formulario de Consentimiento y Alojamiento

La Oficina de Educación del Condado de Monterey será anfitrión del Torneo Estatal de Oratoria y Debate 2025 en Monterey California, del 2 al 4 de mayo de 2025. El hospedaje de hotel para el grupo se ha reservado en el hotel Embassy Suites Monterey Bay y en el Hyatt Regency Monterey en Seaside, California. El personal del hotel ha asignado una cantidad limitada de habitaciones de uso individual (1 cama king), habitaciones de uso doble (2 camas dobles) y habitaciones de uso triple (2 camas dobles y 1 cama plegable) al grupo del Torneo Estatal de Oratoria y Debate.

Todas las asignaciones de hospedaje en el Embassy Suites Monterey Bay y en el Hyatt Regency Monterey se realizarán según lo permita el espacio después de completar el registro de los estudiantes.

### CONSENTIMIENTO DEL PADRE

Yo, \_\_\_\_\_ padre/tutor de \_\_\_\_\_ por este medio doy consentimiento al Torneo Estatal de Oratoria y Debate y a la **Oficina de Educación del Condado de Monterey, Programa de Educación Migrante, Región I6** y sus empleados a hacer la asignación de hospedaje necesaria/apropiada para mi hijo/hija. Confirmo que he leído la información anterior y entiendo que mi hijo/a será asignado a una habitación con uno o dos estudiantes más del mismo genero y nivel escolar.

Padre/Guardian: \_\_\_\_\_ Fecha: \_\_\_\_\_

Escuela: \_\_\_\_\_ Región/Distrito: \_\_\_\_\_

# de Teléfono: \_\_\_\_\_ # de Teléfono Alternativo: \_\_\_\_\_

# **Tournament Liability Release Form**

**Tournament Liability Release Form**  
**(Confirmation by Migrant Education Program [MEP] Subgrantee Designee)**  
**To be completed by Friday, May 2, 2025, during hotel check-in/registration**

I (name), \_\_\_\_\_ (title) \_\_\_\_\_ hereby acknowledge that all participants from MEP subgrantee \_\_\_\_\_, attending the 2025 State Speech and Debate Tournament in Monterey, California have completed all the necessary permission forms. I believe all participants are physically able to participate without damaging his/her health. I, as the official designee of my MEP subgrantee, release Monterey County Office of Education, MEP and its agents from liability arising from physical limitations that would deem such participation as inadvisable. As stated in California Education Code Section 35330, I understand that by signing this document, the subgrantee holds Monterey County Office of Education, Migrant Education Program, its officers, agents, and employees harmless from all liability or claims, which may arise out of or in connection with our students' participation in this activity. I also hereby confirm that our MEP subgrantee office has received parental authorization to provide medical care, including treatment at the nearest medical facility for our migratory students in any emergency which may occur while he or she is in attendance in the tournament. This includes permission to administer a tetanus shot or booster if deemed advisable by a physician. The hosting region also has permission to transport, photograph, videotape and interview our students during supervised tournament activities for educational or documentation purposes.

• \_\_\_\_\_  
Signature Date

• \_\_\_\_\_  
Name (Please print clearly)

• \_\_\_\_\_  
School Region/District

• \_\_\_\_\_  
Work Phone Cell Phone

# **Code of Ethics**

## **Code of Ethics for Coaches, Teachers, Chaperones, and Judges Speech and Debate Tournament To be completed by Friday, May 2, 2025, during hotel check-in**

### **Article 1: Responsibilities to Students**

- The coach and teacher should never place the value of winning over the safety and welfare of the students.
- Considerable emphasis should be placed on positive character traits, fair play, civil discourse, and fun.
- Each practice should be pre-planned and well organized.
- Coaches and teachers have a responsibility to always compete within the rules and not tolerate any unsportsmanlike behavior from their students, regardless of the situation.
- Demands on students should never be so extensive as to interfere with students' academic progress.

### **Article 2: Responsibility to the Migrant Education Program (MEP)**

- The function of the coach and teacher is to contribute to the education and well-being of the student. This must never be disregarded.
- The coach and teacher must behave in such a manner that the principles, integrity, and dignity of the MEP are not compromised.
- Coaches and teachers must support and accept all decisions made by judges, officials, and the host region.

### **Article 3: Rules of the Tournament**

- Coaches, teachers, chaperones, and judges must be thoroughly acquainted with the rules of the tournament.
- Coaches, teachers, chaperones, and judges must adhere to the letter and spirit of these rules.
- Coaches, teachers, chaperones, and judges who circumvent the rules or use improper tactics will not be permitted to compete in the tournament as determined by a judge, officials, and the host region.
- Coaches, teachers, chaperones, and judges must be thoroughly acquainted with the rules of the MEP.

### **Article 4: Decorum and Decisions**

- Officials, coaches, students, staff, and judges are to be treated with respect.
- Coaches are to never address officials or judges in a demeaning fashion before, during, or after the tournament.
- A coach, teacher, or judge must not incite students or parents against the judges, officials, or other coaches and students.

- All decisions of the judges and officials are final. There is no appeal process.
- The behavior of a coach, teacher, or judge must be such as to bring credit to themselves, the team, and the MEP.
- Coaches, teachers, chaperones, and judges have a responsibility to be as inconspicuous as possible during the actual competition.
- The attitude of coaches towards officials should be controlled and undemonstrative.
- In cases of serious misconduct by students or coaches—such as cheating, outbursts, intimidation, or poor sportsmanship during or after the tournament, individuals or teams may be disqualified from the competition. If such behavior occurs after the tournament and is reported to the host region, CDE, or any MEP subgrantee, the individuals involved may not be invited back the following year. Additionally, any awards previously given to those individuals may be revoked.

As a coach, teacher, chaperone, or judge, I agree with the ethics policy and will abide by the rules, standards, and responsibilities given to me.

• _____	
Signature	Date
• _____	
Name (Please print clearly)	
• _____	
School	Region/District
• _____	
Work Phone	Cell Phone

# The Migrant Education Program Excellence in Speech and Debate Leadership Award Nomination Form

The Migrant Education Program Excellence in Speech and Debate Leadership Award  
Nomination Form

Due: Friday, April 18, 2025

To: Esther Medina at [emedina@montereycoe.org](mailto:emedina@montereycoe.org)

Each Region/DFD may submit up to two nominations: one for middle school and one for high school. Note that only one state middle school and one state high school competitor will receive this award.

The purpose of this award is to honor a current student competitor who embodies the following characteristics:

- Fosters encouragement and motivation among peers.
- Demonstrates selflessness.
- Provides encouragement while challenging teammates to excel.
- Maintains a positive attitude.
- Views challenges as opportunities.
- Engages actively and wholeheartedly.
- Takes initiative.
- Persists in the face of adversity.
- Serves as a promoter, recruiter, and motivator.

Region/DFD: \_\_\_\_\_ County: \_\_\_\_\_

Name of Student: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ City: \_\_\_\_\_

Area of Competition (Speech or Debate): \_\_\_\_\_

Nomination Narrative (100 word maximum):

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Nominated by: \_\_\_\_\_ Title: \_\_\_\_\_

MEP Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Speech Resources

## Prepared and Extemporaneous Speech Rubric – English

The following speech rubric will apply to both middle and high school participants during the state tournament. The evaluation forms utilized by the state tournament judges are aligned with this rubric. Please be aware that for your local subgrantee tournament, if you are using the online system, participants will be expected to use this rubric to maintain consistency.

Prepared and Extemporaneous Speech Rubric - English				
CRITERION	Excellent 4	Good 3	Satisfactory 2	Needs Improvement 1
<b>Introduction</b>	Powerful hook, clear thesis statement, and cohesive preview of the main arguments	Meets all criteria but lacks cohesiveness in the main arguments	Meets two criteria	Meets only one criterion
<b>Body</b> Refer to evaluation forms for differences between prepared and extemporaneous arguments	Main arguments are clear, well-supported with credible evidence and powerful examples	Main points are clear with some support and examples	Main points lack clarity and need additional sources and examples	Main points are unclear, with no supporting sources or examples
<b>Counter Arguments</b>	Articulates the opposing viewpoint and credibly challenges its supporting evidence	Demonstrates awareness of the opposing viewpoint and challenges supporting arguments and evidence	Shows awareness of opposing viewpoint but does not challenge the evidence	Does not demonstrate awareness of opposing viewpoints
<b>Conclusion</b>	Thoroughly reviews main points, brings closure, and uses a powerful closing clinch statement	Reviews main points, brings closure, and uses a closing clinch statement	Reviews main points and brings closure	Does not bring closure, leaving the audience hanging
<b>Originality and Creativity</b>	Word choice is inventive and sophisticated, with vivid descriptive details; writing reflects a unique personal voice	Some inventive and sophisticated word choice, vivid, descriptive details are present; writing reflects a unique personal voice	Some inventive word choice and descriptive details are present	Basic word choice and lacking descriptive details
<b>Use of Language</b>	Academic vocabulary is topic-specific and genre-	Academic vocabulary is mostly topic-specific but lacks clear transitions	Limited academic vocabulary and no transitions	Language use is inappropriate or ineffective



## Prepared and Extemporaneous Speech Rubric - English

	appropriate; sentence structures are effective				
<b>Speaking Qualities</b>	Deliberate vocal pauses, intonation, enunciation, rate, and volume contribute to the speech's effectiveness	Deliberate speaking contributes to effectiveness without being distracting	Deliberate speaking is ineffective, causing confusion or distraction	Delivery lacks deliberate control, and significantly detracts from the speech's effectiveness.	
<b>Eye Contact</b>	Maintains eye contact with the audience almost all the time (except for brief glances at notes)	Maintains eye contact less than 80 percent of the time	Maintains eye contact less than 50 percent of the time	Little or no eye contact	
<b>Body Language</b>	Body language, gestures, and facial expressions add significance to the message and enhance persuasive power	Body language complements the message	Body language does little to enhance the message and lacks variety and spontaneity	Body language distracts from the message	
<b>Overall Poise</b>	Appropriate attire; extremely confident and self-assured	Appropriate attire; confident	Appropriate attire; somewhat confident	Lack of appropriate attire and confidence	

# Prepared and Extemporaneous Speech Rubric – Spanish

Rúbrica del Discurso Preparado y Extemporáneo – Español				
CRITERIO	Excelente 4	Bueno 3	Satisfactorio 2	Necesita Mejorar 1
<b>Introducción</b>	Gancho poderoso, declaración de tesis clara y vista previa cohesionada de los argumentos principales	Cumple con todos los criterios, pero carece de cohesión en sus argumentos principales	Cumple con dos criterios	Cumple con un solo criterio
<b>Cuerpo</b> Consulte los formularios de evaluación para conocer las diferencias entre argumentos preparados y extemporáneos.	Los argumentos principales son claros, bien respaldados con evidencia creíble y ejemplos contundentes	Los puntos principales son claros con algún apoyo y ejemplos	Los puntos principales carecen de claridad y necesitan fuentes adicionales y ejemplos	Los puntos principales no son claros; no hay fuentes de apoyo ni ejemplos
<b>Contraargumentos</b>	Articula el punto de vista opuesto y desafía de manera creíble sus argumentos y evidencias de apoyo	Demuestra conocimiento del punto de vista opuesto y desafía los argumentos y evidencias de apoyo	Muestra conocimiento del punto de vista opuesto, pero no desafía la evidencia	No demuestra conocimiento de los puntos de vista opuestos
<b>Conclusión</b>	Revisa exhaustivamente los puntos principales, cierra el discurso y utiliza una declaración final poderosa.	Revisa los puntos principales, cierra el discurso y utiliza una declaración final de cierre	Revisa los puntos principales y cierra el discurso	No cierra el discurso, dejando a la audiencia en suspenso
<b>Originalidad y Creatividad</b>	La elección de palabras es inventiva y sofisticada, con detalles descriptivos vívidos; la escritura refleja una voz personal única	Alguna elección de palabras es inventiva y sofisticada; hay detalles descriptivos vívidos presentes; la escritura refleja voz personal única	Hay alguna elección de palabras es inventiva y detalles descriptivos presentes	Elección de palabras básicas, falta de detalles descriptivos
<b>Uso del Lenguaje</b>	El vocabulario académico es específico del tema y apropiado para el género; las estructuras de las oracionales son efectivas	El vocabulario académico es mayormente específico del tema, pero carece de transiciones claras	Vocabulario académico limitado y sin transiciones	El uso del lenguaje es inapropiado o ineficaz

Rúbrica del Discurso Preparado y Extemporáneo – Español				
CRITERIO	Excelente 4	Bueno 3	Satisfactorio 2	Necesita Mejorar 1
<b>Cualidades del habla</b>	Las pausas vocales deliberadas, la entonación, la pronunciación, el ritmo y el volumen contribuyen a la efectividad del discurso	El habla deliberada contribuye a la efectividad sin distraer	El habla deliberada es ineficaz, causando confusión o distracción	La entrega carece de control deliberado y resta significativamente efectividad al discurso.
<b>Contacto Visual</b>	Mantiene contacto visual con la audiencia todo el tiempo (excepto por los breves momentos para ver sus notas)	Mantiene contacto visual menos del 80 por ciento del tiempo	Mantiene contacto visual menos del 50 por ciento del tiempo	Poco o ningún contacto visual
<b>Lenguaje Corporal</b>	El lenguaje corporal, los gestos y las expresiones faciales añaden significado al mensaje y aumentan el poder persuasivo	El lenguaje corporal complementa el mensaje	El lenguaje corporal aporta poco para mejorar el mensaje y carece de variedad y espontaneidad	El lenguaje corporal distrae del mensaje
<b>Apariencia y Aplomo General</b>	Vestimenta apropiada; extremadamente seguro y confiado en sí mismo	Vestimenta apropiada; confiado en sí mismo	Vestimenta apropiada; algo confiado en sí mismo	Falta de vestimenta apropiada y falta de confianza en sí mismo

## Prepared and Extemporaneous Speech Time Rubric – English

Prepared and Extemporaneous Speech Time Rubric - English		
	Prepared Speech	Extemporaneous Speech
<b>Criteria</b>	<p><b>Middle School (sixth–eighth):</b> Minimum 3 minutes; Maximum 4 minutes.</p> <p><b>High School (ninth–twelfth):</b> Minimum 4 minutes; Maximum 5 minutes.</p> <p>Overall score of “0” for the round if the minimum time is not met.</p> <p>Going over maximum time by more than 10 seconds will result in a deduction of 4-points.</p>	<p><b>Middle School (sixth–eighth):</b> Minimum 1.5 minutes; Maximum 3 minutes.</p> <p><b>High School (ninth–twelfth):</b> Minimum 2 minutes; Maximum 4 minutes.</p> <p>Overall score of “0” for the round if the minimum time is not met.</p> <p>Going over maximum time by more than 10 seconds will result in a deduction of 4-points.</p>

## Prepared and Extemporaneous Speech Time Rubric – Spanish

Rúbrica de la Duración del Discurso Preparado e Extemporáneo - Español		
	Discurso Preparado	Discurso Extemporáneo
<b>Criterio</b>	<p><b>Escuela secundaria (sexto–octavo):</b> 3 minutos como mínimo; 4 minutos como máximo.</p> <p><b>Preparatoria (noven–doceavo):</b> 4 minutos como mínimo; 5 minutos como máximo.</p> <p>Puntuación total de “0” en la ronda si no se satisface el tiempo mínimo.</p> <p>Pasando el tiempo máximo por más de 10 segundos resultará en una deducción de 4 puntos</p>	<p><b>Escuela secundaria (sexto–octavo):</b> 1.5 minutos como mínimo; 3 minutos como máximo.</p> <p><b>Preparatoria (noven–doceavo):</b> 2 minutos como mínimo; 4 minutos como máximo.</p> <p>Puntuación total de “0” en la ronda si no se satisface el tiempo mínimo.</p> <p>Pasando el tiempo máximo por más de 10 segundos resultará en una deducción de 4 puntos</p>



## Prepared Speech Evaluation Form – English

Student Name: \_\_\_\_\_ Language: \_\_\_\_\_ Grade: \_\_\_\_\_  
 School/District: \_\_\_\_\_ Region: \_\_\_\_\_  
 Prepared Speech Rounds: First \_\_\_\_\_ Fourth \_\_\_\_\_ Speech Time: \_\_\_\_\_

### Scoring Scale

4 Excellent	3 Good	2 Satisfactory	1 Needs improvement
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Criteria	Score
<b>Introduction:</b> Hook, thesis statement, preview of three arguments	
<b>Body:</b> Clear and supported main arguments with credible evidence and/or powerful examples	
<b>Counterarguments:</b> Articulates opposing viewpoint and challenges supporting argument/evidence in a credible way	
<b>Conclusion:</b> Reviews main points, brings closure, and powerful clinch	
<b>Originality/Creativity:</b> Incentive and sophisticated word choice, vivid details, and unique personal voice	
<b>Language:</b> Academic vocabulary and appropriate sentence structure	
<b>Speaking Qualities:</b> Enunciation and Intonation, vocal rate, and volume	
<b>Eye Contact:</b> Maintains appropriate eye contact with audience and judges	
<b>Body Language:</b> Authoritative posture, gestures and facial expressions that add to the message and heighten persuasive power	
<b>Overall Poise:</b> Professional attire, confident, and self-assured	
<b>Score Subtotal:</b>	
Time: Prepared Speech Sixth through eighth: Minimum 3 minutes; maximum 4 minutes Ninth through twelfth: Minimum 4 minutes; maximum 5 minutes	
Penalties (If Applicable): <ul style="list-style-type: none"> <li>• Overall score of zero for the round if the minimum time is not met</li> <li>• Going over maximum time by more than 10 seconds will result in a deduction of four points</li> </ul>	
<b>TOTAL:</b>	

Name of Judge: \_\_\_\_\_ Signature of Judge: \_\_\_\_\_

## Prepared Speech Evaluation Form – Spanish

Participante: \_\_\_\_\_ Lenguaje: \_\_\_\_\_ Grado: \_\_\_\_\_  
 Escuela/Distrito: \_\_\_\_\_ Región: \_\_\_\_\_  
 Rondas de Discurso Preparado: Primera \_\_\_\_\_ Cuarta \_\_\_\_\_ Tiempo del Discurso: \_\_\_\_\_

### Escala

4 Excelente	3 Bueno	2 Satisfactorio	1 Necesita mejorar
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Criterios	Puntos
<b>Introducción:</b> El enganche, declaración de la tesis, presentación de 3 puntos clave	
<b>Cuerpo:</b> Puntos principales son claros y respaldados con evidencia creíble y/o ejemplos fuertes	
<b>Argumentos en Contra:</b> Demuestra conocimiento de perspectivas opuestas y contrarrestan las perspectivas de una forma creíble	
<b>Conclusión:</b> Repasa puntos principales, trae resolución, usa un enganche fuerte para concluir	
<b>Originalidad/Creatividad:</b> Selección de palabras ingeniosas y sofisticadas, detalles vívidos, y voz personal única	
<b>Lenguaje:</b> Vocabulario académico (específico al tema y palabras de transición) y estructura sintáctica	
<b>Cualidades de Hablar:</b> Enunciación y entonación, velocidad oratoria y volumen	
<b>Contacto Visual:</b> Mantiene contacto visual apropiado con la audiencia y jueces	
<b>Lenguaje del Cuerpo:</b> Postura, gestos y expresividad de cara que agrega significado al mensaje y aumenta el poder persuasivo	
<b>Apariencia y Aplomo General:</b> Vestuario profesional, confidente, y seguro de sí mismo	
<b>Puntuación Subtotal:</b>	
Tiempo: Discurso Preparado Sexto al octavo: Mínimo 3 minutos; máximo 4 minutos Noveno al doceavo: Mínimo 4 minutos; máximo 5 minutos	
<b>Penalización (si aplica):</b> <ul style="list-style-type: none"> <li>• Puntuación Total de "0" para la ronda si no se satisface el tiempo mínimo</li> <li>• Pasando el tiempo máximo por más de 10 segundos resultará en una deducción de 4 puntos</li> </ul>	
<b>Total:</b>	

Nombre del Juez: \_\_\_\_\_ Firma del Juez: \_\_\_\_\_



# Extemporaneous Speech Evaluation Form – English

Student Name: \_\_\_\_\_ Language: \_\_\_\_\_ Grade: \_\_\_\_\_  
 School/District: \_\_\_\_\_ Region: \_\_\_\_\_  
 Extemporaneous Speech Rounds: Second \_\_\_\_\_ Third \_\_\_\_\_ Speech Time: \_\_\_\_\_

## Scoring Scale

4 Excellent	3 Good	2 Satisfactory	1 Needs improvement
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Criteria	Score
<b>Introduction:</b> Hook, thesis statement, preview of three arguments	
<b>Body:</b> Clear and supported main arguments with powerful examples	
<b>Counterarguments:</b> Articulates opposing viewpoint and challenges supporting argument/evidence in a logical way	
<b>Conclusion:</b> Reviews main points, brings closure, and powerful clinch	
<b>Originality/Creativity:</b> Incentive and sophisticated word choice, vivid details, and unique personal voice	
<b>Language:</b> Academic vocabulary and appropriate sentence structure	
<b>Speaking Qualities:</b> Enunciation and intonation, vocal rate, and volume	
<b>Eye Contact:</b> Maintains appropriate eye contact with audience and judges	
<b>Body Language:</b> Authoritative posture, gestures and facial expressions that add to the message and heighten persuasive power	
<b>Overall Poise:</b> Professional attire, confident, and self-assured	
<b>Score Subtotal:</b>	
Time: Extemporaneous Speech Sixth through eighth: Minimum <b>1.5</b> minutes; maximum <b>3</b> minutes Ninth through twelfth: Minimum <b>2</b> minutes; maximum <b>4</b> minutes	
Penalties (If Applicable): <ul style="list-style-type: none"> <li>• Overall score of zero for the round if the minimum time is not met</li> <li>• Going over maximum time by more than 10 seconds will result in a deduction of four points</li> </ul>	
<b>Total:</b>	

Name of Judge: \_\_\_\_\_ Signature of Judge: \_\_\_\_\_

# Extemporaneous Speech Evaluation Form – Spanish

Participante: \_\_\_\_\_ Lenguaje: \_\_\_\_\_ Grado: \_\_\_\_\_  
 Escuela/Distrito: \_\_\_\_\_ Región: \_\_\_\_\_  
 Rondas de Discurso Extemporáneo: Segunda \_\_\_\_\_ Tercera \_\_\_\_\_ Tiempo del Discurso: \_\_\_\_\_

## Escala

4 Excelente	3 Bueno	2 Satisfactorio	1 Necesita mejorar
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Criterios	Puntos
<b>Introducción:</b> El enganche, declaración de la tesis, presentación de 3 puntos claves	
<b>Cuerpo:</b> Puntos principales son claros y respaldados con ejemplos fuertes	
<b>Argumentos en Contra:</b> Demuestra conocimiento de perspectivas opuestas y contrarrestan las perspectivas de una forma lógica	
<b>Conclusión:</b> Repasa puntos principales, trae resolución, usa un enganche fuerte para concluir	
<b>Originalidad/Creatividad:</b> Selección de palabras ingeniosas y sofisticadas, detalles vívidos, y voz personal única	
<b>Lenguaje:</b> Vocabulario académico (específico al tema y palabras de transición) y estructura sintáctica	
<b>Cualidades de Hablar:</b> Enunciación y entonación, velocidad oratoria y volumen	
<b>Contacto Visual:</b> Mantiene contacto visual apropiado con la audiencia y jueces	
<b>Lenguaje del Cuerpo:</b> Postura, gestos y expresividad de cara que agrega significado al mensaje y aumenta el poder persuasivo	
<b>Apariencia y Aplomo General:</b> Vestuario profesional, confidente, y seguro de sí mismo	
<b>Puntuación Subtotal:</b>	
Tiempo: Discurso Extemporáneo Sexto al octavo: Mínimo 1.5 minutos; máximo 3 minutos Noveno al doceavo: Mínimo 2 minutos; máximo 4 minutos	
Penalización (si aplica): <ul style="list-style-type: none"> <li>• Puntuación total de "0" para la ronda si no se satisface el tiempo mínimo</li> <li>• Pasando el tiempo máximo por más de 10 segundos resultará en una deducción de 4 puntos</li> </ul>	
<b>Total:</b>	

Nombre del Juez: \_\_\_\_\_ Firma del Juez: \_\_\_\_\_

# Debate Resources

## Debate Structure and Procedures

The state tournament will adhere to the following debate structure and procedures, which should serve as a valuable reference for debate instruction and the creation of instructional materials.

Debate Structure and Procedures		
Steps	Actions	Time Available
Step 1	<b>Call the Debate to Order</b> <ul style="list-style-type: none"> <li>The Facilitator calls the debate to order.</li> <li>The Facilitator keeps speakers within time constraints and announces the time available.</li> </ul>	
Step 2	<b>Judge Designates Positions</b> <ul style="list-style-type: none"> <li>The Judge designates which team will take the affirmative (PRO) and negative (CON) position.</li> </ul>	No time counted
Step 3	<b>Both sides prepare for debate</b>	<b>5 minutes</b>
Step 4	<b>Affirmative (PRO) Position Presents Opening Statement</b> <ul style="list-style-type: none"> <li>PRO position presents opening statement.</li> <li>The Opener puts forth the overall argument of the PRO position.</li> <li>The CON team takes notes to respond or to question later.</li> </ul>	<b>Maximum of 5 minutes</b>
Step 5	<b>Negative (CON) Position Presents Opening Statement</b> <ul style="list-style-type: none"> <li>The CON position presents opening statement.</li> <li>The Opener describes the overall argument of the CON position.</li> <li>The PRO team takes notes to respond or to question later.</li> </ul>	<b>Maximum of 5 minutes</b>
Step 6	<b>Both teams prepare for Cross-Examination</b>	<b>3 minutes</b>
Step 7	<b>Affirmative (PRO) Team Cross-Examination</b> <ul style="list-style-type: none"> <li>The PRO Cross-Examiner initiates cross examination questions to the CON team about the arguments and evidence presented in their opening statement.</li> <li>The Cross-Examiner will ask a minimum of two questions and the Responder and Rebutter may add questions.</li> <li>The Cross-Examiner will also close the Cross-Examination phase for his/her team.</li> <li>The CON team takes detailed notes to respond or to question later.</li> </ul>	



<b>Step 8</b>	<b>Negative (CON) Team Cross-Examination</b> <ul style="list-style-type: none"> <li>• The CON Cross-Examiner initiates cross-examination questions to the PRO team about the arguments and evidence presented in their opening statement.</li> <li>• The Cross-Examiner will ask a minimum of two questions and the Responder and Rebutter may add questions.</li> <li>• The Cross-Examiner will also close the cross-examination phase for his/her team.</li> <li>• The PRO team takes detailed notes to respond or to question later.</li> </ul>	
<b>Step 9</b>	<b>Both teams prepare for Response</b>	<b>3 minutes</b>
<b>Step 10</b>	<b>Affirmative (PRO) Team Response</b> <ul style="list-style-type: none"> <li>• The PRO Lead Responder initiates the response phase answering a minimum of 2 of the CON team's questions about his/her position, arguments, or evidence.</li> <li>• The Cross-Examiner and Rebutter may offer additional responses.</li> <li>• The responder will close the response phase for his/her team.</li> <li>• The CON team takes detailed notes to respond or to question later.</li> </ul>	
<b>Step 11</b>	<b>Negative (CON) Team Response</b> <ul style="list-style-type: none"> <li>• The CON Lead Responder initiates the response phase answering a minimum of 2 of the PRO team's questions about his/her team's position, arguments, or evidence.</li> <li>• The Cross-Examiner and Rebutter may offer additional responses.</li> <li>• The responder will close the response phase for his/her team.</li> <li>• The PRO team takes detailed notes to respond or to question later.</li> </ul>	
<b>Step 12</b>	<b>Both teams prepare for Rebuttal</b>	<b>3 minutes</b>
<b>Step 13</b>	<b>Affirmative (PRO) Team Rebuttal</b> <ul style="list-style-type: none"> <li>• The PRO Lead Rebutter will initiate the refutation or rebuttal to the answers provided by the CON team during the response phase.</li> <li>• The Cross-Examiner and Responder may offer additional rebuttal comments.</li> <li>• The rebutter will close the rebuttal phase for his/her team.</li> <li>• The CON team takes detailed notes to enhance closing statement.</li> </ul>	
<b>Step 14</b>	<b>Negative (CON) Team Rebuttal</b> <ul style="list-style-type: none"> <li>• The CON Lead Rebutter will initiate the refutation or rebuttal to the answers provided by the PRO team during the response phase.</li> <li>• The Cross-Examiner and Responder may offer additional rebuttal comments.</li> </ul>	

	<ul style="list-style-type: none"> <li>• The rebutter will close the rebuttal phase for his/her team.</li> <li>• The PRO team takes detailed notes to enhance closing statement.</li> </ul>	
<b>Step 15</b>	<b>Both teams prepare for Summation</b>	<b>3 minutes</b>
<b>Step 16</b>	<b>Affirmative (PRO) Team Summation</b> <ul style="list-style-type: none"> <li>• The closer presents closing arguments for the PRO position, summing up arguments, evidence and responding to issues raised in debate.</li> <li>• The CON team takes notes to enhance the closing statement.</li> </ul>	
<b>Step 17</b>	<b>Negative (CON) Team Summation</b> <ul style="list-style-type: none"> <li>• The closer presents closing arguments for the CON position, summing up arguments, evidence and responding to issues raised in debate.</li> </ul>	
<b>Time</b>	No points awarded, penalty only; for Opening Statement only, deduct 1 point for time beyond the 5-minute limit; an additional point deducted for each minute after (i.e. 5:01 -1pt; 6:01 -2 pts, etc.)	

\*To close each of the middle phases of the debate Cross Examination/Response/Rebuttal, the lead for each section will say something to the effect of, "If none of my teammates have any further questions or comments, this concludes our Cross Examination/Response/Rebuttal."

## Debate Rubric – English

The following debate rubric will apply to both middle and high school participants during the state tournament. The evaluation forms utilized by the state tournament judges are aligned with this rubric. Please be aware that for your local subgrantee tournament, if you are using the online system, participants will be expected to use this debate rubric to maintain consistency.

Debate Rubric-English					
CRITERION	Exceptional 5	Excellent 4	Good 3	Poor 2	Did not prepare 1
Opening Phase	Cleared, well-organized, and compelling formulation of team's position. Remarkably expressive presentation.	Cleared, well-organized, and compelling formulation of team's position.	Satisfactorily organized but lacked a compelling presentation of the team's position.	Poorly organized and vague presentation of the team's position.	Unclear presentation of team's position.
Interrogation Phase	Asked at least three challenging questions to address points raised in the opposing team's opening statement as well as challenging underlying premises.	Asked three challenging questions to address points raised in the opposing team's opening statement.	Asked one or two relevant challenging questions.	Asked one or two relevant questions, though the questions did not challenge the evidence or key points raised by the opposing team.	Posed questions that did not address points raised in the opposing team's opening statement.
Response Phase	Responded to questions posed in a thorough and accurate way, powerfully defending the credibility of the team's position providing additional evidence, or pointing out logical flaws in opponent's thinking.	Responded to questions posed in a thorough and accurate way, powerfully defending the credibility of team's position.	Responded to questions posed in a thorough way.	Responded to most questions posed, though the response did not always strengthen the team's position.	Did not respond to the questions posed.
Rebuttal Phase	Challenged the opposing team's responses with	Challenged the opposing team's	Challenged the opposing team's responses with some	Challenged the opposing team's	Did not challenge the opposing team's responses.



## Debate Rubric-English

	effective and compelling counterarguments.	responses with effective counterarguments.	effective counterarguments.	responses with few effective counterarguments.	
<b>Closing Phase</b>	Integrated thorough review of the team's position and evidence and included a closing clinch statement as well as impromptu comments on issues that arose during the debate.	Integrated a thorough review of the team's position and evidence and included a closing clinch statement.	Integrated a thorough review of the team's position and evidence.	Poorly organized and did not address key points.	Unorganized and did not address key points.
<b>Used Credible Evidence to Support Position</b>	Used robust and varied evidence with credible sources clearly cited and compelling examples.	Used strong evidence with credible sources clearly cited and compelling examples.	Used some evidence with credible sources clearly cited with some examples.	Used some evidence, though sources were not clearly cited.	The argument was heavily subjective with little credible evidence or use of powerful examples.
<b>Preparation for the Debate</b>	Team members were extremely organized and confident; they presented arguments convincingly with frequent off-script comments and were audible with exceptional expressiveness.	Team members were clearly organized and confident; they presented arguments convincingly, using off-script comments regularly, and were audible with a high level of expressiveness.	Team members were clearly organized and presented arguments well, though with little use of off-script comments, and were audible with some level of expressiveness.	Team members were organized but lacked confidence and fluency in the presentation. They were audible but non-expressive.	Team members were clearly unprepared to debate; they were barely audible and/or non-expressive.
<b>Respected the Integrity of the Debate Process</b>	Each team member assumed a distinct and clearly assigned role, each leading in one of the five phases of the debate.	Most of the team members assumed well-defined roles, leading in four out of the five debate phases.	Three of the team members assumed well-defined roles, leading in three out of the five debate phases.	Two of the team members assumed well-defined roles, leading in two out of the five debate phases.	One or fewer of the team members assumed well-defined roles, leading in only one or fewer of the five debate phases.
<b>Collaboration</b>	Team members were attentive and took notes during opposing team's presentations. During prep periods, all members contributed actively to the discussion, and not one dominated the process.	Team members were attentive, and most took notes during the opposing team's presentations, though one or two people dominated the prep periods.	Team members were attentive and most took notes during the opposing team's presentations, though one person dominated the prep periods.	Team members shared the work but did not fully take advantage of the opportunity to collaborate. Some were quickly off topic or seemed distracted.	Only one or two team members actively contributed during the preparation periods or took notes. Many were quickly off-topic or seemed distracted.

## Debate Round 1 - English

Respectful Presentation	Interaction with the opposing team, though assertive, was always respectful and appropriately aligned in both phase and content, incorporating stylistic flourishes that emphasized the formality and the auspiciousness of the interaction. Team attire created a strong team identity and reflected the academic nature of the event.	Interaction with the opposing team, though assertive, was always respectful and appropriately aligned in both phase and content. Team attire created a strong team identity and reflected the academic nature of the event.	Interaction with the opposing team, though assertive, was always respectful. Team attire created some semblance of team identity and reflected the academic nature of the event.	Assertiveness occasionally gave way to disrespect or created a hostile atmosphere. Students made disrespectful comments under their breath, used disrespectful body language (i.e., rolling their eyes). Attire was inappropriate and uncoordinated, lacking team identity.	Assertiveness gave way to disrespect, creating a hostile atmosphere. Students made disrespectful comments under their breath or used disrespectful body language (i.e., rolling the eyes). Attire was highly inappropriate and uncoordinated, lacking any team identity.
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## Debate Rubric – Spanish

Rúbrica del Debate – Español					
CRITERIO	Excepcional 5	Excelente 4	Bueno 3	Deficiente 2	No Se Preparó 1
<b>Fase de Apertura</b>	Formulación clara, bien organizada y convincente de la posición del equipo. Presentación notablemente expresiva.	Formulación clara, bien organizada y convincente de la posición del equipo.	Organización satisfactoria, pero careció de una presentación convincente de la posición del equipo.	Presentación mal organizada y confusa de la posición del equipo.	Presentación poco clara de la posición del equipo.
<b>Fase de Interrogación</b>	Hizo al menos tres preguntas desafiantes para abordar los puntos planteados en la declaración inicial del equipo contrario, además de cuestionar las premisas subyacentes.	Hizo tres preguntas desafiantes para abordar los puntos planteados en la declaración inicial del equipo contrario.	Hizo una o dos preguntas relevantes y desafiantes.	Hizo una o dos preguntas relevantes, aunque no desafiaron las pruebas o los puntos claves planteados por el equipo contrario.	Planteó preguntas que no abordaron los puntos planteados en la declaración inicial del equipo contrario.
<b>Fase de Repuesta</b>	Respondió a las preguntas planteadas de manera exhaustiva y precisa, defendiendo poderosamente la credibilidad de la posición del equipo, proporcionando evidencia adicional o señalando fallas lógicas en el razonamiento del oponente.	Respondió a las preguntas planteadas de manera exhaustiva y precisa, defendiendo poderosamente la credibilidad de la posición del equipo.	Respondió a las preguntas planteadas de manera exhaustiva.	Respondió a la mayoría de las preguntas planteadas, aunque la respuesta no siempre fortaleció la posición del equipo.	No respondió a las preguntas planteadas.
<b>Fase de Refutación</b>	Desafió las respuestas del equipo contrario con argumentos de refutación efectivos y convincentes.	Desafió las respuestas del equipo contrario con argumentos de refutación efectivos.	Desafió las respuestas del equipo contrario con algunos argumentos de refutación efectivos.	Desafió las respuestas del equipo contrario con pocos argumentos de refutación efectivos.	No desafió las respuestas del equipo contrario.

<b>Fase de Cierre</b>	Integró una revisión exhaustiva de la posición del equipo y las pruebas, incluyendo una declaración final contundente, así como comentarios improvisados sobre cuestiones que surgieron durante el debate.	Integró una revisión exhaustiva de la posición del equipo y las pruebas.	Mal organizado y no abordó los puntos clave.	Desorganizado y no abordó los puntos clave.
<b>Uso de Pruebas Fiables para Respalda la Postura</b>	Utilizó pruebas robustas y variadas con fuentes creíbles claramente citadas, así como ejemplos convincentes.	Utilizó pruebas sólidas con fuentes creíbles claramente citadas y algunos ejemplos.	Utilizó algunas pruebas, aunque las fuentes no estaban claramente citadas.	El argumento fue altamente subjetivo con poca evidencia creíble o uso de ejemplos poderosos.
<b>Preparación para el Debate</b>	Los miembros del equipo estaban extremadamente organizados y confiados; presentaron los argumentos de manera convincente con frecuentes comentarios improvisados y fueron audibles con una expresividad excepcional.	Los miembros del equipo estaban claramente organizados y confiados; presentaron bien los argumentos, aunque con poco uso de comentarios improvisados, y fueron audibles con cierto nivel de expresividad.	Los miembros del equipo estaban organizados, pero carecían de confianza y fluidez en su presentación. Fueron audibles, pero no expresivos.	Los miembros del equipo no estaban claramente preparados para debatir; apenas fueron audibles y no expresivos.
<b>Respeto por la Integridad del Proceso de Debate</b>	Cada miembro del equipo asumió un rol distinto y claramente asignado, liderando en una de las cinco fases del debate.	La mayoría de los miembros del equipo asumieron roles bien definidos, liderando en tres de las cuatro de las cinco fases del debate.	Dos de los miembros del equipo asumieron roles bien definidos, liderando en dos de las cinco fases del debate.	Uno o menos de los miembros del equipo asumieron roles bien definidos, liderando en solo una o menos de las cinco fases del debate.
<b>Colaboración</b>	Los miembros del equipo estuvieron atentos y tomaron notas durante las presentaciones del	Los miembros del equipo estuvieron atentos y la mayoría tomó notas durante las presentaciones del	Los miembros del equipo compartieron el trabajo, pero no aprovecharon completamente la	Solo uno o dos miembros del equipo contribuyeron activamente durante los periodos de



## Rúbrica del Debate – Español

	equipo contrario. Durante los periodos de preparación, todos los miembros contribuyeron activamente a la discusión, y nadie dominó el proceso	equipo contrario. Sin embargo, durante los periodos de preparación, una o dos personas dominaron el proceso.	equipo contrario, aunque una persona domino el periodo de preparación.	oportunidad de colaborar. Algunos se distrajeron rápidamente o se desviaron del tema	preparación o tomaron notas. Muchos se distrajeron rápidamente o se desviaron del tema.
<b>Presentación Respetuosa</b>	La interacción con el equipo contrario, aunque asertiva, fue siempre respetuosa y se alineó apropiadamente tanto en fase como en contenido, incorporando toques estilísticos que enfatizaron la formalidad y la importancia de la interacción. El vestuario del equipo creó una fuerte identidad de equipo y reflejó la naturaleza académica del evento.	La interacción con el equipo contrario, aunque asertiva, fue siempre respetuosa y se alineó apropiadamente tanto en fase como en contenido. El vestuario del equipo creó una fuerte identidad de equipo y reflejó la naturaleza académica del evento.	La interacción con el equipo contrario, aunque asertiva, fue siempre respetuosa. El vestuario del equipo creó cierta semejanza de identidad de equipo y reflejó la naturaleza académica del evento.	La asertividad dio paso a la falta de respeto o creó un ambiente hostil. Los estudiantes hicieron comentarios irrespetuosos en voz baja o usaron lenguaje corporal irrespetuoso (por ejemplo, rodar los ojos). El vestuario fue altamente inapropiado y descoordinado, careciendo de cualquier identidad de equipo.	La asertividad dio paso a la falta de respeto, creando un ambiente hostil. Los estudiantes hicieron comentarios irrespetuosos en voz baja o usaron lenguaje corporal irrespetuoso (por ejemplo, rodar los ojos). El vestuario fue altamente inapropiado y descoordinado, careciendo de cualquier identidad de equipo.

# Debate Evaluation Form – English

Round: \_\_\_ 1<sup>st</sup> \_\_\_ 2<sup>nd</sup> \_\_\_ 3<sup>rd</sup> \_\_\_ 4<sup>th</sup> \_\_\_ 5<sup>th</sup>

Affirmative Position	Negative Position
School:	School:
Region:	Region:

Level: Middle School or High School  
Circle the correct level

Language: English or Spanish  
Circle the correct language

## Scoring Scale

5 Exceptional	4 Excellent	3 Good	2 Poor	1 Did Not Prepare
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CRITERIA:	Affirmative	Negative
<b>Opening Phase:</b> Presented a well-articulated and compelling case for team's position		
<b>Cross Examination Phase:</b> Asked challenging questions related to the topic		
<b>Response Phase:</b> Responded to questions accurately and clearly		
<b>Rebuttal Phase:</b> Effectively defended team's position		
<b>Closing Phase:</b> Summation of team's position was clear and strong		
<b>Used Authoritative Evidence to Support Position</b>		
<b>Were Well Prepared to Debate:</b> Debaters appeared confident, presented arguments convincingly, and used off script comments in addition to prepared remarks.		
<b>Respected the Integrity of the Debate Process:</b> Each team member had a clearly assigned role and took the lead in one of the five phases of the debate.		
<b>Collaboration:</b> Team members were attentive and took notes during opposing team presentations. During preparation periods all members contributed actively to discussion, and not one person dominated the process.		
<b>Respectful Presentation:</b> Interaction with opposing team—while perhaps assertive—was always respectful. Team attire created identity and reflected the academic nature of the event.		
<b>Score Subtotal:</b>		
<b>Time: No points awarded, penalty only;</b> For Opening Statement <b>only</b> , deduct 1 point for time beyond the 5-minute time limit; an additional point deducted for each minute after limit (i.e.) 5:01 -1pt, 6:01 -2pts, etc.	<b>Point Deduction</b>	<b>Point Deduction</b>
<b>TOTAL:</b>		

Name of Judge: \_\_\_\_\_ Signature of Judge: \_\_\_\_\_  
Please print



# Debate Evaluation Form – Spanish

Ronda \_\_ 1<sup>a</sup> \_\_ 2<sup>a</sup> \_\_ 3<sup>a</sup> \_\_ 4<sup>a</sup> \_\_ 5<sup>a</sup>

Posición Afirmativa	Posición Negativa
Escuela:	Escuela:
Región:	Región:

Nivel: Secundaria o Preparatoria  
Circule el nivel correcto

Lenguaje: Ingles o Español  
Circule el idioma correcto

## Escala

5 Excepcional	4 Excelente	3 Bueno	2 Pobre	1 Sin preparación
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CRITERIOS:	Afirmativo	Negativo
<b>Comienzo:</b> Presentó un caso bien elaborado y convincente para la posición de su equipo		
<b>Interrogación:</b> Hicieron preguntas provocadoras y relevantes		
<b>Respuesta:</b> Respondió a las preguntas con exactitud y claridad		
<b>Refutación:</b> Defendió su posición de una forma efectiva		
<b>Clausura:</b> Resumen de la posición de su equipo quedó claro y fuerte		
<b>Uso pruebas autorizadas para apoyar su posición</b>		
<b>Estaban bien preparados para debatir:</b> Demostraron confianza, presentaron sus argumentos de una forma convincente y no dependieron solamente de comentarios preparados, sino que también agregaron comentarios improvisados.		
<b>Respetaron la integridad del proceso de debate:</b> Cada miembro del equipo ejerció uno de los 5 papeles en el debate y sirvió como el líder para esta etapa del debate.		
<b>Colaboraron bien como equipo:</b> Miembros del equipo estuvieron atentos, tomaron apuntes durante la presentación del equipo adversario. Durante periodos de preparación todos contribuyeron activamente y ningún individuo domino el proceso.		
<b>Presentación respetuosa:</b> Interacción con el equipo adversario, aunque firme siempre fue respetuoso. El vestuario creó una identidad del equipo y reflejó la realidad académica del evento.		
<b>Puntuación Subtotal:</b>		
<b>Tiempo:</b> No se otorga puntos, multa solamente; Solamente deducir 1 punto del total para el Comienzo por tiempo que exceda el límite de 5 minutos; deducir un punto adicional por cada minuto que exceda el límite (ej.) 5:01 -1pt, 6:01 -2pts, etc.	<b>Deducción de Puntos</b>	<b>Deducción de Puntos</b>
<b>TOTAL:</b>		

Nombre del Juez: \_\_\_\_\_ Firma del Juez: \_\_\_\_\_  
Letra de molde

# Section 2 Speech

Instructions for Speech Competition  
Speech Evaluation Forms & Rubric  
Persuasive Speech Template



# MIGRANT EDUCATION PROGRAM, REGION XVI ANNUAL SPEECH AND DEBATE REGIONAL TOURNAMENT



## INSTRUCTIONS FOR SPEECH COMPETITION 2025

Speech competitors must compete in BOTH Prepared Speech AND Extemporaneous Speech Competitions. The speech competition includes two types of speech categories.

They are as follows:

1. **Prepared speech:** This is a researched and written speech prepared by the student prior to the competition.
2. **Extemporaneous speech:** This is a speech composed in real time. During the competition, students receive a topic and must promptly formulate and organize their thoughts on the spot. This speech is not research-based.

1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place trophies will be awarded in 6<sup>th</sup> grade, middle school and high school levels by language. Students may compete in either Spanish OR English but must use the same language throughout all stages of the tournament.

<b>PREPARED SPEECH:</b>	<b>Grades 6<sup>th</sup>– 8<sup>th</sup></b>	<b>Minimum 3 minutes; Maximum 4 minutes</b>
	<b>Grades 9<sup>th</sup> – 12<sup>th</sup></b>	<b>Minimum 4 minutes; Maximum 5 minutes</b>

1. Students must arrive with **1** persuasive prepared speech based on the topic selected for the regional tournament. No preparation time will be provided during the tournament.  
*Note: students that qualify for the state tournament will need to prepare a 2nd persuasive speech to conform to State Prepared Speech Competition Rules, 2025 MEP Speech and Debate Tournament Handbook, pg. 4.*
2. The timer begins with the student's first word in the introduction. The introduction must consist of the student's name, region, and school.
3. Students are permitted to use notes or deliver their speech from memory.
4. Students are prohibited from using any props or visual aids, except for notes.
5. Once the competition round begins, attendees are not allowed to enter or leave rooms.
6. Students should end their speech with a "thank you" to signal the conclusion of their speech.
7. The timer stops when the student finishes their "thank you" statement.
8. **Scoring:** Points are awarded as described in the **Speech Rubric** and **Prepared Speech Evaluation Form**
  - a. Delivering a speech under the minimum time results in a score of zero for that round.
  - b. Exceeding the maximum time by more than 10 seconds will lead to a four-point deduction.
9. Winners of the Prepared Speech are determined by totaling the points earned during each of the two rounds of the Prepared Speech competition. 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place trophies will be awarded in 6<sup>th</sup> Grade English & Spanish, Middle School English & Spanish, and High School English & Spanish.



# MIGRANT EDUCATION PROGRAM, REGION XVI ANNUAL SPEECH AND DEBATE REGIONAL TOURNAMENT



<b><u>EXTEMPORANEOUS SPEECH: Grades 6<sup>th</sup> – 8<sup>th</sup></u></b>	<b><u>Minimum 1.5 minutes; Maximum 3 minutes</u></b>
<b><u>Grades 9<sup>th</sup> – 12<sup>th</sup></u></b>	<b><u>Minimum 2 minutes; Maximum 4 minutes</u></b>

1. **Process:** At the start of each mandatory extemporaneous speech round, students will receive one topic and have 10 minutes to prepare their speech. Once the preparation time ends, all papers will be collected, and students will be asked to wait quietly outside the competition room. Students will then be called in randomly to deliver their speeches. The rest of the students will remain outside the classroom. During their presentations, they may refer to their prepared papers. After giving their speech, students will remain in the room until the conclusion of the round.  
*\*Coaches may not support students while they are writing their speeches or while they are waiting outside to be called in. Coaches who are in the room may not leave the room. If the coach is not in the room, they cannot speak to students who are waiting to be called to present their extemporaneous speech.*
2. The timer begins with the student's first word in the introduction. The introduction must consist of the student's name, region, and school.
3. Students are permitted to use notes or deliver their speech from memory.
4. Students are prohibited from using any props or visual aids, except for notes.
5. Once the competition round begins, attendees are not allowed to enter or leave rooms.
6. Students should end their speech with a "thank you" to signal the conclusion of their speech.
7. The timer stops when the student finishes their "thank you" statement.
8. **Scoring:** Points are awarded as described in the Speech Rubric and Extemporaneous Speech Evaluation Form
  - a. Delivering a speech under the minimum time results in a score of zero for that round.
  - b. Exceeding the maximum time by more than 10 seconds will lead to a four-point deduction.
9. Winners of the Extemporaneous Speech are determined by totaling the points earned during each of the two rounds of the Extemporaneous Speech competition. 1st, 2nd and 3rd place trophies will be awarded in 6th Grade English & Spanish, Middle School English & Spanish, and High School English & Spanish.

## **STEPS FOR EXTEMPORANEOUS SPEECH (ROUNDS 4 & 5)**

1. Judges will explain procedures for the round
  - a. Distribution of ½ sheet template to students wishing to use it
  - b. Ensure all students have writing instrument and are ready to begin
2. Facilitator will distribute topic to each student upside down
  - a. Each round will have a different topic packet (labeled with the round & color-coded)
3. Students will have 10 minutes to prepare speech
  - a. Time begins when judges instruct students to begin
4. All students will turn in written speech & step outside the competition room
5. Students will be called into competition room randomly (using the speeches or the roster) to give their speech and then remain in the room until the round is over





# MIGRANT EDUCATION PROGRAM, REGION XVI ANNUAL SPEECH AND DEBATE REGIONAL TOURNAMENT



## PREPARED SPEECH EVALUATION FORM

STUDENT NAME: \_\_\_\_\_

GRADE: \_\_\_\_\_

SCHOOL/DISTRICT: \_\_\_\_\_

REGION: \_\_\_\_\_

LANGUAGE: Spanish or English

Circle the correct language

SPEECH TIME: \_\_\_\_\_

Scoring Scale:	4 Excellent	3 Good	2 Satisfactory	1 Needs Improvement
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CRITERIA	SCORE
INTRODUCTION: <input type="checkbox"/> Hook <input type="checkbox"/> Thesis Statement <input type="checkbox"/> Preview of 3 arguments	
BODY: Clear and supported main arguments with credible evidence and/or powerful examples <input type="checkbox"/> Argument 1 <input type="checkbox"/> Argument 2 <input type="checkbox"/> Argument 3 <input type="checkbox"/> Credible evidence presented	
COUNTER-ARGUMENTS: <input type="checkbox"/> Articulates opposing viewpoint <input type="checkbox"/> Challenges supporting argument/evidence in a credible way	
CONCLUSION: <input type="checkbox"/> Reviews main points <input type="checkbox"/> Brings closure <input type="checkbox"/> Powerful closing hook	
ORIGINALITY/CREATIVITY: <input type="checkbox"/> Inventive and sophisticated word choice <input type="checkbox"/> Vivid details <input type="checkbox"/> Unique personal voice	
LANGUAGE: <input type="checkbox"/> Academic vocabulary <input type="checkbox"/> Appropriate sentence structure	
SPEAKING QUALITIES: <input type="checkbox"/> Enunciation and Intonation <input type="checkbox"/> Vocal rate and Volume	
EYE CONTACT: <input type="checkbox"/> Maintains appropriate eye contact with audience and judges	
BODY LANGUAGE: <input type="checkbox"/> Authoritative posture <input type="checkbox"/> Gestures and facial expressions that add to the message and heighten persuasive power	
OVERALL POISE: <input type="checkbox"/> Appropriate attire <input type="checkbox"/> Confident <input type="checkbox"/> Self-assured	
SCORE SUBTOTAL:	
TIME: PREPARED SPEECH 6 <sup>th</sup> -8 <sup>th</sup> / MS: Min. 3 minutes / Max. 4 minutes 9 <sup>th</sup> -12 <sup>th</sup> / HS: Min. 4 minutes / Max. 5 minutes	
PENALTIES (if applicable): • Overall score of "0" for the round if the <u>minimum</u> time is not met • Going over <u>maximum</u> time by more than 10 seconds will result in a deduction of 4 points	
TOTAL:	

Name of Judge: \_\_\_\_\_

Please print

Signature of Judge: \_\_\_\_\_



# MIGRANT EDUCATION PROGRAM, REGION XVI ANNUAL SPEECH AND DEBATE REGIONAL TOURNAMENT



## FORMA DE EVALUACIÓN DE ORATORIA PREPARADA

PARTICIPANTE: \_\_\_\_\_

GRADO: \_\_\_\_\_

ESCUELA y DISTRITO: \_\_\_\_\_

REGIÓN: \_\_\_\_\_

LENGUAJE: Español o Inglés

Circule el Idioma correcto

TIEMPO DEL DISCURSO: \_\_\_\_\_

Escala:	4 Excelente	3 Bueno	2 Satisfactorio	1 Necesita mejorar
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CRITERIOS	PUNTOS
<b>INTRODUCCIÓN:</b> <input type="checkbox"/> El Enganche <input type="checkbox"/> Declaración del Tesis <input type="checkbox"/> Presentación de 3 puntos clave	
<b>CUERPO:</b> Puntos principales son claros y respaldados con evidencia y/o ejemplos fuertes <input type="checkbox"/> Punto 1 <input type="checkbox"/> Punto 2 <input type="checkbox"/> Punto 3 <input type="checkbox"/> Evidencia creíble presentada	
<b>ARGUMENTOS EN CONTRA:</b> <input type="checkbox"/> Demuestra conocimiento de perspectivas opuestas <input type="checkbox"/> Contrarrestan las perspectivas de una forma creíble	
<b>CONCLUSIÓN:</b> <input type="checkbox"/> Repasa puntos principales <input type="checkbox"/> Trae resolución <input type="checkbox"/> Usa un enganche fuerte para concluir	
<b>ORIGINALIDAD/CREATIVIDAD:</b> <input type="checkbox"/> Selección de palabras ingeniosas y sofisticadas <input type="checkbox"/> Detalles vívidos <input type="checkbox"/> Voz personal única	
<b>LENGUAJE:</b> <input type="checkbox"/> Vocabulario académico (específico al tema y palabras de transición) <input type="checkbox"/> Estructura sintáctica	
<b>CUALIDADES DE HABLAR:</b> <input type="checkbox"/> Enunciación y Entonación <input type="checkbox"/> Velocidad oratoria y Volumen	
<b>CONTACTO VISUAL:</b> <input type="checkbox"/> Mantiene contacto visual apropiado con la audiencia y jueces	
<b>LENGUAJE DEL CUERPO:</b> <input type="checkbox"/> Postura <input type="checkbox"/> Gestos y expresividad de cara que agrega significado al mensaje y aumenta el poder persuasivo	
<b>APARIENCIA Y APLOMO GENERAL:</b> <input type="checkbox"/> Vestuario apropiado <input type="checkbox"/> Confidente <input type="checkbox"/> Seguro de sí mismo	
<b>PUNTUACIÓN SUBTOTAL:</b>	
<b>TIEMPO: DISCURSO PREPARADO</b> 6°-8° / Secundaria: Min. 3 minutos / Max. 4 minutos 9°-12° / Preparatoria: Min. 4 minutos / Max. 5 minutos	
<b>PENALIZACIÓN (si aplica):</b> • Puntuación Total de "0" para la ronda si no se satisface el tiempo <u>mínimo</u> • Pasando el tiempo <u>máximo</u> por más de 10 segundos resultará en una deducción de 4 puntos	
<b>TOTAL:</b>	

Nombre del Juez: \_\_\_\_\_

Firma del Juez: \_\_\_\_\_

Letra de molde





# MIGRANT EDUCATION PROGRAM, REGION XVI ANNUAL SPEECH AND DEBATE REGIONAL TOURNAMENT



## EXTEMPORANEOUS SPEECH EVALUATION FORM

STUDENT NAME: \_\_\_\_\_

GRADE: \_\_\_\_\_

SCHOOL/DISTRICT: \_\_\_\_\_

REGION: \_\_\_\_\_

LANGUAGE: Spanish or English  
Circle the correct language

SPEECH TIME: \_\_\_\_\_

Scoring Scale:	4 Excellent	3 Good	2 Satisfactory	1 Needs Improvement
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CRITERIA	SCORE
INTRODUCTION: <input type="checkbox"/> Hook <input type="checkbox"/> Thesis Statement <input type="checkbox"/> Preview of arguments	
BODY: Main arguments are clear and supported with powerful examples <input type="checkbox"/> Argument 1 <input type="checkbox"/> Argument 2 <input type="checkbox"/> Argument 3 <input type="checkbox"/> Personal or researched based examples/evidence presented	
COUNTER-ARGUMENTS: <input type="checkbox"/> Articulates opposing viewpoint <input type="checkbox"/> Challenges supporting argument/evidence in a logical way	
CONCLUSION: <input type="checkbox"/> Reviews main points <input type="checkbox"/> Brings closure <input type="checkbox"/> Powerful closing hook	
ORIGINALITY/CREATIVITY: <input type="checkbox"/> Inventive and sophisticated word choice <input type="checkbox"/> Vivid details <input type="checkbox"/> Unique personal voice	
LANGUAGE: <input type="checkbox"/> Academic vocabulary <input type="checkbox"/> Appropriate sentence structure	
SPEAKING QUALITIES: <input type="checkbox"/> Enunciation and Intonation <input type="checkbox"/> Vocal rate and Volume	
EYE CONTACT: <input type="checkbox"/> Maintains appropriate eye contact with audience and judges	
BODY LANGUAGE: <input type="checkbox"/> Authoritative posture <input type="checkbox"/> Gestures and facial expressions that add to the message and heighten persuasive power	
OVERALL POISE: <input type="checkbox"/> Appropriate attire <input type="checkbox"/> Confident <input type="checkbox"/> Self-assured	
SCORE SUBTOTAL:	
TIME: EXTEMPORANEOUS SPEECH 6 <sup>th</sup> -8 <sup>th</sup> / MS: Min. 1.5 minutes / Max. 3 minutes 9 <sup>th</sup> -12 <sup>th</sup> / HS: Min. 2 minutes / Max. 4 minutes	
PENALTIES (if applicable): <ul style="list-style-type: none"><li>• Overall score of "0" for the round if the <u>minimum</u> time is not met</li><li>• Going over <u>maximum</u> time by more than 10 seconds will result in a deduction of 4 points</li></ul>	
TOTAL:	

Name of Judge: \_\_\_\_\_

Please print

Signature of Judge: \_\_\_\_\_



# MIGRANT EDUCATION PROGRAM, REGION XVI ANNUAL SPEECH AND DEBATE REGIONAL TOURNAMENT



## FORMA DE EVALUACIÓN DE ORATORIA EXTEMPORÁNEA

PARTICIPANTE: \_\_\_\_\_

GRADO: \_\_\_\_\_

ESCUELA y DISTRITO: \_\_\_\_\_

REGIÓN: \_\_\_\_\_

LENGUAJE: Español o Inglés

Circule el Idioma correcto

TIEMPO DEL DISCURSO: \_\_\_\_\_

Escala:	4 Excelente	3 Bueno	2 Satisfactorio	1 Necesita mejorar
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CRITERIA	PUNTOS
<b>INTRODUCCIÓN:</b> <input type="checkbox"/> El Enganche <input type="checkbox"/> Declaración del Tesis <input type="checkbox"/> Presentación de puntos clave	
<b>CUERPO:</b> Puntos principales son claros y respaldados con ejemplos fuertes <input type="checkbox"/> Punto 1 <input type="checkbox"/> Punto 2 <input type="checkbox"/> Punto 3 <input type="checkbox"/> Ejemplos/evidencia personal y/o basados en investigación presentadas	
<b>ARGUMENTOS EN CONTRA:</b> <input type="checkbox"/> Demuestra conocimiento de perspectivas opuestas <input type="checkbox"/> Contrarrestan las perspectivas de una forma lógica	
<b>CONCLUSIÓN:</b> <input type="checkbox"/> Repasa puntos principales <input type="checkbox"/> Trae resolución <input type="checkbox"/> Usa un enganche fuerte para concluir	
<b>ORIGINALIDAD/CREATIVIDAD:</b> <input type="checkbox"/> Selección de palabras ingeniosas y sofisticadas <input type="checkbox"/> Detalles vívidos <input type="checkbox"/> Voz personal única	
<b>LENGUAJE:</b> <input type="checkbox"/> Vocabulario académico (específico al tema y palabras de transición) <input type="checkbox"/> Estructura sintáctica	
<b>CUALIDADES DE HABLAR:</b> <input type="checkbox"/> Enunciación y Entonación <input type="checkbox"/> Velocidad oratoria y Volumen	
<b>CONTACTO VISUAL:</b> <input type="checkbox"/> Mantiene contacto visual apropiado con la audiencia y jueces	
<b>LENGUAJE DEL CUERPO:</b> <input type="checkbox"/> Postura <input type="checkbox"/> Gestos y expresividad de cara que agrega significado al mensaje y aumenta el poder persuasivo	
<b>APARIENCIA Y APLOMO GENERAL:</b> <input type="checkbox"/> Vestuario apropiado <input type="checkbox"/> Confidente <input type="checkbox"/> Seguro de sí mismo	
<b>PUNTUACIÓN SUBTOTAL:</b>	
<b>TIEMPO: DISCURSO EXTEMPORÁNEO</b> 6°-8° / Secundaria: Min. 1.5 minutos / Max. 3 minutos 9°-12° / Preparatoria: Min. 2 minutos / Max. 4 minutos	
<b>PENALIZACIÓN (si aplica):</b> <ul style="list-style-type: none"><li>Puntuación Total de "0" para la ronda si no se satisface el tiempo <u>mínimo</u></li><li>Pasando el tiempo <u>máximo</u> por más de 10 segundos resultará en una deducción de 4 puntos</li></ul>	
<b>TOTAL:</b>	

Nombre del Juez: \_\_\_\_\_

Firma del Juez: \_\_\_\_\_

Letra de molde



# CALIFORNIA MIGRANT EDUCATION PROGRAM SPEECH & DEBATE TOURNAMENT

## SPEECH RUBRIC - PREPARED AND EXTEMPORANEOUS

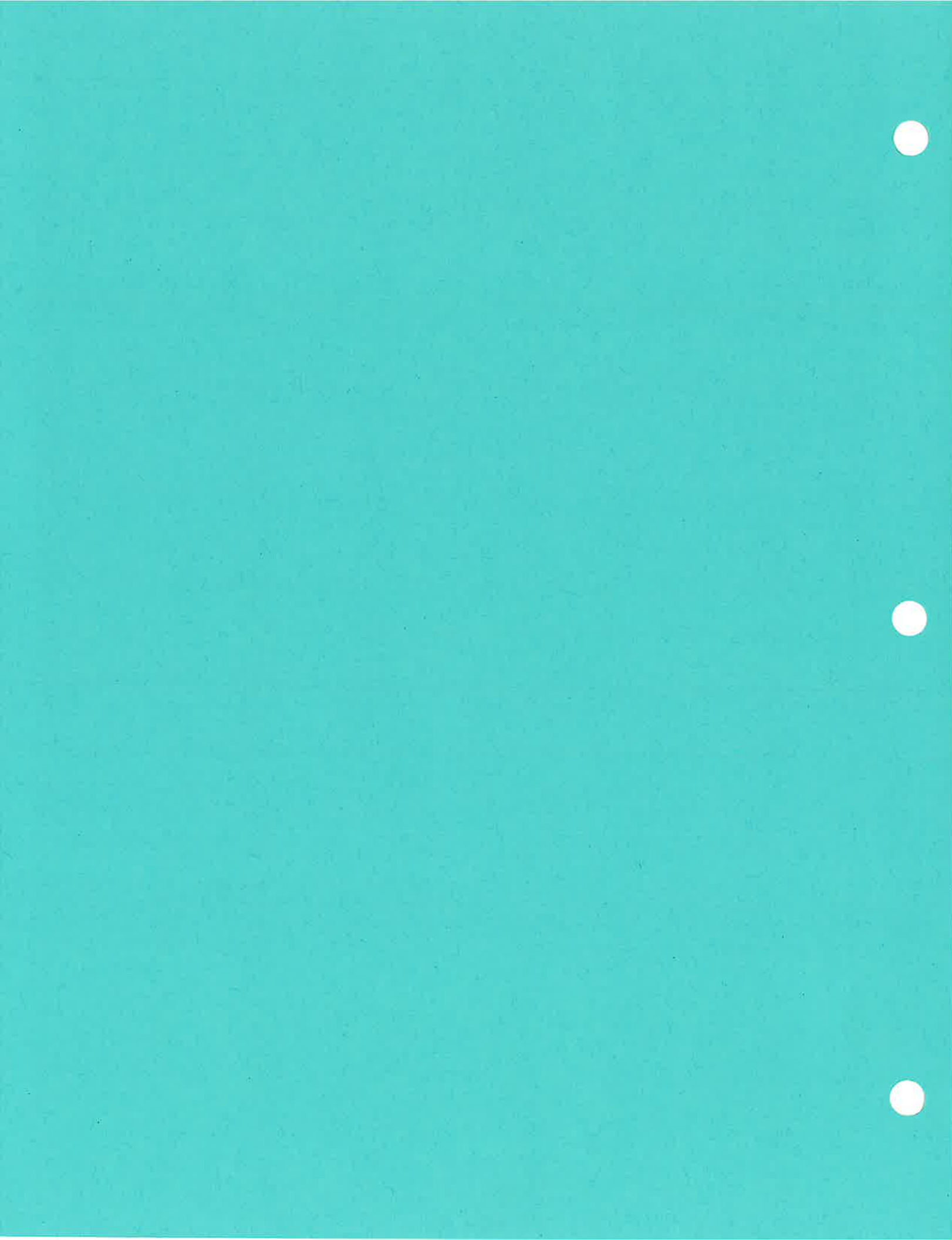
CRITERION	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
RATING	4	3	2	1
INTRODUCTION	Powerful hook, clear thesis statement, and cohesive preview of the main arguments	Meets all criteria but lacks cohesiveness in the main arguments	Meets two criteria	Meets only one criterion
BODY <small>Refer to evaluation forms for differences between prepared and extemporaneous arguments</small>	Main arguments are clear, well-supported with credible evidence and powerful examples	Main points are clear with some support and examples	Main points lack clarity and need additional sources and examples	Main points are unclear, with no supporting sources or examples
COUNTER ARGUMENTS	Articulates the opposing viewpoint and credibly challenges its supporting evidence	Demonstrates awareness of the opposing viewpoint and challenges supporting arguments and evidence	Shows awareness of opposing viewpoint but does not challenge the evidence	Does not demonstrate awareness of opposing viewpoints
CONCLUSION	Thoroughly reviews main points, brings closure, and uses a powerful closing clinch statement	Reviews main points, brings closure, and uses a closing clinch statement	Reviews main points and brings closure	Does not bring closure, leaving the audience hanging
ORIGINALITY AND CREATIVITY	Word choice is inventive and sophisticated, with vivid descriptive details; writing reflects a unique personal voice	Some inventive and sophisticated word choice, vivid, descriptive details are present; writing reflects a unique personal voice	Some inventive word choice and descriptive details are present	Basic word choice and lacking descriptive details
USE OF LANGUAGE	Academic vocabulary is topic-specific and genre-appropriate; sentence structures are effective	Academic vocabulary is mostly topic-specific but lacks clear transitions	Limited academic vocabulary and no transitions	Language use is inappropriate or ineffective
SPEAKING QUALITIES	Deliberate vocal pauses, intonation, enunciation, rate, and volume contribute to the speech's effectiveness	Deliberate speaking contributes to effectiveness without being distracting	Deliberate speaking is ineffective, causing confusion or distraction	Delivery lacks deliberate control, and significantly detracts from the speech's effectiveness.
EYE CONTACT	Maintains eye contact with the audience almost all the time (except for brief glances at notes)	Maintains eye contact less than 80 percent of the time	Maintains eye contact less than 50 percent of the time	Little or no eye contact
BODY LANGUAGE	Body language, gestures, and facial expressions add significance to the message and enhance persuasive power	Body language complements the message	Body language does little to enhance the message and lacks variety and spontaneity	Body language distracts from the message
OVERALL POISE	Appropriate attire; extremely confident and self-assured	Appropriate attire; confident	Appropriate attire; somewhat confident	Lack of appropriate attire and confidence
TIME	<b>PREPARED SPEECH</b> 6 <sup>th</sup> -8 <sup>th</sup> / MS: Minimum 3 minutes/Max. 4 min. 9 <sup>th</sup> -12 <sup>th</sup> / HS: Minimum 4 minutes/ Max. 5 min.  <i>An overall score of "0" will be given if the <u>minimum</u> time is not met.</i>  <i>Going over <u>maximum</u> time by more than 10 seconds will result in a deduction of 4 points.</i>		<b>EXTEMPORANEOUS SPEECH</b> 6 <sup>th</sup> -8 <sup>th</sup> / MS: Minimum 1.5 minutes/Max. 3 min. 9 <sup>th</sup> -12 <sup>th</sup> / HS: Minimum 2 minutes/ Max. 4 min.  <i>An overall score of "0" will be given if the <u>minimum</u> time is not met.</i>  <i>Going over <u>maximum</u> time by more than 10 seconds will result in a deduction of 4 points.</i>	

# CALIFORNIA MIGRANT EDUCATION PROGRAM

## TORNEO DE ORATORIA Y DEBATE

### RÚBRICA DEL DISCURSO - PREPARADO Y EXTEMPORÁNEO

CRITERIO	EXCELENTE	BUENO	SATISFACTORIO	NECESITA MEJORAR
CLASIFICACIÓN	4	3	2	1
<b>INTRODUCCIÓN</b>	Gancho poderoso, declaración de tesis clara y vista previa cohesionada de los argumentos principales	Cumple con todos los criterios, pero carece de cohesión en sus argumentos principales	Cumple con dos criterios	Cumple con un solo criterio
<b>CUERPO</b> <small>Consulte los formularios de evaluación para conocer las diferencias entre argumentos preparados y extemporáneos.</small>	Los argumentos principales son claros, bien respaldados con evidencia creíble y ejemplos contundentes	Los puntos principales son claros con algún apoyo y ejemplos	Los puntos principales carecen de claridad y necesitan fuentes adicionales y ejemplos	Los puntos principales no son claros; no hay fuentes de apoyo ni ejemplos
<b>ARGUMENTOS EN CONTRA</b>	Articula el punto de vista opuesto y desafía de manera creíble sus argumentos y evidencias de apoyo	Demuestra conocimiento del punto de vista opuesto y desafía los argumentos y evidencias de apoyo	Muestra conocimiento del punto de vista opuesto, pero no desafía la evidencia	No demuestra conocimiento de los puntos de vista opuestos
<b>CONCLUSIÓN</b>	Revisa exhaustivamente los puntos principales, cierra el discurso y utiliza una declaración final poderosa.	Revisa los puntos principales, cierra el discurso y utiliza una declaración final de cierre	Revisa los puntos principales y cierra el discurso	No cierra el discurso, dejando a la audiencia en suspenso
<b>ORIGINALIDAD Y CREATIVIDAD</b>	La elección de palabras es inventiva y sofisticada, con detalles descriptivos vívidos; la escritura refleja una voz personal única	Alguna elección de palabras es inventiva y sofisticada; hay detalles descriptivos vívidos presentes; la escritura refleja voz personal única	Hay alguna elección de palabras es inventiva y detalles descriptivos presentes	Elección de palabras básicas, falta de detalles descriptivos
<b>USO DE LENGUAJE</b>	El vocabulario académico es específico del tema y apropiado para el género; las estructuras de las oracionales son efectivas	El vocabulario académico es mayormente específico del tema, pero carece de transiciones claras	Vocabulario académico limitado y sin transiciones	El uso del lenguaje es inapropiado o ineficaz
<b>CUALIDADES DE LA EXPRESIÓN ORAL</b>	Las pausas vocales deliberadas, la entonación, la pronunciación, el ritmo y el volumen contribuyen a la efectividad del discurso	El habla deliberada contribuye a la efectividad sin distraer	El habla deliberada es ineficaz, causando confusión o distracción	La entrega carece de control deliberado y resta significativamente efectividad al discurso.
<b>CONTACTO VISUAL</b>	Mantiene contacto visual con la audiencia todo el tiempo (excepto por los breves momentos para ver sus notas)	Mantiene contacto visual menos del 80 por ciento del tiempo	Mantiene contacto visual menos del 50 por ciento del tiempo	Poco o ningún contacto visual
<b>LENGUAJE CORPORAL</b>	El lenguaje corporal, los gestos y las expresiones faciales añaden significado al mensaje y aumentan el poder persuasivo	El lenguaje corporal complementa el mensaje	El lenguaje corporal aporta poco para mejorar el mensaje y carece de variedad y espontaneidad	El lenguaje corporal distrae del mensaje
<b>APARIENCIA Y APLOMO GENERAL</b>	Vestimenta apropiada; extremadamente seguro y confiado en sí mismo	Vestimenta apropiada; confiado en sí mismo	Vestimenta apropiada; algo confiado en sí mismo	Falta de vestimenta apropiada y falta de confianza en sí mismo
<b>TIEMPO</b>	<b>DISCURSO PREPARADO</b> 6º-8º / Secundaria: Mínimo 3 minutos/Máximo 4 minutos 9º-12º / Preparatoria: Mínimo 4 minutos/ Máximo 5 minutos.  <i><b>Puntuación total de "0" en la ronda si no se satisface el tiempo <u>mínimo</u>.</b></i>  <i><b>Pasando el tiempo <u>máximo</u> por más de 10 segundos resultará en una deducción de 4 puntos.</b></i>		<b>DISCURSO EXTEMPORÁNEO</b> 6º-8º / Secundaria: Mínimo 1.5 minutos/Máximo 3 minutos 9º-12º / Preparatoria: Mínimo 2 minutos/ Máximo 4 minutos  <i><b>Puntuación total de "0" en la ronda si no se satisface el tiempo <u>mínimo</u>.</b></i>  <i><b>Pasando el tiempo <u>máximo</u> por más de 10 segundos resultará en una deducción de 4 puntos.</b></i>	



# Persuasive Speech

## Opening Statement Organizer

**Hook (H):** attention-getting device (story, humorous anecdote, compelling fact or statistic) that connects audience with the importance or relevance of the topic

**Thesis (T):** Clear statement of the topic and your position pro/con.

**Contextualization and Preview (C&P):** Establishes the importance of the topic and provides audience a preview of what's to come and/or transition from opening to body of speech

**Body of the Speech(B):** Transitions: Make sure to use transitional words and phrases to enhance the flow between arguments and different sections of the speech:

Now that you realize the scope of the problem let me explain.....	Not only is ..... ,but
In addition to the important facts above it is important to	While some would say..... Evidence indicates that
Having established....I will now proceed to	Finally/In conclusion/To summarize
Argument 1 (A1):	Evidence/Quotes(EQ):
Argument 2(A2):	Evidence/Quotes (EQ):
Argument 3(A3):	Evidence/Quotes (EQ):

Include here the opposing arguments you plan to briefly dismiss.

<b>Counter Argument(CA1, 2, 3)</b>	<b>Rebuttal (R1,2)</b>
1.	1.
2.	2.

How will you clinch your argument? What are your final words for the audience?

**Conclusion (C):** Restate main points and summarize evidence. Use a closing hook if possible.



# Plantilla para el Discurso Persuasivo & Discurso Introductorio del Debate

**Gancho (G):** Algo que llame la atención (una anécdota cómica o emocional, datos o estadísticas que impresionen; algo que conecte al público con la importancia y relevancia del asunto.)

**Tesis (T):** Una declaración clara del tema y su posición en pro o en contra

**Contextualización y Avance (C&A):** Establece la importancia del tema y le provee al público un adelanto de lo que vendrá y/o una transición de la introducción al cuerpo del discurso.

**Cuerpo del Discurso (CD):** Transiciones: Importante utilizar palabras o frases transicionales para facilitar e intensificar la fluidez entre los argumentos y las diferentes secciones del discurso:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Ahora que entienden el alcance de nuestro problema, permítame explicar...</li> <li>• Conjuntamente con lo expuesto anteriormente, es importante...</li> <li>• Habiendo establecido que... procedo a ...</li> </ul> | <ul style="list-style-type: none"> <li>• No sólo... es..., sino que...</li> <li>• Mientras que algunas personas dicen que... la evidencia nos indica que...</li> <li>• Finalmente / En conclusión / En resumen / Para resumir...</li> </ul> |
|---|---|

Argumento 1 (A1):	Evidencia/datos/Citas (EC):
Argumento 2 (A2):	Evidencia/datos/Citas (EC):
Argumento 3 (A3):	Evidencia/datos/Citas (EQ):

Incluye los argumentos opuestos que piensas refutar en breve.

Argumento en contra (AC1, 2, 3)	Refutación (R1,2)
1.	1.
2.	2.

¿Cómo afianzarás tu argumento? ¿Cuáles son tus palabras finales para tu público?

**Conclusión (C):** Reitera tus argumentos principales y repasa tu evidencia. Incluye un gancho de clausura si es posible.

# Extemporaneous Speech Bank

Here's a list of **extemporaneous speech prompts** designed for middle and high school students, keeping in mind that these topics require no prior research. They are broad, thought-provoking, and allow students to draw on personal experiences, logic, and creativity.

These prompts allow students to express their thoughts and creativity without needing to rely on facts or research. They're perfect for developing confidence and quick-thinking skills for competition or practice!

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## General Life Topics

1. What is the most important quality in a good friend?
2. How can students develop better time management skills?
3. What is the best way to spend a weekend?
4. Should students be allowed to choose their own school schedule?
5. What is the most exciting thing about being a teenager?
6. Should everyone be required to learn how to cook?
7. What is the value of having a daily routine?
8. How can students stay motivated when facing challenges?
9. What is the best way to learn something new?

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## Ethical and Social Questions

1. Is it more important to listen or to speak?
2. What does it mean to "do the right thing" in difficult situations?
3. Should people always keep their promises?
4. Is it better to try and fail or never try at all?
5. What is the greatest act of kindness someone can show?
6. Is it possible to have too much freedom?
7. What does it mean to live a meaningful life?

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## Education and Personal Development

1. Should homework be optional for students?
2. What makes a teacher great?
3. How can students stay confident when speaking in front of others?
4. What is the best way to deal with failure?
5. How can students support each other in achieving their goals?
6. What is the most useful life skill that schools should teach?
7. How can students overcome fear when trying new things?

# Extemporaneous Speech Bank

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## Family and Relationships

1. Should siblings always get along?
  2. How can families spend more quality time together?
  3. What does it mean to be a good role model?
  4. Should family traditions always be preserved?
  5. How can disagreements between friends be resolved?
  6. What is the best way to show appreciation for someone?
  7. How can trust be built in relationships?
  8. What is the most valuable thing you've learned from a family member?
  9. Should friends always agree on everything?
- 

## Imaginative and Fun Topics

1. If you could invent a new sport, what would it be like?
  2. What would the world look like if everyone had superpowers?
  3. If you could live anywhere, where would it be and why?
  4. What would you do if you woke up as the principal of your school?
  5. If you could trade lives with any fictional character, who would it be and why?
  6. What would happen if animals could talk?
  7. If you could have dinner with anyone in history, who would it be?
  8. What would you do if you found a magic lamp with a genie inside?
  9. If you could design the perfect vacation, what would it include?
  10. What would the perfect school day look like?
- 

## Values and Philosophy

1. What does it mean to be brave?
  2. Is happiness a choice or a result of circumstances?
  3. Should people always forgive others?
  4. What does success mean to you?
  5. Is it better to focus on the journey or the destination?
  6. How can people find joy in everyday life?
  7. What is the best way to handle criticism?
  8. Can small actions lead to big changes?
  9. What is the most important thing to prioritize in life?
-

Name \_\_\_\_\_

## My Persuasive Speech Template

**Topic:** \_\_\_\_\_

**Pro Position:** \_\_\_\_\_

**Con Position:** \_\_\_\_\_

**Thesis:** In my speech I will try to persuade the class that: \_\_\_\_\_  
(indicate your position pro/con here)

**Paragraph 1: Introduction & Thesis Statement:**

First of all, you need to grab the class's attention from the start by either telling a powerful story, making the class laugh appropriately, shocking them with certain statistics or statements, or some other kind of **hook**. Write your hook here, and then finish with your **thesis statement** (the sentence that states what your whole speech is going to be about and your position on the subject).

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

*By the time I've completed this speech, I expect you will be persuaded that \_\_\_\_\_*

for the following three reasons:

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

**Paragraph 2: Your first (of three) persuasive reasons why we should agree with you**  
Make sure to include evidence and powerful examples that support your case.:

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**Paragraph 3: Your second (of three) reasons why we should agree with you.** Make sure to include evidence and powerful examples that support your case

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**Paragraph 4: Your third (of three) persuasive reason why we should agree with you.**  
Make sure to include evidence and powerful examples that support your case:

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Paragraph 5: Address **counter** arguments: In which you show that you know your opponents arguments and can respond to them in a convincing way. State your opponent's arguments and provide evidence to challenge them. (Opponents say..... however.....)

**Conclusion:** In which you finish your speech with a satisfying final statement. Here you need to include a summary of your main points and if possible another hook:



**Nombre** \_\_\_\_\_

## Mi plantilla para un discurso persuasivo

**Tema:** \_\_\_\_\_

**Posición a favor:** \_\_\_\_\_

**Posición en contra:** \_\_\_\_\_

**Tesis:** En mi discurso intentaré a convencerles que: \_\_\_\_\_  
(Indica aquí tu posición a favor o en contra)

### Párrafo 1: Introducción & Declaración del Tesis:

En primer lugar, se necesita llamar la atención del juez o al contar una anécdota – un hecho o dato llamativo o alarmante, interesante, escandaloso, sorprendido o usar humor, haciéndole reír al juez con un detalle chistoso - **pero lo más importante es buscar algún tipo de HOOK o ENGANCHE!** Escribe tu ENGANCHE aquí y luego termina con la declaración de tu tesis (la frase que describe el tema de tu discurso y tu posición sobre el tema)

Al final de este discurso, espero que quede convencido que \_\_\_\_\_

Por las tres razones siguientes:

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

**Párrafo 2: La primera de tus tres razones persuasivas** que vas a usar para convencerle al juez de tu posición. Incluye datos, evidencia y ejemplos importantes y descriptivos que pueden apoyar tu posición.

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**Párrafo 3: La segunda de tus tres razones persuasivas** que vas a usar para convencerle al juez de tu posición. Incluye datos, evidencia y ejemplos importantes y descriptivos que pueden apoyar tu posición. Para un discurso extemporáneo puedes usar ejemplos de tu propia vida.

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**Párrafo 4: La tercera de tus tres razones persuasivas** que vas a usar para convencerle al juez de tu posición. Incluye datos, evidencia y ejemplos importantes y descriptivos que pueden apoyar tu posición.

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\_\_\_\_\_

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\_\_\_\_\_

**Párrafo 5: Enfocarse en los argumentos en contra:** En que se demuestra que puede refutar los argumentos en contra de una forma convincente. Incluye los argumentos de sus oponentes y refútalos con pruebas o datos. *(Los oponentes dicen que..... sin embargo .....)*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Conclusión:** Aquí es importante terminar tu discurso con otro ENGANCHE y un resumen de tus argumentos principales. El enganche se puede usar para concluir el discurso – también puede ser en forma de una pregunta retórica, una pregunta que se usa para hacer resaltar una realidad o un problema, como: *¿Cómo se puede asegurar la seguridad de todos los estudiantes y el personal si no se puede revisar el contenido de las mochilas cuando hay sospechas...?*

# Section 3 Debate

Debate Overview

Debate Evaluation Form & Rubric

Anatomy of a Debate

Debate Procedures

## CALIFORNIA MIGRANT EDUCATION PROGRAM

### SPEECH & DEBATE TOURNAMENT

#### DEBATE OVERVIEW

1. Debate Teams may compete in English or Spanish, but not both.
2. Debate Teams must be prepared to argue both the Affirmative (Pro) Position and the Negative (con) Position for the topic provided for their respective grade level.
3. Students are expected to thoroughly research assigned topic to enable them to cite evidence from credible sources and organize their information to build compelling arguments for each position (pro/con).
4. The position each Debate Team will argue will be announced by the Judge at the beginning of each of the 4 rounds of competition.
5. Each round is 60 minutes in length. (Actual competition time is approximately 45 minutes)
6. There will be 5 rounds of competition. Each team will sit out one round (bye) so that all teams have the opportunity to compete 4 times.
7. **The Debate format** is highly structured and is divided into 5 phases detailed in the 2 schematic documents which follow: Anatomy of a Debate and Debate Structure & Procedures.
  - Ideally teams are composed of 5 members though they may have as few as 3.
  - It is essential that participants clearly understand and follow the debate procedures. (See: Debate Structure & Procedures for details)
  - Each team member must be assigned one of the 5 discrete roles in the debate (Opener, Cross-Examiner, Responder, Rebutter and Closer). If a team has less than 5 members, some participants will take the lead in more than one role. (See *Anatomy of a Debate* for details)
  - The Judge guides the debate process, indicating the phase of the debate and when each team is to speak.
  - Students are expected to use academic language and interact in a formal register.
  - During the debate, speakers must use time strategically to ensure enough time for each phase of the debate.



## CALIFORNIA MIGRANT EDUCATION PROGRAM

### SPEECH & DEBATE TOURNAMENT

#### DEBATE OVERVIEW

8. **Scoring:** Key areas of evaluation: (For details see *Debate Evaluation Form & Debate Rubric*)
  - **Content:** Quality of the arguments, evidence and agility in countering the opposing team's arguments. Personal opinion should be logical and relevant.
  - **Presentation:** Point penalties will result for debate statements or arguments being read as opposed to presented. More credit is awarded for statements presented in a persuasive manner. Expressiveness and audibility are also important.
  - **Adhering to Debate Procedures and protocol:** Each member of the team must take a lead in at least one phase of the debate, no single member should dominate the process, and team collaboration should be evident.
9. Carefully review the documents that follow for clear and detailed articulation of the Debate Process (Anatomy of a Debate, *Debate Structure & Procedures Debate Evaluation Form & Debate Rubric*).
10. Winners (1st, 2nd, 3rd place) for each grade level span and language will be determined by totaling the points earned during all debate rounds. Each team will debate for at least five rounds. The number of rounds teams compete will depend on whether there are an even or odd number of teams in the tournament. Competition will be scheduled to ensure that every team competes the same number of rounds.

## SCRIPTED DEBATE

**Topic:**        **Should the United States Continue Its Use of Drone Strikes Abroad?**

Key: underline= \_the evidence ; *italics*= \_\_significance\_\_ ; **bold**= \_\_transition/ mortar words\_\_

PROCESS	PROCESS
<b>STEP #1:</b> <b>JUDGE MODERATOR:</b> Announces the debate, calls debate to order, and maintains order	
AFFIRMATIVE POSITION	NEGATIVE POSITION
<b>PREPARATION BOTH SIDES: 5 MINUTES</b> <b>STEP #2: = (5 MINUTES MAX.)</b>	
<p><b>LEAD DEBATER FOR THE AFFIRMATIVE SIDE</b> Presents the overall argument of the Affirmative position.  <i>(Debater faces Judge and begins)</i></p> <p>"Good morning, Judge _____, and esteemed colleagues. Our team is Team A, and we are representing Para la Gente School(s). My name is _____. My team members will now introduce themselves. (Each member stands and says name.)</p> <p>"The subject which we will be debating today is on the U.S. government's use of Unmanned Aerial Vehicles, or "drones" to fight terrorists in countries that we may or may not be officially at war with. _____          This policy has important implications for both America's safety and its position as a world leader. After carefully examining the evidence, we have come to the conclusion that yes, the United States should continue its use of drone strikes across the globe as needed, for the following 2 reasons:</p> <ol style="list-style-type: none"> <li>1. America is safer as a result of drone strikes which only target terrorists who want to hurt us.</li> <li>2. Drone strikes are much less expensive and less harmful to our soldiers, but more effective than traditional war efforts.</li> </ol> <p>The evidence which <b>supports</b> our <b>position</b> includes President Obama's May 23, 2013 speech in which he confirms that, "dozens of highly skilled al Qaeda commanders, trainers, bomb makers and operatives have been taken off the battlefield." He notes that plots which targeted key elements in the U.S., Europe, and Afghanistan have been stopped. "Simply put," he noted, "these strikes have saved lives." [10]</p> <p>This <b>evidence suggests</b> that if the U.S. government were not actively using drone strikes, we would be experiencing many more terrorist strikes like the horrible World Trade Center attacks of September 11, 2001. The fact that there hasn't been another serious attack like that in the past 11 years <i>is significant, and indicates that</i> everything the U.S. has done to protect itself, including using drones, has been working.</p> <p>Of course, this kind of protection doesn't come cheap. Our US soldiers have paid a high price to protect us, with many losing their lives on the battlefield, and those who do make it back often have mental health challenges to deal with. This leads us to our second point: doesn't it make more sense to invest in drone strikes which use drone pilots who operate safe and sound from US territory? According to the <u>Friends Committee on National Legislation</u>, in 2012, we budgeted approximately \$5 billion for drones in the 2012 Department of Defense budget, [19], but that's only about 1% of the entire annual military budget. You can see we are getting a lot more bang for the</p>	<p><b>NEGATIVE SIDE</b>          Takes notes while Affirmative Side presents its opening statement</p>

buck by investing in drone attacks. The US is moving away from “shock and awe” war strategies to smarter, more targeted warfare, and that ultimately will save US lives.

Now, Judge, we already can anticipate that our opponents will try argue that the use of drones violates international law. We are well aware of the various guidelines provided by the United Nations and Amnesty International. **However**, we would argue that the minute the Al Qaeda terrorists flew airplanes full of innocent people into the World Trade Center and the Pentagon, the rules of war changed. We can't play by the old rules anymore because our enemies don't. We must adapt and change, or lose this fight for our freedom and safety. We are sure you join us, Judge, in agreeing that this must never happen to the United States of America.

And that is why we support the continued use of drones strategically and globally. Thank you.”

( words for Opening Statement here

## AFFIRMATIVE SIDE

Takes notes  
while Negative  
Side presents  
it's opening  
statement

## STEP #3: = (5 MINUTES MAX.)

### LEAD DEBATER FOR THE NEGATIVE SIDE Presents:

Presents the overall argument of the Negative position.  
(Debater faces judge)

**“Good morning, Judge \_\_\_\_\_, and esteemed colleagues. Our team is Team B, and we are representing Jóvenes en Acción School. My name is \_\_\_\_\_ and my team members will introduce themselves. (All stand & introduce.)**

**Imagine a scene in which a government agency charged with keeping America safe received a report that the 11 of us would be meeting in this room on this day. But instead of being told we would be working on our debating skills, the government agency was told that we were secretly plotting an attack on the capitol building using homemade bombs designed to kill hundreds of people. Imagine that as we sit here, we suddenly see a drone hovering above this building. Unfortunately, that is the last thing we see; a second later, a smart bomb rips through the ceiling and all of us are killed. By accident. In the name of anti-terrorism. All because of some bad information given to the government agency. Sound like a Hollywood movie? Sure. But this kind of scene has actually happened in countries like Pakistan, Yemen, and Somalia.**

“Team A is correct in **stating** that this is a serious debate about America's safety and freedom. But having done a lot of research of our own [point to binder full of research], we believe that **the data does not support** such black and white conclusions as they have drawn. **We argue that** the US should immediately discontinue its use of drone strikes abroad for the following 2 reasons:

1. Drone strikes create more terrorists than they kill.
2. Drone strikes are so terrifying for innocent people, they are acts of terrorism themselves.

Let's examine these points one by one.

**Our first claim is** that drone strikes create more terrorists than they kill. **We contend** that despite what the military might claim about how accurate drone strikes are, the truth is that many innocent people are accidentally killed by drones due to bad information. **According to a December 2013 Reuters news account**, a wedding convoy of up to 15 people were killed by a US drone strike in Yemen. [85] This is just one of many examples of deadly mistakes made.

Imagine if 15 members of your family were murdered by a robot in the sky. Don't you think you would be furious and wanting revenge too? **We contend that as long as** horrible mistakes like this are made in the course of drone strikes, they



	<p>will continue to cause people around the world to hate the US and want to fight back at us. <i>This makes us less safe than ever.</i></p> <p><b>This leads us to our second point</b>, which is that drone attacks are acts of terrorism themselves. <u>[57] Clive Stafford Smith, Director of Reprieve, a human rights organization, states "an entire region is being terrorized by the constant threat of death from the skies. Their way of life is collapsing: kids are too terrified to go to school, adults are afraid to attend weddings, funerals, business meetings, or anything that involves gathering in groups."</u> <u>[58].</u> <b>We ask you to consider</b> how you would feel if every time you drove to work, or your kids walked to school, or you went to church, you saw a drone overhead watching you and analyzing your movements. How would you function? How could you ever feel safe? <b>We do not believe</b> that using terrorism to fight terrorism is the right thing to do.</p> <p>We can already see from their opening statement that our opponents are willing to <i>claim that the end justifies the means</i>. They would no doubt argue that any measures the US takes are fair game, as long as they prevent future terrorist attacks on US soil. <i>But we say that is a slippery slope.</i> Where do we draw the line on what we are willing to do in order to try to feel safe? <b>We strongly maintain that</b> only by staying true to our morals and values will America be able to win this fight for our freedom and safety.</p> <p>Thank you, Judge.</p> <p>( words for Opening Statement here</p>
<p><b>PREPARATION BOTH SIDES: 3 MINUTES (All team members participate in preparing the questions)</b></p> <p><b>15 second huddle</b></p>	
<p><b>STEP #4:</b></p> <p><b>AFFIRMATIVE CROSS EXAMINER:</b> Asks the Negative position team questions about its argument. (All 5 must work as a team to prepare the questions. Maximum 5 questions) <b>(CROSS EXAMINER)</b> <u>We agree with our opponents that there is a slippery slope here. [Turn from the judge to the opposing team] But whereas you claim the slippery slope is toward the loss of government restraint, we contend that the slope is toward greater risks of having another 9/11 terrorist attack as a result of allowing terrorists like Al Qaeda to operate. Are you really saying that you don't believe we should be allowing our government to take actions it has determined are needed for our safety and security? Are you genuinely willing to expose America to further tragedy and terrorism in the name of some moral ideal? We certainly aren't, and we're certain that everyone living in America who wants to feel that they and their children are safe from terrorists would agree with us.</u></p> <p>Our next question is: <b>what evidence do you have to support your contention</b> that drone strikes create more terrorists? You invite us to imagine how we would feel if innocent family members were killed, but you don't provide any proof that that would turn us all into terrorists.</p> <p><b>(RESPONDER):</b> <u>You also argue that drone strikes are acts of terrorism. Have you considered what the alternative to drone strikes would be? Invasion of the country, with our husbands and sons in live action, which means more bombs, more deaths both of our soldiers and their civilians. Are you really arguing that this would be better than the local stress caused by drone strikes in specific locations?</u></p>	<p><b>NEGATIVE SIDE</b> Takes notes on questions presented by the Affirmative Side during the Cross Examination</p>

<p><b>Let's pretend that we concede your point</b> that so-called terrorism should not be used to fight terrorism. What then do you propose for the alternative? Sit and wait until we get attacked again?</p> <p><b>And lastly, we must ask you this question:</b> to what do you credit the fact that the US has not had another 9/11 attack, if not for the government's policies including the use of drones to aggressively go after terrorists?</p> <p><b>(CROSS EXAMINER)</b> Unless my team has additional points they'd like to make, that concludes our cross examination, Judge.</p>	
<p><b>AFFIRMATIVE SIDE</b> Takes notes on questions presented by the Negative Side during the Cross Examination</p>	<p><b>STEP #5:</b> <b>NEGATIVE CROSS EXAMINER:</b> Asks the Affirmative position team questions about its argument. (All 5 must work as a team to prepare the questions. Maximum 5 questions) <b>(CROSS EXAMINER:)</b> We have numerous questions for the Affirmative side. Regarding your first point, in which you argue that America is safer as a result of drone strikes, we would like to ask if you think Americans can feel safer when our country's actions make other people and countries around the world hate us? What do you think would keep America safer: to be a world leader who leads by generating other's respect and admiration, or one who leads by generating fear? We also wonder how the government can be sure that the drone strikes would in fact be more effective than non-violent alternatives such as using diplomatic negotiations or economic pressure. While we could be persuaded that drone strikes are more effective than traditional war-making, we wonder if Team A has really investigated a 3rd possibility: defending ourselves using non-violent means?</p> <p><b>(REBUTTER):</b> We have an additional question to pose to Team A. If the US feels that it can send drones into other countries with whom we are not at war, and attack its citizens at will, what is to stop other countries from doing the same - and sending drones over to US soil? If the US justifies use of drones for itself, how can we deny it to others? We find this extremely troubling.</p> <p><b>(CROSS EXAMINER)</b> (looks at his/her teammates to see if anyone has further comments to make) My teammates and I now conclude our cross examination, Judge. Thank you."</p>
<p><b>PREPARATION BOTH SIDES: 3 MINUTES</b> (All team members participate in preparing the responses)</p> <p><b>15 second huddle</b></p>	
<p><b>STEP #6: AFFIRMATIVE RESPONDER:</b> Answers questions about team's position. (All 5 must work as a team to prepare the responses)</p> <p><b>AFFIRMATIVE RESPONDER:</b> "In our response, we will clarify our arguments in order to address our opponent's objections and questions. While we concede Team B's point that ruling by respect is better than ruling by fear, we completely reject their suggestion that non-violent approaches might work in these countries where terrorists rule. In countries where the "rule of law" is obeyed, you can talk about leading through respect. But in those countries where terrorists rule, the <i>only</i> thing they respect is power. Drone strikes are a low-cost,</p>	<p><b>NEGATIVE SIDE</b> Takes notes on answers to the questions posed presented by the Affirmative Side during the</p>



<p>effective way to continually remind the terrorists that they can't mess with the most powerful country in the world, and expect to get away with it. We refuse to apologize for America flexing its muscle with these lawless terrorists who would not hesitate to murder every single one of us.</p> <p><b>(REBUTTER):</b> Regarding your question about other countries using drone strikes, we agree that drones in the hands of countries who may not have developed the same strict guidelines for use that the US has, is a scary thought, just like having other countries develop their own nuclear bombs. No question that technology in the wrong hands is very dangerous, and the US will need to take steps to regulate the appropriate use of drones. But we would remind you that only countries who harbor terrorists need to fear drone strikes from other countries. Those countries that respect the rule of law have nothing to fear.</p> <p><b>(AFFIRMATIVE RESPONDER)</b> (looks at his/her teammates to see if anyone has further comments to make) Our response is now concluded, Judge. Thank you."</p>	<p><b>Response Phase</b></p>
<p><b>AFFIRMATIVE SIDE</b> Takes notes on answers to the questions posed by the Negative Side during the Response Phase</p>	<p><b>STEP #7: NEGATIVE RESPONDER</b> Answers questions about team's position. (All 5 must must work as a team to prepare the responses)</p> <p><b>NEGATIVE RESPONDER</b> It is clear to us that Team A is quite gullible when it comes to believing the claims of our government. They have assured us that our government is confident that drone strikes have helped weaken the terrorists. But this is also the same government who claimed that having the NSA collect millions of phone records daily was also keeping us safer. And yet, in a Jan 13, 2013 article by the Washington Post, researchers from the New America Foundation found no evidence that the wiretaps have prevented acts of terrorism since 2001.</p> <p>Furthermore, did you know that in 2011-2012, drone manufacturers donated a total of \$2.3 million in campaign contributions to some of the very congressmen who help make decisions about purchasing drones for the military? That sounds like bribery to us! Isn't it time for us all to stop believing that everything our government tells us is true?</p> <p>We, on the other hand, can provide solid evidence to back up our claim that drone strikes only create more terrorists: both the "Underwear Bomber" who tried to blow up a plane in 2009, and the "Times Square Bomber" who tried to detonate a bomb in New York in 2010 reported that their motivation to attack the US came from drone strikes in Pakistan, Yemen, and Somalia. This is a simple case of cause and effect.</p> <p>In response to your question about alternatives to attacking with drones, we choose to let Malala Yousafzai, the 16-year old Pakistani girl who was shot by the Taliban for speaking out for the right for girls to go to school speak for us. She said: "The best way to solve problems and to fight against war is through dialogue.... The only thing that can fight against terrorism is education." We couldn't agree more.</p> <p><b>(REBUTTER):</b> Lastly, you asked us to what we credit the fact that there hasn't been another successful terrorist attack on US soil since 9/11. According to a New York Times September 8, 2011 article, it cost Al Qaeda approximately \$500,000 to carry out the 9/11 attacks. Since then we have spent roughly \$2.2 trillion on the war on terror - that works out to over \$4 million for every dollar al Qaeda spent! We don't think</p>

	<p>Team A can isolate drone strikes as a factor from amongst all the impact of \$2.2 trillion dollars thrown at this problem. We would like to invite everyone in this room to consider, however, what this world might look like if we had chosen to invest our \$2.2 trillion into education instead of weapons in Afghanistan, Pakistan, Yemen, and Somalia.</p> <p><b>(NEGATIVE RESPONDER)</b> (looks at his/her teammates to see if anyone has further comments to make)</p> <p>This concludes our response, Judge. Thank you."</p>
<p><b>PREPARATION BOTH SIDES: 3 MINUTES</b> (All team members participate in preparing the rebuttal to responses)</p> <p><b>15 second huddle</b></p>	
<p><b>STEP #8: AFFIRMATIVE REBUTTER:</b> Presents opposing evidence to arguments raised by responses to the questions.</p> <p><b>(REBUTTER:)</b></p> <p>Although we respect Team B's earnestness and sincerity, we regret to insist that their world vision and their suggested solutions continue to be based on "pie in the sky" not reality. How can you expect to deal logically with people who believe that strapping a bomb around themselves and detonating it in a crowded marketplace or church and killing innocent men, women, and children will land them in paradise? These people's extremist beliefs are not logical to us. They see themselves as victims of the US and will always blame us for whatever goes wrong. Counting on them to be "reasonable" is foolish. Wars have been fought since the human race began. If we can fight them more effectively, with less loss of life to our own soldiers, then shouldn't we do so?</p> <p>Our government's #1 priority and responsibility is to keep its people safe. We believe our government is doing exactly that. If Team B feels that the officials elected to run our government cannot be trusted then we strongly suggest they get out and campaign for leaders who they think they can trust and get them elected. That is the beauty of a representational democracy. We elect leaders who we believe can make the best decisions on our behalf. If some people can't accept that, then maybe they should go live in Canada.</p> <p><b>(CROSS EXAMINER)</b></p> <p>Lastly, our opponents have presented a lot of statistics on dollars spent, but this makes no sense to us. How can anyone put a price tag on our freedom and our right to protect our American way of life? The terrorists want to destroy us. We must defend ourselves at all costs.</p> <p><b>(REBUTTER:)</b></p> <p>I believe that sufficiently concludes our cross examination, Judge.</p>	<p><b>NEGATIVE SIDE</b></p> <p>Takes notes on rebuttals to their responses presented by the Affirmative Side during the Rebuttal Phase</p>
<p><b>AFFIRMATIVE SIDE</b></p> <p>Takes notes on rebuttals to their responses presented by the Negative Side during the Rebuttal Phase</p>	<p><b>STEP #9: NEGATIVE REBUTTER:</b></p> <p>Presents opposing evidence to arguments raised by responses to the questions.</p> <p><b>REBUTTER:</b></p> <p>Our opponents describe the countries where we conduct drone strikes as though they were only full of raging terrorists, but on the contrary, the majority of their citizens are just like us: they want to be able to have life, liberty, and the pursuit of happiness. They want to raise their children without fear. Why do we have to let a handful of extremists impact everything we do in our relationships with other countries around the world? By doing this, we give the terrorists far more power over us by causing us to live in fear. The war on terror has hurt us as much as it has hurt the terrorists.</p> <p><b>(CROSS EXAMINER)</b></p>



	<p>We are however in complete agreement with Team A that the most effective response we can have is to take action to elect leaders that will develop policies that respect America's original moral values, and we do intend to do exactly that. We just regret that the war on terror has caused so many of us Americans to drift away from our core values.</p> <p><b>(REBUTTER:)</b></p> <p>Unless my team has additional points they'd like to make, that concludes our cross examination, Judge.</p>
<p><b>PREPARATION BOTH SIDES: 3 MINUTES</b> (All team members participate in preparing additional comments to add to closing statement based on information presented during the debate)</p> <p><b>15 second huddle</b></p>	
<p><b>STEP #10: AFFIRMATIVE SUMMATION/Closing Statement:</b> Sums up Affirmative position, and addresses any new issues raised in the debate.</p> <p><b>CLOSER:</b></p> <p>"We thank Team B for being a worthy opponent. Nevertheless we feel that hard, cold reality is on our side. The United States did not ask for this war on terrorism. The terrorists of 9/11 brought it to our homeland, and that was their big mistake. The U.S. has always been the leader in developing technology, and that helped make us the #1 world power. This is demonstrated by America's development of the atomic bomb to end the war with Japan in World War II. <b>No doubt our opponents would be quick to point out</b> the loss of life caused by those bombs. But we remind them that by ending WWII that way, thousands, maybe even millions of lives were saved. We believe that the development and use of drones in this new, 21<sup>st</sup> century kind of war is an even better use of technology with similar advantages that will help minimize the danger to our soldiers and our homeland.</p> <p>America has never backed down from a fight. We are a proud nation, and will continue to take the fight back to the terrorists and any country that supports them. Failing to do so would make us look weak to our enemies across the globe. Constantly questioning our own government, which has to make life and death decisions based on information about which we are completely ignorant also weakens us in front of our enemies. The United States should be united against the terrorists, not divided amongst ourselves. <b>Therefore, the logical conclusion is to support the U.S.'s continued use of drone strikes.</b> Thank you, Judge."</p>	<p><b>NEGATIVE SIDE</b></p> <p>Takes notes on important points made by the Affirmative Side during the Closing Statement as input for strategizing for next debate.</p>
<p><b>AFFIRMATIVE SIDE</b></p> <p>Takes notes on important points made by the Negative Side during the Closing Statement as input for strategizing for next debate.</p>	<p><b>STEP #11: NEGATIVE SUMMATION/CLOSING STATEMENT:</b> Sums up Negative position and addresses any new issues raised in the debate.</p> <p><b>Closer:</b></p> <p>"Team A has made several thoughtful points in their presentation. However, we feel that their arguments are based on old-fashioned 20<sup>th</sup> century notions of "might makes right." Einstein said, "We cannot solve our problems with the same level of thinking we used when we created them." We argue that using drones to kill others around the world only increases our danger and simply continues the cycle of violence. Although Team A refused to acknowledge its significance, we maintain that the U.S.'s decision to spend \$2.2 trillion dollars on the war on terror instead of on developing technology and supporting education to help the world's youth is a tragic mistake, a lost opportunity.</p> <p>The <u>FBI's definition of terrorism</u> is "the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or</p>

	<p>any segment thereof in furtherance of political or social objectives.” <b><i>Based on this definition, we are forced to conclude that the US government is using terrorism to fight terrorism.</i></b> The world will rightfully reject such hypocrisy. <b>Therefore,</b> we reject the argument that the U.S. will be safer with the continued military use of drones.</p> <p>We say, use drone technology to help farmers manage their crops better, and to help monitor traffic conditions, and to film awesome California surfing competitions – things that promote “life, liberty, and the pursuit of happiness,” not death and destruction! Can I get an “Amen”? [Entire team says “Amen” somberly.] Thank you for your consideration, Judge _____.</p>
	<p><b><i>Both teams stand &amp; shake hands with other team and also thank the judge.</i></b></p>

	<p>any segment thereof in furtherance of political or social objectives.” <b><i>Based on this definition, we are forced to conclude that the US government is using terrorism to fight terrorism.</i></b> The world will rightfully reject such hypocrisy. <b>Therefore,</b> we reject the argument that the U.S. will be safer with the continued military use of drones.</p> <p>We say, use drone technology to help farmers manage their crops better, and to help monitor traffic conditions, and to film awesome California surfing competitions – things that promote “life, liberty, and the pursuit of happiness,” not death and destruction! Can I get an “Amen”? [Entire team says “Amen” somberly.] Thank you for your consideration, Judge _____.</p>
	<p><b><i>Both teams stand &amp; shake hands with other team and also thank the judge.</i></b></p>

	<p>any segment thereof in furtherance of political or social objectives.” <b><i>Based on this definition, we are forced to conclude that the US government is using terrorism to fight terrorism.</i></b> The world will rightfully reject such hypocrisy. <b>Therefore,</b> we reject the argument that the U.S. will be safer with the continued military use of drones.</p> <p>We say, use drone technology to help farmers manage their crops better, and to help monitor traffic conditions, and to film awesome California surfing competitions – things that promote “life, liberty, and the pursuit of happiness,” not death and destruction! Can I get an “Amen”? [Entire team says “Amen” somberly.] Thank you for your consideration, Judge _____.</p>
	<p><b><i>Both teams stand &amp; shake hands with other team and also thank the judge.</i></b></p>

**MAXIMUM TIME AVAILABLE: 20 Minutes**      **MAXIMUM TIME AVAILABLE: 20 minutes**  
 (Excluding Preparation Time)                                  (Excluding Preparation Time)

4,100 words for drones debate  
9.2. grade level

vs 3,000 for violent video game debate  
vs 10.3 grade level

# CALIFORNIA MIGRANT EDUCATION PROGRAM

## SPEECH & DEBATE TOURNAMENT

### ANATOMY OF A DEBATE

#### THE 5 PHASES OF A FORMAL DEBATE AND DISTINCT ROLES

PHASE	DESCRIPTION
<b>OPENING</b>	During the opening phase, the designated Opener takes the floor, delivering a prepared statement that encapsulates the team's overarching arguments on the issue. During this phase, only the assigned Opener will be allowed to speak. This is the only phase that has a time limit. There will be a deduction of one point for each minute beyond the five-minute time limit.
<b>CROSS-EXAMINATION</b>	<p>During the cross-examination phase, the Cross-Examiner assumes the role of questioning the opposing team regarding their opening statement, effectively challenging their presented arguments, and supporting evidence.</p> <p>Once the Cross-Examiner has posed a minimum of two questions to the opposing team, the Responder and Rebutter may also present additional questions as part of the cross-examination.</p> <p>To ensure a strong and effective cross-examination, it is essential for all members of the team to collaborate in preparing the questions. Each team should aim to put forth a minimum of three questions, with the understanding that the more relevant questions are raised, the more robust and engaging the debate becomes.</p> <p>Lastly, it is the responsibility of the Cross-Examiner to bring the cross-examination phase to a close.</p>
<b>RESPONSE</b>	<p>During the response phase, the Responder plays a pivotal role by providing responses to questions concerning the team's stance that were presented during the opposing team's cross-examination. Once the Responder has addressed a minimum of two of the opposing team's questions, the Cross-Examiner and Rebutter may also offer their responses to these inquiries.</p> <p>For effective engagement in the response phase, it is crucial for all members of the team to collaborate in preparing their responses. A best practice is to restate the question before delivering the response, ensuring clarity and precision in the exchange.</p> <p>Lastly, it is the responsibility of the Responder to bring the response phase to a close.</p>
<b>REBUTTAL</b>	<p>During the rebuttal phase, the Rebutter takes the lead in commencing the rebuttal phase by challenging the responses given by the opposing team in the response phase, a critical part of the debate.</p> <p>Once the Rebutter has challenged at least two of the opposing team's responses, the Cross-Examiner and Responder may also engage in challenging the responses provided by the opposing team.</p> <p>For an effective rebuttal phase, the combined effort of all members of the team is essential in preparing and delivering these rebuttals. Effective collaboration ensures a strong and persuasive challenge to the opposing team's responses.</p> <p>Lastly, it is the responsibility of the Rebutter to bring the rebuttal phase to a close.</p>
<b>CLOSING</b>	<p>During the closing phase, the Closer provides a comprehensive summary of the team's position, with a focus on addressing any new issues that have arisen during the debate and revisiting the evidence that highlights the team's stance. During this phase, only the assigned Closer will be allowed to speak.</p> <p>However, it is important to emphasize that the effectiveness of the Closer's summation relies on the collaborative effort of all members of the team. Each team member must contribute their insights and input to ensure a well-rounded and impactful conclusion.</p>
<b>THE TEAM</b>	During each phase of the debate it is essential that <u>all the members of the team</u> are paying close attention and taking detailed notes when the other team is speaking. They will use these notes to guide the responses of the Cross-Examiner, Responder, Rebutter and Closer and provide input during the preparation periods. The success of the debate depends on the TEAM!
<b>TEAMS WITH 3 OR 4 MEMBERS</b>	In teams composed of only 3 or 4 members, no team member should be assigned more than 2 of the 5 lead roles. It is important that the work be equally distributed amongst the members and that the debate process not be dominated by 1 or 2 members of the team. The evaluation rubric used by the judges reflects this important aspect of the debate process.



# CALIFORNIA MIGRANT EDUCATION PROGRAM

## SPEECH & DEBATE TOURNAMENT

### ANATOMÍA DE UN DEBATE

#### ETAPAS Y ROLES DISTINTOS DE UN DEBATE FORMAL

ETAPAS	DESCRIPCIÓN DEL FUNCION EN EL GRUPO
APERTURA	<p>Durante la fase de apertura, el Iniciador designado toma la palabra y presenta una declaración preparada que resume los argumentos generales del equipo sobre el tema. Durante esta fase, solo el Iniciador asignado podrá hablar. Esta es la única fase que tiene un límite de tiempo. Se descontará un punto por cada minuto que exceda el límite de cinco minutos.</p>
CONTRA-INTERROGATORIO	<p>Durante la fase de contrainterrogatorio, el Interrogador asume el papel de interrogar al equipo contrario respecto de su declaración inicial, desafiando eficazmente sus argumentos presentados y respaldando la evidencia.</p> <p>Una vez que el Interrogador haya planteado un mínimo de dos preguntas al equipo contrario, el respondedor y el refutador también podrán presentar preguntas adicionales como parte del contrainterrogatorio.</p> <p>Para garantizar un contrainterrogatorio sólido y eficaz, es esencial que todos los miembros del equipo colaboren en la preparación de las preguntas. Cada equipo debe proponerse un mínimo de tres preguntas, teniendo en cuenta que cuantas más preguntas pertinentes se planteen, más sólido y atractivo será el debate.</p> <p>Por último, es responsabilidad del Interrogador de concluir la fase de contrainterrogatorio.</p>
RESPUESTA	<p>Durante la fase de respuesta, el respondedor desempeña un papel fundamental al proporcionar respuestas a las preguntas relacionadas con la postura del equipo que se presentaron durante el interrogatorio del equipo contrario.</p> <p>Una vez que el Respondedor haya respondido a un mínimo de dos preguntas del equipo contrario, el Interrogador y el Refutador también podrán ofrecer sus respuestas a estas preguntas.</p> <p>Para que la participación en la fase de respuesta sea eficaz, es fundamental que todos los miembros del equipo colaboren en la preparación de sus respuestas. Una buena práctica es volver a formular la pregunta antes de dar la respuesta, para garantizar la claridad y precisión en el intercambio.</p> <p>Por último, es responsabilidad del Respondedor de concluir la fase de respuesta.</p>
REFUTACIÓN	<p>Durante la fase de refutación, el Refutador toma la iniciativa al iniciar la fase de refutación desafiando las respuestas dadas por el equipo contrario en la fase de respuesta, una parte crítica del debate.</p> <p>Una vez que el refutador haya cuestionado al menos dos de las respuestas del equipo contrario, el Interrogador y el respondedor también podrán cuestionar las respuestas proporcionadas por el equipo contrario.</p> <p>Para que la fase de refutación sea eficaz, es esencial que todos los miembros del equipo realicen un esfuerzo conjunto para preparar y presentar las réplicas. Una colaboración eficaz garantiza un cuestionamiento sólido y persuasivo de las respuestas del equipo contrario.</p> <p>Por último, es responsabilidad del Refutador de concluir la fase de refutación.</p>
CLAUSURA	<p>Durante la fase de cierre, el Cerrador del debate ofrece un resumen exhaustivo de la posición del equipo, con el objetivo de abordar cualquier cuestión nueva que haya surgido durante el debate y revisar la evidencia que destaca la postura del equipo. Durante esta fase, solo el Cerrador del debate podrá hablar.</p> <p>Sin embargo, es importante destacar que la eficacia de la clausura depende del esfuerzo colaborativo de todos los miembros del equipo. Cada miembro del equipo debe aportar sus ideas y aportes para garantizar una conclusión completa e impactante.</p>
EL EQUIPO	<p>Durante cada etapa del debate es esencial que <u>todos los miembros del equipo</u> pongan mucha atención y tomen notas detalladas mientras habla el equipo adversario. Usarán estas notas para guiar las respuestas del Interrogador, Respondedor, Refutador y Cerrador. Durante cada período de preparación todos los miembros del equipo deben colaborar para desarrollar preguntas, respuestas y la refutación. ¡El éxito del debate depende del EQUIPO!</p>
EQUIPOS DE MENOS DE 5 PERSONAS	<p>Cuando un equipo se compone de solamente 4 o 3 miembros es importante que ningún miembro desempeñe más de dos de los papeles principales. El trabajo del equipo se debe distribuir igualmente entre todos los miembros sin que uno o dos personas dominen el proceso. Esto se refleja en la hoja de evaluación del juez.</p>

# CALIFORNIA MIGRANT EDUCATION PROGRAM

## SPEECH & DEBATE TOURNAMENT

### DEBATE STRUCTURE AND PROCEDURES

STEPS	ACTIONS	TIME AVAILABLE
Step 1	<b>Call the Debate to Order</b> <ul style="list-style-type: none"> <li>The Facilitator calls the debate to order.</li> <li>The Facilitator keeps speakers within time constraints and announces the time available.</li> </ul>	
Step 2	<b>Judge Designates Positions</b> <ul style="list-style-type: none"> <li>The Judge designates which team will take the affirmative (PRO) and negative (CON) position.</li> </ul>	No time counted
Step 3	<b>Both sides prepare for debate</b>	5 minutes
Step 4	<b>Affirmative (PRO) Position Presents Opening Statement</b> <ul style="list-style-type: none"> <li>PRO position presents opening statement.</li> <li>The Opener puts forth the overall argument of the PRO position.</li> <li>The CON team takes notes to respond or to question later.</li> </ul>	Maximum of 5 minutes
Step 5	<b>Negative (CON) Position Presents Opening Statement</b> <ul style="list-style-type: none"> <li>The CON position presents opening statement.</li> <li>The Opener describes the overall argument of the CON position.</li> <li>The PRO team takes notes to respond or to question later.</li> </ul>	Maximum of 5 minutes
Step 6	<b>Both teams prepare for Cross-Examination</b>	3 minutes
Step 7	<b>Affirmative (PRO) Team Cross-Examination</b> <ul style="list-style-type: none"> <li>The PRO Cross-Examiner initiates cross examination questions to the CON team about the arguments and evidence presented in their opening statement.</li> <li>The Cross-Examiner will ask a minimum of two questions and the Responder and Rebutter may add questions.</li> <li>The Cross-Examiner will also close the Cross-Examination phase for his/her team.</li> <li>The CON team takes detailed notes to respond or to question later.</li> </ul>	
Step 8	<b>Negative (CON) Team Cross-Examination</b> <ul style="list-style-type: none"> <li>The CON Cross-Examiner initiates cross-examination questions to the PRO team about the arguments and evidence presented in their opening statement.</li> <li>The Cross-Examiner will ask a minimum of two questions and the Responder and Rebutter may add questions.</li> <li>The Cross-Examiner will also close the cross-examination phase for his/her team.</li> <li>The PRO team takes detailed notes to respond or to question later.</li> </ul>	
Step 9	<b>Both teams prepare for Response</b>	3 minutes
Step 10	<b>Affirmative (PRO) Team Response</b> <ul style="list-style-type: none"> <li>The PRO Lead Responder initiates the response phase answering a minimum of 2 of the CON team's questions about his/her position, arguments, or evidence.</li> <li>The Cross-Examiner and Rebutter may offer additional responses.</li> <li>The responder will close the response phase for his/her team.</li> <li>The CON team takes detailed notes to respond or to question later.</li> </ul>	



# CALIFORNIA MIGRANT EDUCATION PROGRAM

## SPEECH & DEBATE TOURNAMENT

### DEBATE STRUCTURE AND PROCEDURES (CONTINUED)

STEPS	ACTIONS	TIME AVAILABLE
Step 11	<b>Negative (CON) Team Response</b> <ul style="list-style-type: none"> <li>The CON Lead Responder initiates the response phase answering a minimum of 2 of the PRO team's questions about his/her team's position, arguments, or evidence.</li> <li>The Cross-Examiner and Rebutter may offer additional responses.</li> <li>The responder will close the response phase for his/her team.</li> <li>The PRO team takes detailed notes to respond or to question later.</li> </ul>	
Step 12	<b>Both teams prepare for Rebuttal</b>	<b>3 minutes</b>
Step 13	<b>Affirmative (PRO) Team Rebuttal</b> <ul style="list-style-type: none"> <li>The PRO Lead Rebutter will initiate the refutation or rebuttal to the answers provided by the CON team during the response phase.</li> <li>The Cross-Examiner and Responder may offer additional rebuttal comments.</li> <li>The rebutter will close the rebuttal phase for his/her team.</li> <li>The CON team takes detailed notes to enhance closing statement.</li> </ul>	
Step 14	<b>Negative (CON) Team Rebuttal</b> <ul style="list-style-type: none"> <li>The CON Lead Rebutter will initiate the refutation or rebuttal to the answers provided by the PRO team during the response phase.</li> <li>The Cross-Examiner and Responder may offer additional rebuttal comments.</li> <li>The rebutter will close the rebuttal phase for his/her team.</li> <li>The PRO team takes detailed notes to enhance closing statement.</li> </ul>	
Step 15	<b>Both teams prepare for Summation</b>	<b>3 minutes</b>
Step 16	<b>Affirmative (PRO) Team Summation</b> <ul style="list-style-type: none"> <li>The closer presents closing arguments for the PRO position, summing up arguments, evidence and responding to issues raised in debate.</li> <li>The CON team takes notes to enhance the closing statement.</li> </ul>	
Step 17	<b>Negative (CON) Team Summation</b> <ul style="list-style-type: none"> <li>The closer presents closing arguments for the CON position, summing up arguments, evidence and responding to issues raised in debate.</li> </ul>	
Time	No points awarded, penalty only; for Opening Statement only, deduct 1 point for time beyond the 5-minute limit; an additional point deducted for each minute after (i.e. 5:01 -1pt; 6:01 -2 pts, etc.)	

\*To close each of the middle phases of the debate, **Cross-Examination/Response/Rebuttal**: the lead for each section will say something to the effect of, *"If none of my teammates have any further questions or comments, this concludes our Cross-Examination/Response/Rebuttal."*

# PROGRAMA DE EDUCACIÓN MIGRANTE DE CALIFORNIA

## TORNEO DE ORATORIA Y DEBATE

### ESTRUCTURA Y PROCEDIMIENTOS DEL DEBATE

PASOS	ACCIONES	TIEMPO DISPONIBLE
Paso 1	<b>Llamado al orden del debate</b> <ul style="list-style-type: none"> <li>El facilitador llama el debate al orden.</li> <li>El facilitador mantiene a los oradores dentro de los límites de tiempo y anuncia el tiempo disponible.</li> </ul>	
Paso 2	<b>El Juez designa las Posiciones</b> <ul style="list-style-type: none"> <li>El Juez designa qué equipo tomará la posición afirmativa (PRO) y negativa (CON).</li> </ul>	No se cuenta el tiempo
Paso 3	<b>Ambos equipos se preparan para el debate</b>	5 minutos
Paso 4	<b>Posición Afirmativa (PRO) presenta una Declaración de Apertura</b> <ul style="list-style-type: none"> <li>Posición PRO presenta declaración de apertura.</li> <li>El Iniciador expone el argumento general de la posición PRO.</li> <li>El equipo CON toma notas para responder o preguntar más tarde.</li> </ul>	Máximo de 5 minutos
Paso 5	<b>Posición Negativa (CON) presenta Declaración de Apertura</b> <ul style="list-style-type: none"> <li>La posición CON presenta declaración de apertura.</li> <li>El Iniciador describe el argumento general de la posición CON.</li> <li>El equipo PRO toma notas para responder o preguntar más tarde.</li> </ul>	Máximo de 5 minutos
Paso 6	<b>Ambos equipos se preparan para el Contrainterrogatorio</b>	3 minutos
Paso 7	<b>Contrainterrogatorio del equipo Afirmativo (PRO)</b> <ul style="list-style-type: none"> <li>El Interrogador PRO inicia las preguntas del contrainterrogatorio al equipo CON sobre los argumentos y la evidencia presentada en su declaración de apertura.</li> <li>El Interrogador formulará un mínimo de dos preguntas y tanto el respondedor como el refutador podrán agregar preguntas.</li> <li>El Interrogador también cerrará la fase de contrainterrogatorio para su equipo.</li> <li>El equipo CON toma notas detalladas para responder o preguntar más tarde.</li> </ul>	
Paso 8	<b>Contrainterrogatorio del equipo Negativo (CON)</b> <ul style="list-style-type: none"> <li>El Interrogador CON inicia las preguntas del contrainterrogatorio al equipo PRO sobre los argumentos y la evidencia presentada en su declaración de apertura.</li> <li>El Interrogador formulará un mínimo de dos preguntas y tanto el respondedor como el refutador podrán agregar preguntas.</li> <li>El Interrogador también cerrará la fase de contrainterrogatorio de su equipo.</li> <li>El equipo PRO toma notas detalladas para responder o preguntar más tarde.</li> </ul>	
Paso 9	<b>Ambos equipos se preparan para la Respuesta</b>	3 minutos
Paso 10	<b>Respuesta del equipo Afirmativa (PRO)</b> <ul style="list-style-type: none"> <li>El Respondedor principal PRO inicia la fase de respuesta respondiendo un mínimo de 2 preguntas del equipo CON sobre su posición, argumentos o la evidencia de su equipo.</li> <li>El Interrogador y el Refutador podrán ofrecer respuestas adicionales.</li> <li>El Respondedor cerrará la fase de respuesta para su equipo.</li> <li>El equipo CON toma notas detalladas para responder o preguntar más tarde.</li> </ul>	



# PROGRAMA DE EDUCACIÓN MIGRANTE DE CALIFORNIA

## TORNEO DE ORATORIA Y DEBATE

### ESTRUCTURA Y PROCEDIMIENTOS DEL DEBATE (CONTINUACIÓN)

PASOS	ACCIONES	TIEMPO DISPONIBLE
Paso 11	<b>Respuesta del equipo Negativo (CON)</b> <ul style="list-style-type: none"> <li>El Respondedor principal de CON inicia la fase de respuesta respondiendo un mínimo de 2 preguntas del equipo PRO sobre la posición, los argumentos o la evidencia de su equipo.</li> <li>El Interrogador y el Refutador podrán ofrecer respuestas adicionales.</li> <li>El Respondedor cerrará la fase de respuesta para su equipo.</li> <li>El equipo PRO toma notas detalladas para responder o preguntar más tarde.</li> </ul>	
Paso 12	<b>Ambos equipos se preparan para la Refutación</b>	<b>3 minutos</b>
Paso 13	<b>Refutación del equipo Afirmativo (PRO)</b> <ul style="list-style-type: none"> <li>El Refutador principal PRO iniciará la refutación o réplica a las respuestas proporcionadas por el equipo CON durante la fase de respuesta.</li> <li>El Interrogador y el Respondedor podrán ofrecer comentarios de refutación adicionales.</li> <li>El Refutador cerrará la fase de refutación para su equipo.</li> <li>El equipo CON toma notas detalladas para mejorar la declaración de cierre.</li> </ul>	
Paso 14	<b>Refutación del equipo Negativo (CON)</b> <ul style="list-style-type: none"> <li>El refutador principal de CON iniciará la refutación o réplica a las respuestas proporcionadas por el equipo PRO durante la fase de respuesta.</li> <li>El Interrogador y el Respondedor podrán ofrecer comentarios de refutación adicionales.</li> <li>El Refutador cerrará la fase de refutación para su equipo.</li> <li>El equipo PRO toma notas detalladas para mejorar la declaración de cierre.</li> </ul>	
Paso 15	<b>Ambos equipos se preparan para la Clausura</b>	<b>3 minutos</b>
Paso 16	<b>Clausura de equipo Afirmativa (PRO)</b> <ul style="list-style-type: none"> <li>El Cerrador presenta argumentos finales para la posición PRO, resumiendo argumentos, evidencia y respondiendo a las cuestiones planteadas en el debate.</li> <li>El equipo CON toma notas para mejorar la declaración de cierre.</li> </ul>	
Paso 17	<b>Clausura Posición Negativo (CON)</b> <ul style="list-style-type: none"> <li>El Cerrador presenta argumentos finales para la posición CON, resumiendo argumentos, evidencia y respondiendo a las cuestiones planteadas en el debate.</li> </ul>	
Tiempo	No se otorgan puntos, solo penalización; Solo para la declaración de apertura, se deduce 1 punto por el tiempo que exceda el límite de 5 minutos; se deduce un punto adicional por cada minuto después (por ejemplo, 5:01 -1pt; 6:01 -2 pts, etc.)	

\*Para cerrar cada una de las fases intermedias del debate, **Contrainterrogatorio/Respuesta/Refutación**: el líder de cada sección dirá algo como: *"Si ninguno de mis compañeros tiene más preguntas o comentarios, esto concluye nuestro Contrainterrogatorio/Respuesta/Refutación"*.



# PROGRAMA DE EDUCACIÓN PARA MIGRANTES DE CALIFORNIA

## TORNEO DE ORATORIA Y DEBATE

### RÚBRICA DE DEBATE

PUNTUACIÓN CRITERIO	EXCEPCIONAL	EXCELENTE	BUENO	DEFICIENTE	NO SE PREPARÓ
CLASIFICACIÓN	5	4	3	2	1
<b>FASE DE APERTURA:</b> <i>Presentó un caso bien articulado y convincente para la posición del equipo.</i>	Formulación clara, bien organizada y convincente de la posición del equipo. Presentación notablemente expresiva.	Formulación clara, bien organizada y convincente de la posición del equipo.	Organización satisfactoria, pero careció de una presentación convincente de la posición del equipo.	Presentación mal organizada y confusa de la posición del equipo.	Presentación poco clara de la posición del equipo.
<b>FASE DE INTERROGACIÓN:</b> <i>Hizo preguntas desafiantes relacionadas con el tema.</i>	Hizo al menos tres preguntas desafiantes para abordar los puntos planteados en la declaración inicial del equipo contrario, además de cuestionar las premisas subyacentes.	Hizo tres preguntas desafiantes para abordar los puntos planteados en la declaración inicial del equipo contrario.	Hizo una o dos preguntas relevantes y desafiantes.	Hizo una o dos preguntas relevantes, aunque no desafiaron las pruebas o los puntos claves planteados por el equipo contrario.	Planteó preguntas que no abordaron los puntos planteados en la declaración inicial del equipo contrario.
<b>FASE DE RESPUESTA:</b> <i>Respondió a las preguntas con precisión y claridad.</i>	Respondió a las preguntas planteadas de manera exhaustiva y precisa, defendiendo poderosamente la credibilidad de la posición del equipo, proporcionando evidencia adicional o señalando fallas lógicas en el razonamiento del oponente.	Respondió a las preguntas planteadas de manera exhaustiva y precisa, defendiendo poderosamente la credibilidad de la posición del equipo.	Respondió a las preguntas planteadas de manera exhaustiva.	Respondió a la mayoría de las preguntas planteadas, aunque la respuesta no siempre fortaleció la posición del equipo.	No respondió a las preguntas planteadas.
<b>FASE DE REFUTACIÓN:</b> <i>Efectivamente defendió la posición del equipo</i>	Desafió las respuestas del equipo contrario con argumentos de refutación efectivos y convincentes.	Desafió las respuestas del equipo contrario con argumentos de refutación efectivos.	Desafió las respuestas del equipo contrario con algunos argumentos de refutación efectivos.	Desafió las respuestas del equipo contrario con pocos argumentos de refutación efectivos.	No desafió las respuestas del equipo contrario.
<b>FASE DE CIERRE:</b> <i>El resumen de la posición del equipo es claro y sólido.</i>	Integró una revisión exhaustiva de la posición del equipo y las pruebas, incluyendo una declaración final contundente, así como comentarios improvisados sobre cuestiones que surgieron durante el debate.	Integró una revisión exhaustiva de la posición del equipo y las pruebas, incluyendo una declaración final contundente.	Integró una revisión exhaustiva de la posición del equipo y las pruebas.	Mal organizado y no abordó los puntos clave.	Desorganizado y no abordó los puntos clave.
<b>USO DE PRUEBAS FIABLES PARA RESPALDAR LA POSTURA:</b>	Utilizó pruebas robustas y variadas con fuentes creíbles claramente citadas, así como ejemplos convincentes.	Utilizó pruebas sólidas con fuentes creíbles claramente citadas y algunos ejemplos.	Utilizó algunas pruebas con fuentes creíbles claramente citadas y algunos ejemplos.	Utilizó algunas pruebas, aunque las fuentes no estaban claramente citadas.	El argumento fue altamente subjetivo con poca evidencia creíble o uso de ejemplos poderosos.

# PROGRAMA DE EDUCACIÓN PARA MIGRANTES DE CALIFORNIA

## TORNEO DE ORATORIA Y DEBATE

### RÚBRICA DE DEBATE (CONTINUACIÓN)

PUNTUACIÓN CRITERIO	EXCEPCIONAL	EXCELENTE	BUENO	DEFICIENTE	NO SE PREPARÓ
CLASIFICACIÓN	5	4	3	2	1
<b>PREPARADOS PARA EL DEBATE:</b> <i>Los debatientes parecen confiados (presentan argumentos de manera convincente, utilizando comentarios fuera del guión además de comentarios preparados)</i>	Los miembros del equipo estaban extremadamente organizados y confiados; presentaron los argumentos de manera convincente con frecuentes comentarios improvisados y fueron audibles con una expresividad excepcional.	Los miembros del equipo estaban claramente organizados y confiados; presentaron los argumentos de manera convincente, usando regularmente comentarios improvisados, y fueron audibles con un alto nivel de expresividad.	Los miembros del equipo estaban claramente organizados y confiados; presentaron bien los argumentos, aunque con poco uso de comentarios improvisados, y fueron audibles con cierto nivel de expresividad.	Los miembros del equipo estaban organizados, pero carecían de confianza y fluidez en su presentación. Fueron audibles, pero no expresivos.	Los miembros del equipo no estaban claramente preparados para debatir; apenas fueron audibles y no expresivos.
<b>RESPECTO POR LA INTEGRIDAD DEL PROCESO DE DEBATE:</b> <i>Cada miembro del equipo tenía un papel claramente asignado tomando la iniciativa en una de las 5 fases del debate</i>	Cada miembro del equipo asumió un rol distinto y claramente asignado, liderando en una de las cinco fases del debate.	La mayoría de los miembros del equipo asumieron roles bien definidos, liderando en cuatro de las cinco fases del debate.	Tres de los miembros del equipo asumieron roles bien definidos, liderando en tres de las cinco fases del debate.	Dos de los miembros del equipo asumieron roles bien definidos, liderando en dos de las cinco fases del debate.	Uno o menos de los miembros del equipo asumieron roles bien definidos, liderando en solo una o menos de las cinco fases del debate.
<b>COLABORACIÓN:</b> <i>Los miembros del equipo estuvieron atentos, tomaron notas durante las presentaciones del equipo contrario, durante los períodos de preparación todos los miembros contribuyeron activamente a la discusión y ninguna persona dominó el proceso</i>	Los miembros del equipo estuvieron atentos y tomaron notas durante las presentaciones del equipo contrario. Durante los períodos de preparación, todos los miembros contribuyeron activamente a la discusión, y nadie dominó el proceso.	Los miembros del equipo estuvieron atentos y la mayoría tomó notas durante las presentaciones del equipo contrario. Sin embargo, durante los períodos de preparación, una o dos personas dominaron el proceso.	Los miembros del equipo estuvieron atentos y la mayoría tomó notas durante las presentaciones del equipo contrario, aunque una persona dominó el período de preparación.	Los miembros del equipo compartieron el trabajo, pero no aprovecharon completamente la oportunidad de colaborar. Algunos se distrajeron rápidamente o se desviaron del tema.	Solo uno o dos miembros del equipo contribuyeron activamente durante los períodos de preparación o tomaron notas. Muchos se distrajeron rápidamente o se desviaron del tema.
<b>PRESENTACIÓN RESPETUOSA:</b> <i>La interacción con el equipo contrario, aunque quizás asertiva, siempre fue respetuosa. La vestimenta del equipo creó la identidad del equipo y reflejó la naturaleza académica del evento.</i>	La interacción con el equipo contrario, aunque asertiva, fue siempre respetuosa y se alineó apropiadamente tanto en fase como en contenido, incorporando toques estilísticos que enfatizaron la formalidad y la importancia de la interacción.  El vestuario del equipo creó una fuerte identidad de equipo y reflejó la naturaleza académica del evento.	La interacción con el equipo contrario, aunque asertiva, fue siempre respetuosa y se alineó apropiadamente tanto en fase como en contenido.  El vestuario del equipo creó una fuerte identidad de equipo y reflejó la naturaleza académica del evento.	La interacción con el equipo contrario, aunque asertiva, fue siempre respetuosa. El vestuario del equipo creó cierta semblanza de identidad de equipo y reflejó la naturaleza académica del evento.	La asertividad ocasionalmente dio paso a la falta de respeto o creó un ambiente hostil. Los estudiantes hicieron comentarios irrespetuosos en voz baja o usaron lenguaje corporal irrespetuoso (por ejemplo, rodar los ojos).  El vestuario fue inapropiado y descoordinado, careciendo de identidad de equipo.	La asertividad dio paso a la falta de respeto, creando un ambiente hostil. Los estudiantes hicieron comentarios irrespetuosos en voz baja o usaron lenguaje corporal irrespetuoso (por ejemplo, rodar los ojos).  El vestuario fue altamente inapropiado y descoordinado, careciendo de cualquier identidad de equipo.



# CALIFORNIA MIGRANT EDUCATION PROGRAM

## SPEECH & DEBATE TOURNAMENT

### DEBATE RUBRIC

SCORING CRITERION	EXCEPTIONAL	EXCELLENT	GOOD	POOR	DID NOT PREPARE
RATING	5	4	3	2	1
<b>OPENING PHASE:</b> <i>Presented a well-articulated and compelling case for team's position</i>	Cleared, well-organized, and compelling formulation of team's position. Remarkably expressive presentation.	Cleared, well-organized, and compelling formulation of team's position.	Satisfactorily organized but lacked a compelling presentation of the team's position.	Poorly organized and vague presentation of the team's position.	Unclear presentation of team's position.
<b>INTERROGATION PHASE:</b> <i>Asked challenging questions related to the topic</i>	Asked at least three challenging questions to address points raised in the opposing team's opening statement as well as challenging underlying premises.	Asked three challenging questions to address points raised in the opposing team's opening statement.	Asked one or two relevant challenging questions.	Asked one or two relevant questions, though the questions did not challenge the evidence or key points raised by the opposing team.	Posed questions that did not address points raised in the opposing team's opening statement.
<b>RESPONSE PHASE:</b> <i>Responded to questions accurately and clearly</i>	Responded to questions posed in a thorough and accurate way, powerfully defending the credibility of the team's position providing additional evidence, or pointing out logical flaws in opponent's thinking.	Responded to questions posed in a thorough and accurate way, powerfully defending the credibility of team's position.	Responded to questions posed in a thorough way.	Responded to most questions posed, though the response did not always strengthen the team's position.	Did not respond to the questions posed.
<b>REBUTTAL PHASE:</b> <i>Effectively defended team's position</i>	Challenged the opposing team's responses with effective and compelling counterarguments.	Challenged the opposing team's responses with effective counterarguments.	Challenged the opposing team's responses with some effective counterarguments.	Challenged the opposing team's responses with few effective counterarguments.	Did not challenge the opposing team's responses.
<b>CLOSING PHASE:</b> <i>Summation of team's position is clear and strong</i>	Integrated thorough review of the team's position and evidence and included a closing clinch statement as well as impromptu comments on issues that arose during the debate.	Integrated a thorough review of the team's position and evidence and included a closing clinch statement.	Integrated a thorough review of the team's position and evidence.	Poorly organized and did not address key points.	Unorganized and did not address key points.
<b>USED CREDIBLE EVIDENCE TO SUPPORT POSITION:</b>	Used robust and varied evidence with credible sources clearly cited and compelling examples.	Used strong evidence with credible sources clearly cited and compelling examples.	Used some evidence with credible sources clearly cited with some examples.	Used some evidence, though sources were not clearly cited.	The argument was heavily subjective with little credible evidence or use of powerful examples.
<b>PREPARATION FOR THE DEBATE:</b> <i>Debaters appear confident (present arguments convincingly, using off-script comments in addition to prepared remarks)</i>	Team members were extremely organized and confident; they presented arguments convincingly with frequent off-script comments and were audible with exceptional expressiveness.	Team members were clearly organized and confident; they presented arguments convincingly, using off-script comments regularly, and were audible with a high level of expressiveness.	Team members were clearly organized and confident; they presented arguments well, though with little use of off-script comments, and were audible with some level of expressiveness.	Team members were organized but lacked confidence and fluency in the presentation. They were audible but non-expressive.	Team members were clearly unprepared to debate; they were barely audible and/or non-expressive.

# CALIFORNIA MIGRANT EDUCATION PROGRAM

## SPEECH & DEBATE TOURNAMENT

### DEBATE RUBRIC (CON'T)

SCORING CRITERION	EXCEPTIONAL	EXCELLENT	GOOD	POOR	DID NOT PREPARE
RATING	5	4	3	2	1
<b>RESPECTED THE INTEGRITY OF THE DEBATE PROCESS:</b> <i>Each team member had a clearly assigned role taking the lead in one of the 5 phases of the debate</i>	Each team member assumed a distinct and clearly assigned role, each leading in one of the five phases of the debate.	Most of the team members assumed well-defined roles, leading in four out of the five debate phases.	Three of the team members assumed well-defined roles, leading in three out of the five debate phases.	Two of the team members assumed well-defined roles, leading in two out of the five debate phases.	One or fewer of the team members assumed well-defined roles, leading in only one or fewer of the five debate phases.
<b>COLLABORATION:</b> <i>Team members were attentive, took notes during opposing team presentations, during prep periods all members contributed actively to discussion, and no one person dominated the process</i>	Team members were attentive and took notes during opposing team's presentations. During prep periods, all members contributed actively to the discussion, and not one dominated the process.	Team members were attentive, and most took notes during the opposing team's presentations, though one or two people dominated the prep periods.	Team members were attentive and most took notes during the opposing team's presentations, though one person dominated the prep periods.	Team members shared the work but did not fully take advantage of the opportunity to collaborate. Some were quickly off topic or seemed distracted.	Only one or two team members actively contributed during the preparation periods or took notes. Many were quickly off-topic or seemed distracted.
<b>RESPECTFUL PRESENTATION:</b> <i>Interaction with opposing team, while perhaps assertive was always respectful. Team attire created team identity and reflected the academic nature of the event</i>	<p>Interaction with the opposing team, though assertive, was always respectful and appropriately aligned in both phase and content, incorporating stylistic flourishes that emphasized the formality and the auspiciousness of the interaction.</p> <p>Team attire created a strong team identity and reflected the academic nature of the event.</p>	<p>Interaction with the opposing team, though assertive, was always respectful and appropriately aligned in both phase and content.</p> <p>Team attire created a strong team identity and reflected the academic nature of the event.</p>	<p>Interaction with the opposing team, though assertive, was always respectful.</p> <p>Team attire created some semblance of team identity and reflected the academic nature of the event.</p>	<p>Assertiveness occasionally gave way to disrespect or created a hostile atmosphere. Students made disrespectful comments under their breath, used disrespectful body language (i.e., rolling their eyes).</p> <p>Attire was inappropriate and uncoordinated, lacking team identity.</p>	<p>Assertiveness gave way to disrespect, creating a hostile atmosphere. Students made disrespectful comments under their breath or used disrespectful body language (i.e., rolling the eyes).</p> <p>Attire was highly inappropriate and uncoordinated, lacking any team identity.</p>

## Section 4 Middle School Debate - Research Articles

Esports should be recognized as an official school sport.





# The Surprising Educational Benefits of Esports

Traditional sports have always been an integral part of education in the United States. Almost every school in the US has some kind of sports team, whether it's basketball, baseball, or football. However, while traditional sports have enjoyed decades of attention, Esports have been stealing the limelight.

In fact, since 2018, Esports programs have exploded in popularity. According to the National Education Association (NEA), over [8,600 high schools](#) adopted a program between 2018 and 2021, and over 1,200 colleges did the same.

But many questions still exist. Are these Esports programs a valuable addition to the school's curriculum? Are there benefits from students engaging in competitive gaming similar to the cognitive and social skills gained from playing on a gridiron or basketball court? The short answer is yes, but the reality is a bit more complicated than that.

Overall, the benefits of Esports can't be overstated, and there is a net positive outcome from the proliferation of these programs. Yes, students are playing video games, but those games are helping them in multiple ways.

## What are Esports?

While it's easy to conflate Esports with regular video gaming, there are some significant differences. First, organized Esports are team-based, meaning individuals work together to compete against other teams. So, rather than playing solo or just for fun, students are pushing themselves to improve to beat the competition and developing various skills along the way.

Esports are not just popular in the US. As of 2022, over [500 million people globally](#) watched esports competitions, and demand is only increasing. Competitive gaming clubs are in over [100 countries](#), including nations like the US, South Korea, the UK, and China.

The market has gotten so large that Esports tournaments are now a major source of revenue in the US and abroad. Esports have become a [billion-dollar industry](#), with many gamers turning their passion for playing, streaming, or commentating into a professional career.

## Esports vs. Traditional Sports

At first glance, there may seem to be little overlap between Esports and traditional sports in a school setting. Games like basketball, baseball, and football are physically demanding and require students to exercise and train. Also, many of the matches are played outside in a field.

However, there are several elements where sports and Esports are similar, and even a few ways Esports are more beneficial. For example:

- **Team-Building** - While there are individual Esports tournaments, schools focus on team-based games and strategies. Students must learn how to work together to succeed. This focus on collaboration helps kids in other areas, preparing them with essential soft skills.
- **Social Development** - Part of being a kid is learning to make friends. Esports programs offer an easy way for students to bond and build communities around a shared interest.. Plus, students learn to communicate better and recognize various social cues, promoting social emotional learning..
- **Inclusivity** - While traditional sports are technically open to everyone at the school, many students prefer to avoid physical activity. Plus, if a student isn't physically capable of playing the game (e.g., due to disability), they can feel left out. Esports offer a truly level playing field, as anyone can pick up a controller.
- **Discipline and Motivation** - Because Esports are so competitive, players aren't participating just to "have fun." While the gaming is a significant part of the appeal, students must be disciplined and focused when training with their team. Not only do they have to show up to practice, but they must also learn how to balance Esports with the rest of their academics. Just like with any other sport, there is a GPA requirement to be on the Esports team.

## The Educational Benefits of Esports

While Esports programs can help students cognitively and emotionally, they can also contribute to academic success. Let's break down some of the most compelling benefits of Esports and why they can be so valuable for students and educators.

### Cognitive and Mental Health Development

While there are only a handful of scientific studies regarding Esports and cognitive development, current results look promising. According to the National Institute of Health, children who play video games regularly [perform better on cognitive tests](#) than those who don't play at all.

Although this study only looked at the impact of video games as a whole, the results would be greater with organized Esports. With the discipline and organized nature of k12 Esports programs, educators will see students develop both hard and soft skills.

What's important to note is that, as with anything, moderation is critical. Yes, gaming and Esports can lead to better cognitive development, but gaming without purpose, too much screen time, or a bad diet can negatively impact students, both in and out of competition. It's imperative for students and educators to balance Esports with non-gaming activities, including physical fitness and a healthy diet.

Esports can also be a fantastic gateway to STEM education programs. Gamification is a reliable method of engaging students in complex topics and problems, so Esports can be a great way to engage students in tech or STEM curricula. Some video games can demonstrate statistics and probability, while others can help students understand mathematics and engineering (e.g., Minecraft).

## Social and Emotional Growth

Team sports can offer students substantial social growth in a few ways. First, kids learn how to interact with each other and collaborate. These social interactions make it easier to foster discussions and conversations outside of the game arena.

Second, students can become more emotionally mature and stable. Part of learning how to play Esports is getting comfortable with the idea of losing. Over time, students learn how to accept and learn from their losses within the game. Those attributes can carry over into other aspects of life, such as tackling negative interpersonal interactions or poor grades.

Finally, Esports can give students a self-esteem boost. As they develop their skills and aid their team, kids will feel better about themselves and gain confidence. Overall, success in Esports can translate to success in students' academic and professional careers.

## Potential Career Opportunities in Esports for Students

Since the Esports industry is massive, and connections to pathways in STEM are plentiful, career opportunities are relatively abundant. If students can show their prowess in the game, they can sign lucrative contracts to compete professionally. On average, players can earn up to six figures, especially if they win larger competitions or are part of large organizations or teams.

However, Esports offers a wide range of career options outside of playing the game. Students may learn skills that can help them pursue opportunities like:

- **Programmer** - Some students may love gaming so much that they want to build and develop their own games. Some players might be able to get jobs as app or game programmers, or they can use their technical skills for other IT careers.
- **Analyst** - As with traditional sports, Esports has created an industry of analysts and streamers providing insight and opinions about the game. Having competed in k12 esports programs, students could leverage their experience and analyze professional tournaments by writing for publications or hosting their own websites.
- **Coach** - Professional Esports teams need coaches like any other game. Once students hang up their controllers (so to speak), they can use their experience to coach other players or teams.
- **Event Organizer** - The rise of esports has led to numerous tournaments and events, both online and offline. Students with organizational skills can pursue careers in event management, coordinating esports competitions, managing logistics, and ensuring everything runs smoothly.
- **Marketing and Public Relations** - Every esports team and gaming company needs marketing professionals to promote their brand, engage with fans, and manage public relations. Students can develop skills in social media management, content creation, and community engagement.
- **Graphic Designer** - Visual appeal is crucial in the gaming industry, from game design to promotional materials. Students interested in art and design can become graphic designers, creating game assets, logos, and marketing content for esports teams and events.
- **Broadcaster or Commentator** - Esports events often feature live commentary and broadcasting. Students with a passion for the game and strong communication skills can pursue careers as commentators or hosts, providing play-by-play analysis and engaging audiences.
- **Esports Journalist** - Covering the latest news, trends, and stories in the esports world requires skilled journalists. Students can write for online publications, create video content, or manage blogs dedicated to esports, sharing their insights and keeping fans informed.

Outside of jobs within the Esports community, students can learn various professional skills that can translate to other careers. These skills can include:

- **Leadership** - Some players naturally take on leadership roles within the team, which they can use to succeed in any administrative and team management roles.
- **Multi-Tasking** - Being a successful Esports player means juggling different responsibilities and tasks within tight deadlines. The ability to multitask can help students in various positions or set them up for success in specific roles, like project managers or coordinators.
- **Creative Problem-Solving** - Players have to adapt to a changing situation with each new game, opponent, or tournament round. Similarly, players may have to use different characters and abilities, forcing them to adjust and solve problems on the fly. Creative problem-solving is a valuable skill in the workplace and could help students offer solutions to new problems that arise.
- **Time Management** - Balancing practice sessions, tournaments, and academics requires strong time management skills. Students learn to prioritize tasks, meet deadlines, and efficiently allocate their time, which are crucial abilities in any professional setting.
- **Collaboration and Communication** - Working as part of an esports team involves constant communication and collaboration. Students develop the ability to articulate strategies, give and receive feedback, and work cohesively with others, which are essential skills in any collaborative work environment.

## How to Integrate Competitive Gaming with Esports Into a Classroom Curriculum

Understanding the value of Esports in education is only the first step. Incorporating a comprehensive Esports program into the curriculum can be challenging, especially for schools with tight budgets. However, just because it's difficult doesn't mean it's impossible. Some of the best techniques you can utilize include:

- **Generating Interest** - Start discussing the possibility of creating Esports teams with students and faculty to gauge interest. If there's a huge demand for such a program, it's easier to justify investing in it.
- **Look at Other Local Esports Programs** - Chances are there are other schools within the district or county with an Esports curriculum or program. You can reach out and ask what they did to get started and solicit help.
- **Work with Esports Providers** - Organizations like the [US Academic Esports League](#) (USAEL) can help educators set up academic Esports teams with the right tools. Best of all, these programs can work for all education levels, from elementary to high school.
- **Start Small** - First, you may begin the program with a single team or game. As you build interest and gather feedback from students and faculty, you can expand to include more teams or game varieties.

## The Bottom Line: Students Play Video Games and Learn

As the Esports industry continues to grow, demand for educational programs will also increase. With a strong curriculum and a focus on academics, educators and school districts can harness the positive benefits of Esports to improve student engagement, develop soft and hard skills, and channel students' passion for gaming into college and career opportunities.

- By partnering with organizations like the USAEL, your school can start seeing the benefits from integrating competitive gaming sooner than you might think. Once you see the results, it's easy to expand the program, with [85% of U.S. teens](#) playing video games





## Los sorprendentes beneficios educativos de los deportes electrónicos

Los deportes tradicionales siempre han sido parte integral de la educación en los Estados Unidos. Casi todas las escuelas de los EE. UU. tienen algún tipo de equipo deportivo, ya sea de baloncesto, béisbol o fútbol. Sin embargo, mientras que los deportes tradicionales han disfrutado de décadas de atención, los deportes electrónicos han estado robando protagonismo.

De hecho, desde 2018, los programas de deportes electrónicos han ganado una enorme popularidad. Según la Asociación Nacional de Educación (NEA), más de **8600 escuelas secundarias** adoptaron un programa entre 2018 y 2021, y más de 1200 universidades hicieron lo mismo.

Pero aún quedan muchas preguntas por responder. ¿Son estos programas de deportes electrónicos una valiosa incorporación al plan de estudios de la escuela? ¿Los estudiantes obtienen beneficios de participar en juegos competitivos similares a las habilidades cognitivas y sociales que se obtienen al jugar en el campo de fútbol o en una cancha de baloncesto? La respuesta corta es sí, pero la realidad es un poco más complicada que eso.

En general, los beneficios de los deportes electrónicos son innegables y la proliferación de estos programas tiene un efecto positivo neto. Sí, los estudiantes juegan videojuegos, pero esos juegos los ayudan de múltiples maneras.

### ¿Qué son los deportes electrónicos?

Si bien es fácil confundir los deportes electrónicos con los videojuegos tradicionales, existen algunas diferencias significativas. En primer lugar, los deportes electrónicos organizados se basan en equipos, lo que significa que las personas trabajan juntas para competir contra otros equipos. Por lo tanto, en lugar de jugar solos o solo por diversión, los estudiantes se esfuerzan por mejorar para vencer a la competencia y desarrollar diversas habilidades a lo largo del camino.

Los deportes electrónicos no solo son populares en Estados Unidos. En 2022, más de **500 millones de personas en todo el mundo** vieron competiciones de deportes electrónicos y la demanda no hace más que aumentar. Hay clubes de juegos competitivos en más de **100 países**, incluidos países como Estados Unidos, Corea del Sur, el Reino Unido y China.

El mercado se ha vuelto tan grande que los torneos de deportes electrónicos son ahora una fuente importante de ingresos en los EE. UU. y en el extranjero. Los deportes electrónicos se han convertido en una industria de mil millones de dólares, y muchos jugadores han convertido su pasión por jugar, transmitir o comentar en una carrera profesional.

## Deportes electrónicos vs. deportes tradicionales

A primera vista, puede parecer que no hay mucha superposición entre los deportes electrónicos y los deportes tradicionales en un entorno escolar. Juegos como el baloncesto, el béisbol y el fútbol son físicamente exigentes y requieren que los estudiantes hagan ejercicio y entrenen. Además, muchos de los partidos se juegan al aire libre en un campo.

Sin embargo, hay varios elementos en los que los deportes y los deportes electrónicos son similares, e incluso algunos aspectos en los que los deportes electrónicos son más beneficiosos. Por ejemplo:

- **Formación de equipos** : si bien hay torneos de deportes electrónicos individuales, las escuelas se centran en juegos y estrategias en equipo. Los estudiantes deben aprender a trabajar juntos para tener éxito. Este enfoque en la colaboración ayuda a los niños en otras áreas, preparándolos con habilidades interpersonales esenciales.
- **Desarrollo social** : parte de ser un niño es aprender a hacer amigos. Los programas de deportes electrónicos ofrecen una manera fácil para que los estudiantes se relacionen y creen comunidades en torno a un interés compartido. Además, los estudiantes aprenden a comunicarse mejor y a reconocer diversas señales sociales, lo que promueve el aprendizaje socioemocional.
- **Inclusión** : si bien los deportes tradicionales están técnicamente abiertos a todos en la escuela, muchos estudiantes prefieren evitar la actividad física. Además, si un estudiante no es físicamente capaz de jugar el juego (por ejemplo, debido a una discapacidad), puede sentirse excluido. Los deportes electrónicos ofrecen un campo de juego verdaderamente nivelado, ya que cualquiera puede tomar un control.
- **Disciplina y motivación** : debido a que los deportes electrónicos son tan competitivos, los jugadores no participan solo para "divertirse". Si bien el juego es una parte importante del atractivo, los estudiantes deben ser disciplinados y concentrados cuando entrenan con su equipo. No solo tienen que presentarse a los entrenamientos, sino que también deben aprender a equilibrar los deportes electrónicos con el resto de sus estudios. Al igual que con cualquier otro deporte, existe un requisito de promedio de calificaciones para estar en el equipo de deportes electrónicos.

## Los beneficios educativos de los deportes electrónicos

Si bien los programas de deportes electrónicos pueden ayudar a los estudiantes a nivel cognitivo y emocional, también pueden contribuir al éxito académico. Analicemos algunos de los beneficios más atractivos de los deportes electrónicos y por qué pueden ser tan valiosos para estudiantes y educadores.

### Desarrollo cognitivo y de salud mental

Si bien existen pocos estudios científicos sobre los deportes electrónicos y el desarrollo cognitivo, los resultados actuales parecen prometedores. Según el Instituto Nacional de Salud, los niños que juegan videojuegos con regularidad obtienen mejores resultados en las pruebas cognitivas que aquellos que no juegan en absoluto.

Aunque este estudio solo analizó el impacto de los videojuegos en su conjunto, los resultados serían mayores con los deportes electrónicos organizados. Con la disciplina y la naturaleza organizada de los programas de



deportes electrónicos de K12, los educadores verán a los estudiantes desarrollar habilidades tanto duras como blandas.

Lo importante es tener en cuenta que, como en todo, la moderación es fundamental. Sí, los juegos y los deportes electrónicos pueden conducir a un mejor desarrollo cognitivo, pero jugar sin un propósito, pasar demasiado tiempo frente a una pantalla o una mala dieta pueden afectar negativamente a los estudiantes, tanto dentro como fuera de la competencia. Es imperativo que los estudiantes y los educadores equilibren los deportes electrónicos con actividades que no sean juegos, incluida la actividad física y una dieta saludable.

Los deportes electrónicos también pueden ser una puerta de entrada fantástica a los programas de educación STEM. La gamificación es un método fiable para involucrar a los estudiantes en temas y problemas complejos, por lo que los deportes electrónicos pueden ser una excelente manera de involucrar a los estudiantes en los planes de estudio de tecnología o STEM. Algunos videojuegos pueden demostrar estadísticas y probabilidad, mientras que otros pueden ayudar a los estudiantes a comprender las matemáticas y la ingeniería (por ejemplo, Minecraft).

## Crecimiento social y emocional

Los deportes en equipo pueden ofrecer a los estudiantes un importante crecimiento social de varias maneras. En primer lugar, los niños aprenden a interactuar entre sí y a colaborar. Estas interacciones sociales facilitan el fomento de debates y conversaciones fuera del ámbito del juego.

En segundo lugar, los estudiantes pueden volverse emocionalmente más maduros y estables. Parte de aprender a jugar a los deportes electrónicos es acostumbrarse a la idea de perder. Con el tiempo, los estudiantes aprenden a aceptar sus derrotas dentro del juego y a aprender de ellas. Esos atributos pueden trasladarse a otros aspectos de la vida, como afrontar las interacciones interpersonales negativas o las malas notas.

Por último, los deportes electrónicos pueden aumentar la autoestima de los estudiantes. A medida que desarrollan sus habilidades y ayudan a su equipo, los niños se sentirán mejor consigo mismos y ganarán confianza. En general, el éxito en los deportes electrónicos puede traducirse en éxito en las carreras académicas y profesionales de los estudiantes.

## Posibles oportunidades profesionales en los deportes electrónicos para estudiantes

Dado que la industria de los deportes electrónicos es enorme y hay muchas conexiones con carreras en el campo de la ciencia, la tecnología, la ingeniería y las matemáticas, las oportunidades profesionales son relativamente abundantes. Si los estudiantes pueden demostrar su destreza en el juego, pueden firmar contratos lucrativos para competir profesionalmente. En promedio, los jugadores pueden ganar hasta seis cifras, especialmente si ganan competiciones más importantes o forman parte de grandes organizaciones o equipos.

Sin embargo, los deportes electrónicos ofrecen una amplia gama de opciones profesionales más allá de jugar al juego. Los estudiantes pueden aprender habilidades que los ayuden a buscar oportunidades como:

- **Programador** : a algunos estudiantes les encantan tanto los juegos que quieren crear y desarrollar sus propios juegos. Algunos jugadores pueden conseguir trabajo como programadores de aplicaciones o juegos, o pueden usar sus habilidades técnicas para otras carreras de TI.
- **Analista** : al igual que en los deportes tradicionales, los deportes electrónicos han creado una industria de analistas y transmisores que brindan información y opiniones sobre el juego. Al haber competido en

programas de deportes electrónicos de nivel primario y secundario, los estudiantes pueden aprovechar su experiencia y analizar torneos profesionales escribiendo para publicaciones o alojando sus propios sitios web.

- **Entrenador** : los equipos profesionales de deportes electrónicos necesitan entrenadores como cualquier otro juego. Una vez que los estudiantes dejan de jugar (por así decirlo), pueden usar su experiencia para entrenar a otros jugadores o equipos.
- **Organizador de eventos** : el auge de los deportes electrónicos ha dado lugar a numerosos torneos y eventos, tanto en línea como fuera de línea. Los estudiantes con habilidades organizativas pueden seguir carreras en gestión de eventos, coordinación de competiciones de deportes electrónicos, gestión de la logística y garantía de que todo transcurra sin problemas.
- **Marketing y relaciones públicas** : todos los equipos de deportes electrónicos y empresas de juegos necesitan profesionales de marketing para promocionar su marca, interactuar con los fanáticos y gestionar las relaciones públicas. Los estudiantes pueden desarrollar habilidades en gestión de redes sociales, creación de contenido y participación comunitaria.
- **Diseñador gráfico** : el atractivo visual es crucial en la industria de los videojuegos, desde el diseño de juegos hasta los materiales promocionales. Los estudiantes interesados en el arte y el diseño pueden convertirse en diseñadores gráficos y crear activos de juegos, logotipos y contenido de marketing para equipos y eventos de deportes electrónicos.
- **Locutor o comentarista** : los eventos de deportes electrónicos suelen incluir comentarios y retransmisiones en directo. Los estudiantes apasionados por el juego y con buenas dotes comunicativas pueden dedicarse a la profesión de comentarista o presentador, ofreciendo análisis jugada por jugada y captando la atención del público.
- **Periodista de deportes electrónicos** : para cubrir las últimas noticias, tendencias e historias del mundo de los deportes electrónicos, se necesitan periodistas expertos. Los estudiantes pueden escribir para publicaciones en línea, crear contenido de video o administrar blogs dedicados a los deportes electrónicos, compartir sus conocimientos y mantener informados a los fanáticos.

Además de los trabajos dentro de la comunidad de deportes electrónicos, los estudiantes pueden aprender diversas habilidades profesionales que pueden trasladarse a otras carreras. Estas habilidades pueden incluir:

- **Liderazgo** : Algunos jugadores asumen naturalmente roles de liderazgo dentro del equipo, que pueden utilizar para tener éxito en cualquier función administrativa y de gestión del equipo.
- **realizar varias tareas a la vez** : para ser un jugador de deportes electrónicos exitoso, es necesario hacer malabarismos con diferentes responsabilidades y tareas dentro de plazos ajustados. La capacidad para realizar varias tareas a la vez puede ayudar a los estudiantes en diversos puestos o prepararlos para el éxito en roles específicos, como gerentes de proyectos o coordinadores.
- **Resolución creativa de problemas** : los jugadores deben adaptarse a una situación cambiante con cada nueva partida, oponente o ronda de torneo. De manera similar, los jugadores pueden tener que usar diferentes personajes y habilidades, lo que los obliga a adaptarse y resolver problemas sobre la marcha. La resolución creativa de problemas es una habilidad valiosa en el lugar de trabajo y podría ayudar a los estudiantes a ofrecer soluciones a los nuevos problemas que surjan.
- **Gestión del tiempo** : equilibrar las sesiones de práctica, los torneos y las actividades académicas requiere sólidas habilidades de gestión del tiempo. Los estudiantes aprenden a priorizar tareas, cumplir con los plazos y distribuir eficientemente su tiempo, que son habilidades cruciales en cualquier entorno profesional.
- **Colaboración y comunicación** : trabajar como parte de un equipo de deportes electrónicos implica una comunicación y colaboración constantes. Los estudiantes desarrollan la capacidad de articular estrategias, dar y recibir retroalimentación y trabajar de manera cohesiva con otros, que son habilidades esenciales en cualquier entorno de trabajo colaborativo.



## Cómo integrar los juegos competitivos con los deportes electrónicos en el plan de estudios del aula

Comprender el valor de los deportes electrónicos en la educación es solo el primer paso. Incorporar un programa integral de deportes electrónicos al plan de estudios puede ser un desafío, especialmente para las escuelas con presupuestos ajustados. Sin embargo, el hecho de que sea difícil no significa que sea imposible. Algunas de las mejores técnicas que puede utilizar incluyen:

- **Generar interés** : comience a analizar la posibilidad de crear equipos de deportes electrónicos con los estudiantes y el personal docente para evaluar el interés. Si existe una gran demanda de un programa de este tipo, es más fácil justificar la inversión en él.
- **Consulta otros programas locales de deportes electrónicos** : es probable que haya otras escuelas dentro del distrito o condado con un programa o plan de estudios de deportes electrónicos. Puedes comunicarte con ellas y preguntarles qué hicieron para comenzar y solicitar ayuda.
- **Trabaje con proveedores de deportes electrónicos** : organizaciones como la [Liga Académica de Deportes Electrónicos de EE. UU.](#) (USAEL) pueden ayudar a los educadores a crear equipos académicos de deportes electrónicos con las herramientas adecuadas. Lo mejor de todo es que estos programas pueden funcionar para todos los niveles educativos, desde la escuela primaria hasta la secundaria.
- **Comience con algo pequeño** : primero, puede comenzar el programa con un solo equipo o juego. A medida que genere interés y recopile comentarios de los estudiantes y el personal docente, puede ampliarlo para incluir más equipos o variedades de juegos.

## En resumen: Los estudiantes juegan videojuegos y aprenden

A medida que la industria de los deportes electrónicos siga creciendo, también aumentará la demanda de programas educativos. Con un plan de estudios sólido y un enfoque académico, los educadores y los distritos escolares pueden aprovechar los beneficios positivos de los deportes electrónicos para mejorar la participación de los estudiantes, desarrollar habilidades blandas y duras y canalizar la pasión de los estudiantes por los juegos hacia oportunidades universitarias y profesionales.

- Al asociarse con organizaciones como USAEL, su escuela puede comenzar a ver los beneficios de integrar los juegos competitivos antes de lo que imagina. Una vez que vea los resultados, será fácil expandir el programa, ya que [el 85 % de los adolescentes estadounidenses](#) juegan videojuegos.



# Pros And Cons Of Esports In Schools



Esports continues to gain popularity, traction, and attention—even below the professional level. It provides gamers, including students, with many short- and long-term benefits that can help them out in many ways. As with many trends, however, there are plenty in the education world who are skeptical about investing in esports programs. While some people definitely worry about drawbacks and the disadvantages of esports participation, there are many positives as well. For us, we're strictly focused on [how to integrate esports](#) in middle schools, high schools, at the collegiate level (usually more on the informal side), or as part of an afterschool club. And, like with many new fads, there are both pros and cons of esports to consider.

## *Reasons to Give Esports a Shot*

Let's start with some of the positives we associate with interscholastic esports. Somebody new to this area might be entirely unfamiliar with just [how esports can improve outcomes](#) for teens. Over time, however, it can help enhance academic, social, and career-related progress. It all depends on how educators integrate esports in their schools but, whether it starts as an informal club or you are jumping right in to competitions against other school teams, they should see some positive results. The first pro of interscholastic esports is giving students the chance to [create new relationships](#). Esports is a team endeavor and students have to work together. They also practice together, strategize, and spend time with their teammates. So, by sharing the same interests and desires for success, they can also strengthen their relationships—something that is especially important for those who may struggle on the social side of things.

## **Esports benefits and SEL (Social-Emotional Learning).**

When working to convince school administrators to invest in school esports, comparing it to other popular sports is a

common approach. Like football, basketball, and soccer, esports often helps bring unconnected students together. With these newfound relationships and that increased sense of belonging, students tend to achieve a greater [social-emotional balance](#) as well. And, with that greater sense of balance, they could wind up feeling more comfortable throughout the school's campus. Plus, with that new comfortability, they may also see improved academic performance. It's certainly a bit cyclical (and best-case scenario) but it is very possible. From there, students can potentially (it's still very challenging) earn an esports scholarship to compete in college. And, at the very least, they may learn about a potential new career area to explore.

## **Exposing students to new career options.**

Careers within the esports industry are booming—and they are not just for gamers. Tying esports to [career and technical education](#) can help attract even more children to school programs. You may know how big esports has become around the globe. This has led to countless career opportunities emerging in only the last few years alone. Esports teams need managers—this could be similar to a sports management major. They also need marketing, publicity, and graphic designers. For students with interest in both gaming and communications, they could focus on tying [esports and marketing](#) together. There are also broadcasting opportunities, streaming opportunities, and social media opportunities. Students could also explore some connections between esports and business management when it comes to designing and selling apparel, managing admissions, and setting up events. The list of potential opportunities really goes on and on.

[Rising Resources | High School Esports League](#)

## ***Some Downsides to School Esports***

Besides the near guarantee of parents and administrators being skeptical, there are other potential issues with starting a school esports program. They're not always the first things you'd tend to think of, however. Whether it's a teacher or administrator who sees the value of interscholastic esports or a student trying to sell decision makers on its value, the road to acceptance may be bumpy. So, it may begin with convincing decision makers that esports has more in common with traditional [afterschool programs](#) than they likely realize. We really can't fault parents, athletic directors, or educators for their skepticism, either. Esports is still such a new phenomenon that we are really just scratching the surface with understanding everything about it. The assumption that it's nothing like traditional school sports, however, is erroneous.

## **Some of the initial struggles.**

The first challenges educators will discover include the costs of gaming equipment, finding a dedicated space for the team, and convincing a faculty member to coach. From there, it's much like managing any other school sports team, however. The superintendent and athletic director will have to start by working with officials from other schools to create your schedule. If you make it through the initial launch, however, then you might be in the clear. But (of course there's a but), there are some longer term effects to consider as well. Just as sports, specifically football, come with some injury risk, [high school esports](#) participation is sometimes [associated with injury](#). 'Gaming disorder' is one common physical issue we associate with esports. This typically occurs if student-athletes prioritize gaming over everything else—something that's obviously not ideal. It could lead to an addiction and an overall downturn in [mental health](#).



## **Other cons to be aware of.**

Another potential downside associated with esports is joint pain. Holding the controller for long periods of time almost every day while performing repetitive movements can lead to discomfort in the fingers and the hands. It could also cause tendon inflammation or tingling in extreme cases. Then, there's the potential for students to begin neglecting their nutrition. Obviously, unlike in more traditional sports, they are not moving around and running nearly as much. They may even sit in one spot for hours and consume some unhealthy snacks. To bring things to an extreme level, hard core gamers could risk suffering a blood clot from lack of movement. Finally, students could face disturbances to their moods and sleep schedules. Some even say that a lack of movement and natural light could contribute to depression. As long as coaches and school officials manage gaming time, however, we're confident they'll avoid most related issues.

## ***The Potential for Higher Education***

Though they are still pretty rare, the amount of college esports scholarships is growing. It's still a long shot that a student can secure one, but, at any rate, knowing what esports scholarships are available and where can help motivate them. Some of the students who compete in high school esports leagues might not have college recruiters lining up for them. This could be because of their grades (which esports participation can improve), their lack of desire to even consider college, or something else. Once students, along with school leaders, realize that esports athletes could earn scholarships just like traditional athletes, however, it could quickly transform their views of this sport. It's, unfortunately, not as simple as just participating in esports, though, as only top players will receive these types of offers.



## **Esports scholarships for college hopefuls.**

On one hand, esports athletes and parents could look at this from a perspective of how this lack of esports scholarship awareness is a positive thing. This means there's probably fewer student-athletes vying for the same amount of said scholarship opportunities, right? Also, if the school administrators get on board, they could truly help transform the futures of some students. Though we know that [esports participation](#) could help students improve their grades, it's important to not understate this added factor. Like with all potential student-athletes, college recruiters likely won't invest in a student with poor academic performance. They'll need to maintain discipline in high school, work to improve grades, and hold other roles within their school community. Plus, they'll need to be among the best gamers, too.

## **Students must prove their commitment.**

Another factor is that recruiters tend to be capable of distinguishing those who are truly committed from those who are not. This includes commitment to the esports program and to academics, the community, and their futures. As we know, a lot of esports athletes are also interested in eventually pursuing a [STEM career](#). In fact, there are lots of career connections that generate from participating in esports. Recruiters understand that students who are committed to a future that might not necessarily involve them going pro in esports are likely going to be valuable team members. Also, when it comes to girls who are interested in esports, they should know they have those same opportunities as male counterparts. Esports scholarships aren't based on strength or speed—they're based on strategy, commitment, and level-headedness, helping to make esports more inclusive when it comes to the small amount of scholarships available.

[Eduporium Weekly | Maker Ed, Esports, And More Resources](#)

## ***Potential Reasons Administrators Might Pass on Esports***

It could be tough to sell school leaders on committing to developing a school esports program. When they begin their research into whether this is a worthwhile endeavor, they'll likely come across some drawbacks. These may include cost, the lack of physical activity, and perceived gender-based exclusion among others. There also may be pushback from parents who have

spent years trying to convince their kids to put games down and be more active. We talk about many concerns surrounding [starting a school esports program](#) in our white paper on the subject. Although educators might feel skeptical, it's important to remember that esports has grown into a legitimate sport. Also, it poses no more serious health and safety risks compared to contact or endurance sports. It's just that they're different and some school officials might be hesitant to embrace something new.

## **Why esports programs might not get off the ground.**

Starting from the top, school leaders, esports coaches, and even players will have to present their case for an esports program. Though they can be informal (more like an afterschool club), it's still likely that it takes some convincing. Basically, there must be some sort of return on investment for district officials, especially if they're shown so much expensive equipment right off the bat. Another turnoff, especially in this day and age, is that esports (though still very young) is very much male-dominated. School officials might not all be willing to exacerbate those inequities and risk backlash. Of course, the teams would be open to the female students as well but there's a separate battle to actually welcome and retain them. Many girls may also be uninterested despite the fact that esports could be a truly co-ed sport with all the strategy that's involved.

## **Social-emotional concerns and esports.**

Following the pandemic, educators wanted to get their students back in a routine. These included social routines and team sports are a great option. After spending much of the last few years looking at screens, however, esports might not be the best route for many students. There's also the content of the games to consider. Not all video games are violent but there certainly are some that are. Violence in video games, as we know, could have adverse social-emotional effects on students, especially teens. If starting an esports program, it's best to focus on some non-violent games, like Rocket League or League of Legends. Finally, coaches have to make sure that students are not spending too much time gaming. Screen time concerns aside, too much exposure to games could lead to a lack of meaningful relationships and other downfalls.

## ***Building Equitable and Diverse Esports Programs***

Of course, school esports programs that promote and, ultimately, are comprised of diverse students with equal opportunities are ideal. This may not happen naturally, however, but, if coaches and administrators want to ensure the program is long lasting and impactful, these elements are key. Like every school sport, esports is about building connections over competition. The students who participate will often make new friends, try new experiences, and come to feel like they're part of a bigger community. When available, the chance to participate in esports can have a meaningful effect on them. It also tends to create some deeper engagement and commitment from those who don't often participate in school activities. And, it may have something to do with the natural diversity among gamers.

### **Diverse students for diverse esports roles.**

It's often helpful for coaches to work with student-athletes on establishing a team mission or set of core values from the start. Among these, they could collectively commit to ensuring they create a [diverse and inclusive](#) environment. As a whole, the esports community has also seen shifts when it comes to actively promoting these initiatives. As students notice that esports isn't just for males, they're much more likely to take the plunge and start their journey. Also, coaches can prioritize recruiting messages that paint esports involvement as something more than just gaming. As we've said, it's about community, relationships, and [building futures](#) as well. Chances are that coaches can attract students with interests and skills beyond gaming thanks to all that esports has to offer.

### **Creating the right culture with the right approach.**

When students recognize the connections, especially in terms of diversity, that esports can have to the real world, it's likely to become more inclusive. It's also important to realize that people will formulate individual perceptions of interscholastic esports as more programs emerge. Sticking to those core beliefs within each individual program is often what helps them grow. Also, once coaches have completed the initial launches, it's a perfect time to bring in someone else with different viewpoints. Other educators or school community members can help identify deficiencies in practice or philosophy when it comes to ensuring diversity. And, finally, despite trying to boost diversity, coaches and students shouldn't do so in an unnatural way. It's not something that should be forced but, rather, celebrated and highlighted naturally.

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# Pros y contras de los deportes electrónicos en las escuelas



Los deportes electrónicos siguen ganando popularidad, tracción y atención, incluso por debajo del nivel profesional. Proporcionan a los jugadores, incluidos los estudiantes, muchos beneficios a corto y largo plazo que pueden ayudarlos de muchas maneras. Sin embargo, como sucede con muchas tendencias, hay muchos en el mundo de la educación que son escépticos sobre la inversión en programas de deportes electrónicos. Si bien algunas personas definitivamente se preocupan por los inconvenientes y las desventajas de la participación en los deportes electrónicos, también hay muchos aspectos positivos. En nuestro caso, nos centramos estrictamente en [cómo integrar los deportes electrónicos](#) en las escuelas secundarias, preparatorias, en el nivel universitario (generalmente más en el lado informal) o como parte de un club extraescolar. Y, como sucede con muchas modas nuevas, existen pros y contras de los deportes electrónicos que se deben considerar.

## *Razones para probar los deportes electrónicos*

Comencemos con algunos de los aspectos positivos que asociamos con los deportes electrónicos interescolares. Alguien nuevo en esta área puede no estar familiarizado en absoluto con la [forma en que los deportes electrónicos pueden mejorar los resultados](#) de los adolescentes. Sin embargo, con el tiempo puede ayudar a mejorar el progreso académico, social y profesional. Todo depende de cómo los educadores integren los deportes electrónicos en sus escuelas, pero, ya sea que comience como un club informal o se lance directamente a las competencias contra otros equipos escolares, deberían ver algunos resultados positivos. La primera ventaja de los deportes electrónicos interescolares es brindarles a los estudiantes la oportunidad de [crear nuevas relaciones](#). Los deportes electrónicos son un esfuerzo de equipo y los estudiantes tienen que trabajar juntos. También practican juntos, elaboran estrategias y pasan tiempo con sus compañeros de equipo. Entonces, al compartir los mismos intereses y deseos de éxito, también pueden fortalecer sus relaciones, algo que es especialmente importante para aquellos que pueden tener dificultades en el aspecto social.



## Beneficios de los deportes electrónicos y SEL (aprendizaje social y emocional).

A la hora de convencer a los administradores escolares de que inviertan en los deportes electrónicos escolares, compararlos con otros deportes populares es un enfoque habitual. Al igual que el fútbol americano, el baloncesto y el fútbol soccer, los deportes electrónicos suelen ayudar a unir a estudiantes que no están conectados. Con estas nuevas relaciones y ese mayor sentido de pertenencia, los estudiantes tienden a lograr también un mayor [equilibrio socioemocional](#). Y, con ese mayor sentido de equilibrio, podrían acabar sintiéndose más cómodos en todo el campus de la escuela. Además, con esa nueva comodidad, también podrían ver un mejor rendimiento académico. Sin duda, es un poco cíclico (y en el mejor de los casos), pero es muy posible. A partir de ahí, los estudiantes pueden potencialmente (aún es muy difícil) ganar una beca de deportes electrónicos para competir en la universidad. Y, como mínimo, pueden aprender sobre una posible nueva área profesional para explorar.

## Exponiendo a los estudiantes a nuevas opciones profesionales.

Las carreras en el sector de los deportes electrónicos están en auge, y no son solo para jugadores. Vincular los deportes electrónicos a [la educación profesional y técnica](#) puede ayudar a atraer a más niños a los programas escolares. Es posible que sepas lo importantes que se han vuelto los deportes electrónicos en todo el mundo. Esto ha llevado a que surgieran innumerables oportunidades profesionales solo en los últimos años. Los equipos de deportes electrónicos necesitan gerentes, esto podría ser similar a una especialización en gestión deportiva. También necesitan marketing, publicidad y diseñadores gráficos. Los estudiantes con interés tanto en los juegos como en las comunicaciones podrían centrarse en vincular [los deportes electrónicos y el marketing](#). También hay oportunidades de transmisión, streaming y redes sociales. Los estudiantes también podrían explorar algunas conexiones entre los deportes electrónicos y la gestión empresarial en lo que respecta al diseño y la venta de indumentaria, la gestión de admisiones y la organización de eventos. La lista de oportunidades potenciales es interminable.

[Recursos en ascenso | Liga de deportes electrónicos de escuelas secundarias](#)

## Desventajas de los deportes electrónicos escolares

Además de la casi garantía de que los padres y los administradores se muestren escépticos, existen otros problemas potenciales al iniciar un programa de deportes electrónicos en la escuela. Sin embargo, no siempre son las primeras cosas en las que uno tiende a pensar. Ya sea un maestro o administrador que ve el valor de los deportes electrónicos interescolares o un estudiante que intenta convencer a los que toman las decisiones sobre su valor, el camino hacia la aceptación puede ser accidentado. Por lo tanto, puede comenzar por convencer a los que toman las decisiones de que los deportes electrónicos tienen más en común con [los programas extraescolares tradicionales](#) de lo que probablemente se dan cuenta. Realmente tampoco podemos culpar a los padres, directores deportivos o educadores por su escepticismo. Los deportes electrónicos todavía son un fenómeno tan nuevo que en realidad apenas estamos arañando la superficie sin entender todo sobre ellos. Sin embargo, la suposición de que no se parece en nada a los deportes escolares tradicionales es errónea.

## Algunas de los retos iniciales.

Los primeros desafíos que descubrirán los educadores incluyen los costos del equipo de juego, encontrar un espacio dedicado para el equipo y convencer a un miembro del personal docente para que entrene. A partir de ahí, es muy parecido a administrar cualquier otro equipo deportivo escolar. Sin embargo, el superintendente y el director deportivo tendrán que comenzar trabajando con funcionarios de otras escuelas para crear su cronograma. Sin embargo, si logra superar el lanzamiento inicial, entonces podría estar a salvo. Pero (por supuesto, hay un pero), también hay algunos efectos a largo plazo que considerar. Así como los deportes, específicamente el fútbol, vienen

con cierto riesgo de lesiones, la participación [en deportes electrónicos en la escuela secundaria](#) a veces se [asocia con lesiones](#). El 'trastorno del juego' es un problema físico común que asociamos con los deportes electrónicos. Esto generalmente ocurre si los estudiantes-atletas priorizan los juegos sobre todo lo demás, algo que obviamente no es ideal. Podría conducir a una adicción y un deterioro general de [la salud mental](#).

## Otras desventajas a tener en cuenta.

Otro posible inconveniente asociado a los deportes electrónicos es el dolor en las articulaciones. Sostener el mando durante largos periodos de tiempo casi todos los días mientras se realizan movimientos repetitivos puede provocar molestias en los dedos y las manos. También puede provocar inflamación de los tendones u hormigueo en casos extremos. Además, existe la posibilidad de que los estudiantes empiecen a descuidar su nutrición. Obviamente, a diferencia de lo que ocurre en los deportes más tradicionales, no se mueven ni corren tanto. Incluso pueden sentarse en un mismo sitio durante horas y consumir algunos tentempiés poco saludables. Para llevar las cosas al extremo, los jugadores empedernidos podrían correr el riesgo de sufrir un coágulo sanguíneo por falta de movimiento. Por último, los estudiantes podrían sufrir alteraciones en su estado de ánimo y en sus horarios de sueño. Algunos incluso dicen que la falta de movimiento y de luz natural podría contribuir a la depresión. Sin embargo, siempre que los entrenadores y los funcionarios escolares gestionen el tiempo de juego, estamos seguros de que evitarán la mayoría de los problemas relacionados.

## El potencial de la educación superior

Aunque todavía son bastante escasas, la cantidad de becas universitarias de deportes electrónicos está creciendo. Aún es muy poco probable que un estudiante pueda conseguir una, pero, en cualquier caso, saber qué becas de deportes electrónicos están disponibles y dónde puede ayudar a motivarlos. Es posible que algunos de los estudiantes que compiten en ligas de deportes electrónicos de la escuela secundaria no tengan reclutadores universitarios que los contraten. Esto podría deberse a sus calificaciones (que la participación en deportes electrónicos puede mejorar), su falta de deseo de siquiera considerar la universidad o algo más. Sin embargo, una vez que los estudiantes, junto con los líderes escolares, se den cuenta de que los atletas de deportes electrónicos pueden obtener becas al igual que los atletas tradicionales, podría transformar rápidamente sus puntos de vista sobre este deporte. Sin embargo, lamentablemente, no es tan simple como simplemente participar en deportes electrónicos, ya que solo los mejores jugadores recibirán este tipo de ofertas.



## Becas de deportes electrónicos para aspirantes universitarios.

Por un lado, los deportistas de deportes electrónicos y sus padres podrían ver esto desde una perspectiva de cómo esta falta de conciencia sobre las becas de deportes electrónicos es algo positivo. Esto significa que probablemente haya menos estudiantes deportistas compitiendo por la misma cantidad de oportunidades de becas, ¿verdad? Además, si los administradores de la escuela se involucran, realmente podrían ayudar a transformar el futuro de algunos estudiantes. Aunque sabemos que [la participación en deportes electrónicos](#) podría ayudar a los estudiantes a mejorar sus calificaciones, es importante no subestimar este factor adicional. Al igual que con todos los estudiantes deportistas potenciales, los reclutadores universitarios probablemente no invertirán en un estudiante con un bajo rendimiento académico. Necesitarán mantener la disciplina en la escuela secundaria, trabajar para mejorar las calificaciones y desempeñar otros roles dentro de su comunidad escolar. Además, también necesitarán estar entre los mejores jugadores.



## Los estudiantes deben demostrar su compromiso.

Otro factor es que los reclutadores tienden a ser capaces de distinguir a aquellos que están verdaderamente comprometidos de aquellos que no lo están. Esto incluye el compromiso con el programa de deportes electrónicos y con lo académico, la comunidad y su futuro. Como sabemos, muchos atletas de deportes electrónicos también están interesados en seguir una [carrera STEM](#). De hecho, hay muchas conexiones profesionales que se generan al participar en deportes electrónicos. Los reclutadores entienden que los estudiantes que están comprometidos con un futuro que podría no implicar necesariamente que se vuelvan profesionales en los deportes electrónicos probablemente serán miembros valiosos del equipo. Además, cuando se trata de chicas que están interesadas en los deportes electrónicos, deben saber que tienen las mismas oportunidades que sus homólogos masculinos. Las becas de deportes electrónicos no se basan en la fuerza o la velocidad, se basan en la estrategia, el compromiso y la sensatez, lo que ayuda a que los deportes electrónicos sean más inclusivos cuando se trata de la pequeña cantidad de becas disponibles.

*[Eduporium Weekly | Educación para creadores, deportes electrónicos y más recursos](#)*



## ***Posibles razones por las que los administradores podrían rechazar los deportes electrónicos***

Puede resultar difícil convencer a los directivos escolares de que se comprometan a desarrollar un programa de deportes electrónicos en la escuela. Cuando comiencen a investigar si vale la pena emprender este proyecto, es probable que se topen con algunos inconvenientes, como el coste, la falta

de actividad física y la percepción de exclusión por motivos de género, entre otros. También puede haber resistencia por parte de los padres que han pasado años intentando convencer a sus hijos de que dejen de jugar y sean más activos. En nuestro informe técnico sobre el tema, hablamos de muchas de las preocupaciones que rodean [la puesta en marcha de un programa de deportes electrónicos en la escuela](#). Aunque los educadores pueden sentirse escépticos, es importante recordar que los deportes electrónicos se han convertido en un deporte legítimo. Además, no plantean riesgos de salud y seguridad más graves en comparación con los deportes de contacto o de resistencia. Es solo que son diferentes y algunos directivos escolares pueden dudar en adoptar algo nuevo.

## Por qué los programas de deportes electrónicos podrían no despegar.

Empezando por los primeros, los líderes escolares, los entrenadores de deportes electrónicos e incluso los jugadores tendrán que presentar sus argumentos a favor de un programa de deportes electrónicos. Aunque pueden ser informales (más como un club extraescolar), es probable que sea necesario convencerlos. Básicamente, debe haber algún tipo de retorno de la inversión para los funcionarios del distrito, especialmente si se les muestra tanto equipo costoso desde el principio. Otro inconveniente, especialmente en esta época, es que los deportes electrónicos (aunque todavía son muy jóvenes) están muy dominados por los hombres. Es posible que no todos los funcionarios escolares estén dispuestos a exacerbar esas desigualdades y arriesgarse a una reacción negativa. Por supuesto, los equipos también estarían abiertos a las estudiantes femeninas, pero existe una batalla aparte para realmente darles la bienvenida y retenerlas. Muchas niñas también pueden no estar interesadas a pesar del hecho de que los deportes electrónicos podrían ser un deporte verdaderamente mixto con toda la estrategia que implica.

## **Preocupaciones socioemocionales y deportes electrónicos.**

Después de la pandemia, los educadores querían que sus estudiantes volvieran a tener una rutina. Estas incluían rutinas sociales y los deportes de equipo son una gran opción. Sin embargo, después de pasar gran parte de los últimos años mirando pantallas, los deportes electrónicos podrían no ser la mejor opción para muchos estudiantes. También hay que tener en cuenta el contenido de los juegos. No todos los videojuegos son violentos, pero ciertamente hay algunos que sí lo son. La violencia en los videojuegos, como sabemos, podría tener efectos socioemocionales adversos en los estudiantes, especialmente en los adolescentes. Si se inicia un programa de deportes electrónicos, es mejor centrarse en algunos juegos no violentos, como Rocket League o League of Legends. Por último, los entrenadores deben asegurarse de que los estudiantes no pasen demasiado tiempo jugando. Dejando de lado las preocupaciones por el tiempo frente a la pantalla, demasiada exposición a los juegos podría provocar una falta de relaciones significativas y otros problemas.

## ***Desarrollar programas de deportes electrónicos equitativos y diversos***

Por supuesto, los programas de deportes electrónicos escolares que promueven y, en última instancia, están compuestos por estudiantes diversos con igualdad de oportunidades son ideales. Sin embargo, puede que esto no suceda de manera natural, pero si los entrenadores y administradores quieren asegurarse de que el programa sea duradero e impactante, estos elementos son clave. Como todos los deportes escolares, los deportes electrónicos se basan en construir conexiones en lugar de competir. Los estudiantes que participan a menudo harán nuevos amigos, probarán nuevas experiencias y llegarán a sentirse parte de una comunidad más grande. Cuando está disponible, la oportunidad de participar en deportes electrónicos puede tener un efecto significativo en ellos. También tiende a generar un compromiso más profundo de aquellos que no suelen participar en las actividades escolares. Y puede tener algo que ver con la diversidad natural entre los jugadores.

## **Estudiantes diversos para diversos roles en deportes electrónicos.**

A menudo resulta útil que los entrenadores trabajen con los estudiantes deportistas para establecer una misión de equipo o un conjunto de valores fundamentales desde el principio. Entre ellos, podrían comprometerse colectivamente a garantizar la creación de un entorno [diverso e inclusivo](#). En general, la comunidad de deportes electrónicos también ha experimentado cambios en lo que respecta a la promoción activa de estas iniciativas. A medida que los estudiantes se dan cuenta de que los deportes electrónicos no son solo para hombres, es mucho más probable que se lancen y comiencen su viaje. Además, los entrenadores pueden priorizar los mensajes de reclutamiento que presenten la participación en los deportes electrónicos como algo más que un simple juego. Como hemos dicho, también se trata de comunidad, relaciones y [construcción de futuros](#). Es probable que los entrenadores puedan atraer a estudiantes con intereses y habilidades más allá de los juegos gracias a todo lo que los deportes electrónicos tienen para ofrecer.

## **Creando la cultura adecuada con el enfoque adecuado.**

Cuando los estudiantes reconocen las conexiones, especialmente en términos de diversidad, que los deportes electrónicos pueden tener con el mundo real, es probable que se vuelvan más inclusivos. También es importante darse cuenta de que las personas formularán percepciones individuales de los deportes electrónicos interescolares a medida que surjan más programas. A menudo, apegarse a esas creencias fundamentales dentro de cada programa individual es lo que los ayuda a crecer. Además, una vez que los entrenadores hayan completado los lanzamientos iniciales, es el momento perfecto para incorporar a otra persona con diferentes puntos de vista. Otros educadores o miembros de la comunidad escolar pueden ayudar a identificar deficiencias en la práctica o la filosofía a la hora de garantizar la diversidad. Y, por último, a pesar de intentar impulsar la diversidad, los entrenadores y los estudiantes no deberían hacerlo de una manera poco natural. No es algo que deba forzarse, sino más bien celebrarse y destacarse de forma natural.





## Niklas Lunginsland: eSports Pro despite brittle bone disease

Niklas Lunginsland is an eSports professional at German soccer club VfB Stuttgart. He attended a VfB game for the first time when he was five years old. Now 26, he has been a member of the club for almost 15 years. With his professional contract, he is fulfilling a big dream: he is a professional athlete - despite his brittle bone disease. Together with Mario Viska, Austria's most successful and best-known FIFA player, he provides exciting insights into his career.



The two FIFA pros Mario Viska and Niklas Lunginsland

Image credit: Messe München GmbH

“VfB Stuttgart is my absolute heart and favorite club. And always has been.” Success stories like Niklas' and Mario's show more and more clearly what great potential eSports has. Regardless of whether a person has to struggle with physical limitations or not, he or she is welcome and can make it to the top. The beauty of it is that people get to know each other who probably wouldn't have found each other otherwise. And that gives hope. Especially when you see that a duo as likeable as the two champions is formed in the process.

Right from the start of the conversation, it's clear how much passion and drive the two eSports greats have for the subject. When both speak, the audience listens with rapt attention. This is not only due to the self-confident appearance of the two professionals,

but also to the many interesting and motivating anecdotes from their own biographies. "VfB Stuttgart is my absolute heart and favorite club. And always has been. I've been a member since 2004, and of course it was eSports in particular that made it possible for me to become a part of this family and this great club," says Niklas



Niklas Luginsland bei einer Runde FIFA beim ISPO Digitize Summit

Image credit: Messe München GmbH

## A true champion breaks through all obstacles

Niklas has loved soccer ever since he can remember. But because he suffers from brittle bone disease, it was clear to him that the classic path to a professional career would unfortunately never be open to him. In the first five years of his life, he suffered more than 40 bone fractures. Although the last fracture occurred several years ago, the likeable eSportsman will always be dependent on a wheelchair.

Despite the lack of opportunities in classic sports, Niklas did not give up his dream. He wanted to become a professional player for VfB Stuttgart. Absolutely. And so he developed an alternative strategy and got into eSports. With a lot of training, fighting spirit and dedication, he made it and is now part of the VfB Stuttgart squad.

## INNOVATION



### Whitepaper – Physical eSports and Exergaming on the Rise

ESports has long been a billion-dollar market – but we do not know much about the athletes and what is important to eSports enthusiasts. The survey „eSports – The future of Sports“ gives answers and identifies connecting points for companies and brands.

"Of course, you have to train every day. You have to constantly develop as a player and that includes, for example, analyzing your own game. Where are the mistakes and what can I do better next time? But to really have a functioning construct you also have to be physically fit. In my case, that means a lot of physical therapy first and foremost, and I definitely keep myself physically fit, but of course things like the family environment and mental attitudes also have to be right," he says. "At a certain level, it's similar to professional soccer. Nuances make all the difference, and the winner is often the one who is on point in the match and is mentally stronger."

Niklas makes it clear that anyone who wants to be successful in eSports doesn't necessarily have it any easier than professionals in classic sports. But for him, eSports has a very central advantage:

"In terms of my physical limitations, there are of course no barriers in eSports. In eSports, I can pick up the controller just like anyone else and simply get started. And I can achieve success in the same way."



## A professional with heart

Niklas doesn't want to rest on his laurels, however, but also wants to show other people that you can make it all the way to the top despite physical limitations. His commitment takes place on several fronts, both on and offline. For example, he gives his social media community tips for their own athletic careers and answers questions and comments from his followers. In addition, he also talks to institutions that support people with disabilities. He is also in lively exchange with other eSportsmen and companies in order to give the topic of inclusion a better platform.

"If I can encourage other people to fight for their dreams through my example, then I've already achieved a lot."



## Mario Viska as a source of inspiration

Niklas is on stage together with Mario Viska. Mario is probably the most successful and best-known FIFA player in Austria and nine years older than Niklas. When Mario talks about how important it is to have a role

model, especially in the beginning, he also asks Niklas who had been a role model at the beginning of his career. Niklas answered mischievously with a laugh on his face: "Mario. This answer is not really surprising, because apart from the obvious physical differences, the two have a lot in common.

## "Soccer is my passion and I always wanted to be a professional."

For Mario Viska, it was also clear from a young age that he would one day make his living as a professional soccer player. In order to be able to achieve his big goal, he worked hard from his earliest childhood and was already playing in the soccer club at the age of five. For a while, it actually looked like his path would lead directly to the Bundesliga, as he managed to become a player for the Austrian professional club Admira in his youth. But as it sometimes happens in life, fate had other plans and Mario had to realize as a teenager that the conventional path to becoming a professional would unfortunately not work out.



## Never give up

Despite this setback, however, he didn't let it dissuade him from his dream and continued to fight for soccer, this time on the digital path as a FIFA player. And his diligence paid off: After years of training and playing, he realized in 2004 that he could make his dream of becoming a professional soccer player come true after all.

Die beiden Profis Mario Viska und Niklas Luginsland lieferten sich beim ISPO Digitize Summit ein spannendes FIFA-Match

Image credit: Messe München GmbH

## One success follows the next

His successes speak for themselves: German Champion in the team competition six times in a row since 2006 (a new record that has not been broken to date), Austrian Champion five times, third place in the European Championship three times and fourth place in the World Championship once. In short, Mario is an undisputed part of the global esports elite.

## Coaching for Good

Mario also proves that a true champion doesn't just think about himself. This year he fulfilled the dream of every FIFA player and made it possible for a lucky young talent to receive coaching from a true professional. The personal meeting was auctioned off by user Tim546 during a charity campaign by VIPrize, which raised a total of 600 euros for the international children's charity Right To Play. The money is used to give children in the Middle East, Africa and Asia better opportunities in life with the help of sport and play. This is how Mario is working for their future.



Die beiden FIFA-Profis Mario Viska und Niklas Luginsland schlendern über das Gelände des ISPO Digitize Summit

Image credit: Messe München GmbH

# Niklas Lunginsland: Profesional de los deportes electrónicos a pesar de la enfermedad de los huesos frágiles

Niklas Lunginsland es un jugador profesional de eSports en el club de fútbol alemán VfB Stuttgart. Asistió por primera vez a un partido del VfB cuando tenía cinco años. Ahora tiene 26 años y es miembro del club desde hace casi 15. Con su contrato profesional cumple un gran sueño: es un deportista profesional, a pesar de su enfermedad de los huesos de cristal. Junto con Mario Viska, el jugador de la FIFA más exitoso y conocido de Austria, nos cuenta interesantes detalles de su carrera.



Los dos profesionales del FIFA Mario Viska y Niklas Lunginsland

Crédito de la imagen: Messe München GmbH

“El VfB Stuttgart es mi club favorito y mi corazón. Siempre lo ha sido”. Historias de éxito como la de Niklas y Mario muestran cada vez más el gran potencial que tienen los deportes electrónicos. Independientemente de si una persona tiene limitaciones físicas o no, es bienvenida y puede llegar a lo más alto. Lo bueno es que se conocen personas que, de otro modo, probablemente no se habrían conocido. Y eso da esperanza. Sobre todo cuando ves que en el proceso se forma un dúo tan simpático como el de los dos campeones.

Desde el principio de la conversación se ve la pasión y el entusiasmo que sienten los dos grandes de los eSports por este tema. Cuando ambos hablan, el público escucha con



atención. Esto no solo se debe a la apariencia segura de sí mismos de los dos profesionales, sino también a las muchas anécdotas interesantes y motivadoras de sus propias biografías . "El VfB Stuttgart es mi corazón absoluto y mi club favorito. Y siempre lo ha sido. Soy miembro desde 2004 y, por supuesto, fueron los eSports en particular los que me permitieron formar parte de esta familia y de este gran club", dice Niklas.



Niklas Luginsland en una Runda FIFA beim ISPO Digitalize Summit

Crédito de la imagen: Messe München GmbH

## Un verdadero campeón supera todos los obstáculos.

Niklas ama el fútbol desde que tiene uso de razón, pero como padece una enfermedad de los huesos frágiles, tenía claro que el camino clásico hacia una carrera profesional nunca estaría abierto para él. En los primeros cinco años de su vida sufrió más de 40 fracturas óseas. Aunque la última fractura se produjo hace varios años, el simpático eSportman siempre dependerá de una silla de ruedas.

A pesar de la falta de oportunidades en los deportes clásicos, Niklas no renunció a su sueño. Quería convertirse en jugador profesional del VfB Stuttgart. Sin duda. Así que desarrolló una estrategia alternativa y se adentró en los deportes electrónicos. Con



mucho entrenamiento, espíritu de lucha y dedicación, lo logró y ahora forma parte de la plantilla del VfB Stuttgart.

## INNOVACIÓN



### Whitepaper: Los deportes electrónicos físicos y los juegos de ejercicio están en auge

Los deportes electrónicos son un mercado que mueve miles de millones de dólares desde hace mucho tiempo, pero no sabemos mucho sobre los deportistas ni sobre lo que es importante para los entusiastas de los deportes electrónicos. La encuesta "Los deportes electrónicos: el futuro de los deportes" ofrece respuestas e identifica puntos de conexión para empresas y marcas.

"Por supuesto, hay que entrenarse todos los días. Hay que desarrollarse constantemente como jugador y eso incluye, por ejemplo, analizar el propio juego. ¿Dónde están los errores y qué puedo hacer mejor la próxima vez? Pero para tener un sistema funcional también hay que estar en forma físicamente. En mi caso, eso significa sobre todo mucha fisioterapia, y definitivamente me mantengo en forma físicamente, pero por supuesto, también hay que tener en cuenta aspectos como el entorno familiar y la actitud mental", afirma. "En cierto modo, es similar al fútbol profesional. Los matices marcan la diferencia, a menudo, el ganador es el que está a punto en el partido y es mentalmente más fuerte".

Niklas deja claro que quien quiera triunfar en los deportes electrónicos no lo tiene necesariamente más fácil que los profesionales de los deportes clásicos. Pero para él, los deportes electrónicos tienen una ventaja muy importante:

"En lo que respecta a mis limitaciones físicas, por supuesto que no existen barreras en los eSports. En los eSports, puedo coger el mando como cualquier otra persona y empezar a jugar sin más. Y puedo alcanzar el éxito de la misma manera".

## Un profesional con corazón

Pero Niklas no quiere dormirse en los laureles, sino que quiere demostrar a los demás que se puede llegar a lo más alto a pesar de las limitaciones físicas. Su compromiso se manifiesta en varios frentes, tanto online como offline. Por ejemplo, da a su comunidad de redes sociales consejos para sus propias carreras deportivas y responde a las preguntas y comentarios de sus seguidores. Además, también habla con instituciones que apoyan a personas con discapacidades. También mantiene un intenso intercambio con otros deportistas electrónicos y empresas para dar una mejor plataforma al tema de la inclusión.

"Si puedo animar a otras personas a luchar por sus sueños con mi ejemplo, entonces ya habré conseguido mucho."



## Mario Viska como fuente de inspiración

Niklas está en el escenario junto a Mario Viska. Mario es probablemente el jugador de la FIFA más exitoso y conocido de Austria y nueve años mayor que Niklas. Cuando Mario habla de lo importante que es tener un

modelo a seguir, especialmente al principio, también le pregunta a Niklas quién había sido su modelo a seguir al principio de su carrera. Niklas responde con picardía y una sonrisa en su rostro: "Mario". Esta respuesta no es realmente sorprendente, porque aparte de las obvias diferencias físicas, los dos tienen mucho en común.

## “El fútbol es mi pasión y siempre quise ser profesional”.

Mario Viska también tuvo claro desde muy joven que algún día se ganaría la vida como futbolista profesional. Para poder alcanzar su gran objetivo, trabajó duro desde su más tierna infancia y ya a los cinco años jugaba en el club de fútbol. Durante un tiempo, parecía que su camino le llevaría directamente a la Bundesliga, ya que en su juventud logró convertirse en jugador del club profesional austriaco Admira . Pero, como suele ocurrir en la vida, el destino tenía otros planes y Mario tuvo que darse cuenta, siendo adolescente, de que el camino convencional para convertirse en profesional, por desgracia, no funcionaría.



Die beiden Profis Mario Viska y Niklas Luginsland lieferten sich in ISPO Digitize Summit ein FIFA-Match, das das ganze Welt

Crédito de la imagen: Messe München GmbH

## No rendirse nunca

A pesar de este revés, no dejó que eso lo disuadiera de su sueño y continuó luchando por el fútbol, esta vez en el camino digital como jugador FIFA. Y su esfuerzo dio sus frutos: después de años de entrenamiento y juego, se dio cuenta en 2004 de que, después de todo, podía hacer realidad su sueño de convertirse en futbolista profesional.

## Un éxito sigue al siguiente

Sus éxitos hablan por sí solos: desde 2006, ha sido seis veces campeón de Alemania en la competición por equipos (un nuevo récord que no se ha superado hasta la fecha), cinco veces campeón de Austria, tres veces tercero en el Campeonato de Europa y una vez cuarto en el Campeonato del Mundo. En resumen, Mario es un miembro indiscutible de la élite mundial de los deportes electrónicos.



## Coaching para el bien

Mario demuestra que un verdadero campeón no sólo piensa en sí mismo. Este año ha cumplido el sueño de todo jugador de la FIFA y ha hecho posible que un joven talento con suerte reciba entrenamiento de un auténtico profesional. El encuentro personal fue subastado por el usuario Tim546 durante una campaña benéfica de VIPrize , que recaudó un total de 600 euros para la organización benéfica internacional para niños Right To Play. El dinero se destina a ofrecer a los niños de Oriente Medio, África y Asia mejores oportunidades en la vida con la ayuda del deporte y el juego. Así es como Mario trabaja por su futuro.



Die beiden FIFA-Profis Mario Viska und Niklas Luginsland schlendern über das Gelände des ISPO Digitize Summit

Image credit: Messe München GmbH





# Esports Athletes At-Risk for Serious Injuries, Health Issue

Across the U.S. esports athletes are rising class to the highest collegiate and professional arenas. According to researchers in *The Journal of the American Osteopathic Association*, the field of sports medicine needs to catch up in order to address these players' particular needs.

Well beyond casual gamers, esports athletes practice three to 10 hours per day, perfecting their strategies and reflexes in their chosen game. While average novice players make approximately 50 action moves per minute, collegiate and pro athletes make 500-600 action moves per minute—or about 10 moves per second.

"Given esports are played while sitting, you'd think it would be literally impossible to get injured," says Hallie Zwibel, DO, director of sports medicine at New York Institute of Technology College of Osteopathic Medicine, who also oversees NYIT's [Center for eSports Medicine](#), and is co-author on this study. "The truth is they suffer over-use injuries like any other athlete but also significant health concerns from the sedentary nature of the sport."

## Not just video games

Study authors note multiple health issues including blurred vision from excessive screen time, neck and back pain from poor posture, carpal tunnel syndrome from repetitive motion, metabolic dysregulation from prolonged sitting and high consumption of caffeine and sugar, and depression and anxiety resulting from internet gaming disorder.

Dr. Zwibel says his past research found 56% of esports athletes experience eye fatigue, 42% report neck and back pain, 36% wrist pain, and 32% hand pain. However, only 2% of those reporting an ailment sought medical treatment. He adds that 40% of those surveyed get no additional physical activity in a given day.

"We're really just now realizing how physically and mentally demanding esports can be," says Dr. Zwibel. "Like any other college- or pro-level athlete, they need trainers, physical therapists and physicians to help them optimize their performance and maintain long-term health."

Dr. Zwibel considers professional League of Legends player Hai Lam, who retired at 26 due to chronic wrist pain, an example of the toll esports can take on an athlete's body. He hopes that tailored training regimens and appropriate medical care can help the next generation of esports athletes avoid similar outcomes.

Currently there are 80 U.S. colleges with varsity esports teams, with 22 offering scholarships. Colleges, universities and even high schools are adding more teams each year. At the professional level, the global esports industry earned more than \$1 billion in 2019, with an audience of nearly 500 million.

"It's safe to say esports is no longer in its nascent stages," says Dr. Zwibel. "It's world-class competition and serious business. It's time we in sports medicine give these athletes the supports we know they need."

## Los deportistas de deportes electrónicos corren el riesgo de sufrir lesiones graves y problemas de salud

En todo Estados Unidos, los deportistas de deportes electrónicos están ascendiendo de categoría a las más altas esferas universitarias y profesionales. Según los investigadores de *The Journal of the American Osteopathic Association*, el campo de la medicina deportiva necesita ponerse al día para abordar las necesidades particulares de estos jugadores.

Además de los jugadores ocasionales, los deportistas de deportes electrónicos practican de tres a diez horas al día para perfeccionar sus estrategias y reflejos en el juego elegido. Mientras que los jugadores novatos promedio realizan aproximadamente 50 movimientos de acción por minuto, los deportistas universitarios y profesionales realizan entre 500 y 600 movimientos de acción por minuto, o alrededor de 10 movimientos por segundo.

“Dado que los deportes electrónicos se juegan sentado, uno pensaría que sería literalmente imposible lesionarse”, dice Hallie Zwibel, DO, directora de medicina deportiva en la Facultad de Medicina Osteopática del Instituto Tecnológico de Nueva York, que también supervisa [el Centro de Medicina de Deportes Electrónicos del NYIT](#) y es coautora de este estudio. “La verdad es que sufren lesiones por uso excesivo como cualquier otro atleta, pero también problemas de salud importantes debido a la naturaleza sedentaria del deporte”.

### No sólo videojuegos

Los autores del estudio señalan múltiples problemas de salud, entre ellos visión borrosa por pasar demasiado tiempo frente a una pantalla, dolor de cuello y espalda por una mala postura, síndrome del túnel carpiano por movimientos repetitivos, desregulación metabólica por estar sentado durante mucho tiempo y por un alto consumo de cafeína y azúcar, y depresión y ansiedad como resultado del trastorno por juegos de Internet.

El Dr. Zwibel afirma que sus investigaciones anteriores han descubierto que el 56 % de los deportistas de deportes electrónicos sufren fatiga ocular, el 42 % padece dolor de cuello y espalda, el 36 % dolor de muñeca y el 32 % dolor de mano. Sin embargo, solo el 2 % de los que informaron de una dolencia buscaron tratamiento médico. Añade que el 40 % de los encuestados no realizan ninguna actividad física adicional en un día determinado.

“Hasta ahora nos estamos dando cuenta de lo exigentes que pueden ser física y mentalmente los deportes electrónicos”, afirma el Dr. Zwibel. “Como cualquier otro atleta universitario o profesional, necesitan entrenadores, fisioterapeutas y médicos que los ayuden a optimizar su rendimiento y mantener la salud a largo plazo”.

El Dr. Zwibel considera que Hai Lam, jugador profesional de League of Legends que se retiró a los 26 años debido a un dolor crónico en la muñeca, es un ejemplo de los efectos que los deportes electrónicos pueden tener en el cuerpo de un atleta. Espera que los regímenes de entrenamiento personalizados y la atención médica adecuada puedan ayudar a la próxima generación de atletas de deportes electrónicos a evitar resultados similares.

Actualmente, hay 80 universidades en Estados Unidos con equipos universitarios de deportes electrónicos, y 22 de ellas ofrecen becas. Las universidades e incluso los institutos suman más equipos cada año. A nivel profesional, la industria mundial de los deportes electrónicos ganó más de 1.000 millones de dólares en 2019, con una audiencia de casi 500 millones.

“Se puede decir con seguridad que los deportes electrónicos ya no están en sus etapas iniciales”, afirma el Dr. Zwibel . “Es una competencia de clase mundial y un negocio serio. Es hora de que en la medicina deportiva les demos a estos atletas el apoyo que sabemos que necesitan”.



## Section 5 Debate - Research Articles

Wildlife Facilities are ethically justified in keeping animals in captivity for the purposes of conservation, education, and research.

# THE CASE FOR ZOOS: A SCIENTIST'S PERSPECTIVE

**Andrew Cunningham, Deputy Director of Science, considers why zoos are important... and whether we actually need them at all any more.**

How can zoos justify their ongoing existence in this modern age, when information and images of any species under the sun is just a click of the mouse away?

Certainly, this is a question that even I still ask myself occasionally, two years away from my 30-year anniversary as a veterinarian and conservation scientist within the Zoological Society of London's academic faculty, the Institute of Zoology.



Working for a research institution linked to one of the world's most famous zoos means we're able to see first-hand the impact zoos have on conservation, with global research projects benefitting from the input and support from zoos.

## **Do all zoos deserve to keep operating?**

Certainly, standards of animal welfare, enrichment and conservation work in the zoos of many developed countries have come on leaps and bounds in recent decades, but there are still sadly zoos in some parts of the world where radical improvements in animal welfare and management are required.

All zoos should not be tarred with the one brush, however.

## The positive effects of zoos

Let's also consider the many positive impacts that well-managed, scientific zoos can have.

For example, there are few more effective ways to demonstrate the amazing diversity of life on Earth to those who don't have the privilege of seeing the huge range of wild animals in their natural habitats around the world.

Enabling visitors to see animals up close has a lasting effect on how they view the natural world.

The concepts of zoos as 'arks' can be overblown at times but, speaking as someone with a background in wildlife veterinary science, I can personally vouch for how important insights gained in zoos can be for the conservation of wildlife in the field, both in terms of understanding animal behaviour and for exploring best-practice in managing threatened species in their natural habitats.

The project I was involved in to save vultures from extinction in Asia was just one field conservation project that very clearly benefited from insights gained in zoos – the design and management of breeding centres was informed by the zoological world, and knowledge gained from investigating and treating disease in zoo animals proved invaluable in the wild.



*A mountain chicken frog being held during science survey in Dominica*

Other examples include the ongoing battle against the chytrid fungus that's currently devastating amphibian populations worldwide.

Again, zoos like ZSL and our partners around the world have a definite role to play in terms of maintaining breeding populations in captivity for species facing imminent extinction in the wild and in bringing this important story to the public through our exhibits.

Public knowledge and pressure inform human behaviours and government policies which, in turn, impact the conservation of animals in the wild.

Modern zoos maintain high animal welfare standards while also running conservation projects in the field. They do, however, need to keep pushing themselves to demonstrate and communicate the impacts their work is having on the ground, including the incorporation of public outreach both locally and at conservation field sites.

There is a need for greater collaboration between those at the coal face of zoological science and those managing animal collections, to ensure this connection between zoos, field conservation and public education is as tangible, genuine and widely-understood as possible.

But given the dramatic and accelerating collapse in biodiversity currently being witnessed all around the world, the case for responsibly-managed zoos remains strong.



# EL CASO DE LOS ZOOLOGICOS: LA PERSPECTIVA DE UN CIENTÍFICO

**Andrew Cunningham, subdirector de Ciencia, analiza por qué son importantes los zoológicos... y si realmente todavía los necesitamos.**

¿Cómo pueden los zoológicos justificar su existencia en esta era moderna, cuando la información y las imágenes de cualquier especie bajo el sol están a sólo un clic de distancia?

Sin duda, esta es una pregunta que yo mismo todavía me hago de vez en cuando, a dos años de mi 30.º aniversario como veterinario y científico conservacionista en la facultad académica de la Sociedad Zoológica de Londres, el Instituto de Zoología.



Trabajar para una institución de investigación vinculada a uno de los zoológicos más famosos del mundo significa que podemos ver de primera mano el impacto que tienen los zoológicos en la conservación, y los proyectos de investigación globales se benefician del aporte y el apoyo de los zoológicos.

## **Todos los zoológicos merecen seguir funcionando?**

Sin duda, los estándares de bienestar animal, enriquecimiento y conservación en los zoológicos de muchos países desarrollados han avanzado a pasos agigantados en las últimas décadas, pero

lamentablemente aún hay zoológicos en algunas partes del mundo en los que se requieren mejoras radicales en el bienestar y la gestión de los animales.

Sin embargo, no todos los zoológicos deberían ser etiquetados con el mismo pincel.

## **Los efectos positivos de los zoológicos**

Consideremos también los numerosos impactos positivos que pueden tener los zoológicos científicos bien gestionados.

Por ejemplo, hay pocas formas más efectivas de demostrar la asombrosa diversidad de la vida en la Tierra a aquellos que no tienen el privilegio de ver la enorme variedad de animales salvajes en sus hábitats naturales alrededor del mundo.

Permitir que los visitantes vean a los animales de cerca tiene un efecto duradero en su visión del mundo natural.

Los conceptos de los zoológicos como "arcas" pueden ser exagerados a veces, pero, hablando como alguien con experiencia en ciencia veterinaria de vida silvestre, puedo dar fe personalmente de lo importante que pueden ser los conocimientos adquiridos en los zoológicos para la conservación de la vida silvestre en el campo, tanto en términos de comprensión del comportamiento animal como para explorar las mejores prácticas en el manejo de especies amenazadas en sus hábitats naturales.

El proyecto en el que participé para salvar a los buitres de la extinción en Asia fue solo un proyecto de conservación de campo que claramente se benefició de los conocimientos adquiridos en los zoológicos: el diseño y la gestión de los centros de cría se basaron en el mundo zoológico, y el conocimiento adquirido al investigar y tratar enfermedades en animales del zoológico resultó invaluable en la naturaleza.



*Una rana de montaña en sostenimiento durante una investigación científica en Dominica*

Otros ejemplos incluyen la actual batalla contra el hongo quitridio que actualmente está devastando las poblaciones de anfibios en todo el mundo.

Una vez más, los zoológicos como ZSL y nuestros socios en todo el mundo tienen un papel definido que desempeñar en términos de mantener las poblaciones reproductoras en cautiverio de especies que enfrentan una extinción inminente en la naturaleza y en llevar esta importante historia al público a través de nuestras exhibiciones.

El conocimiento y la presión pública orientan el comportamiento humano y las políticas gubernamentales que, a su vez, inciden en la conservación de los animales en la naturaleza.

Los zoológicos modernos mantienen altos estándares de bienestar animal y al mismo tiempo llevan a cabo proyectos de conservación sobre el terreno. Sin embargo, deben seguir esforzándose para demostrar y comunicar los impactos que su trabajo está teniendo sobre el terreno, incluida la incorporación de actividades de divulgación pública tanto a nivel local como en los sitios de conservación sobre el terreno.

Es necesaria una mayor colaboración entre quienes están en la primera línea de la ciencia zoológica y quienes gestionan las colecciones de animales, para garantizar que esta conexión entre los zoológicos, la conservación de campo y la educación pública sea lo más tangible, genuina y ampliamente comprendida posible.

Pero dado el dramático y acelerado colapso de la biodiversidad que actualmente se está presenciando en todo el mundo, los argumentos a favor de la gestión responsable de zoológicos siguen siendo sólidos.





# Visiting a zoo ‘makes people care more about sustainability’

Study by Sheffield University and Chester Zoo shows that consumers become more concerned about products such as palm oil



The findings showed how countries could meet the 2022 Kunming-Montreal Global Biodiversity Framework signed at Cop15 which committed to halting and reversing biodiversity loss by 2030

“No one will protect what they don’t care about; and no one will care about what they have never experienced,” Sir David Attenborough once said.

For those disconnected from nature, research suggests that zoos could help to make them care. Visits to 38 zoos and aquariums around the world made people more likely to behave more sustainably, such as by checking products for palm oil, a study by University of Sheffield and Chester Zoo researchers found.

The team looked at 56 previous studies on zoos and aquariums in 13 countries, including Britain, the US and Australia.

While most previous research has focused on the impact that visiting apes, big cats and sharks has on knowledge and attitudes, the new study also looked at whether people changed their behaviour in ways that would benefit conservation. The team examined interventions by zoos, including everything from keeper talks and interactions with live animals, to posters and more.

One Australian zoo aimed to educate visitors about the impact of unsustainable palm oil production — which is linked to the destruction of orangutan’s habitats— and solutions, such as changing what people buy. Palm oil is an almost ubiquitous commodity, found in everything from biscuits to shampoo.

Overall, the Sheffield and Chester team found interventions had “positive impacts on outcomes in zoo visitors”. There was a medium effect on knowledge and intentions, a small to medium one on attitudes and a small effect on behaviour.

“Millions of people visit zoos and aquariums globally, and this creates an opportunity to shape people’s beliefs about conservation and empower them to help protect the environment by making small changes in their lives,” said Xavier McNally at the University of Sheffield, one of the study’s authors.

“It’s thought that if we can make different decisions around the house or in the supermarket then we can help conserve wildlife and the environment they live in,” he added.

The University of Sheffield said the findings showed how zoos and aquariums could help nearly 200 countries meet the [nature goals they signed up to in 2022](#). They include making 30 per cent of the world’s oceans and land a protected area by 2030.

The study, [published in the journal Conservation Biology](#), has some limitations. There was a paucity of evidence on how touchscreens and some other multimedia technology influenced people. The impacts on people “may not be representative of all zoos”, the authors also said, because most of the studies in the meta-analysis were in three industrialised nations.

British zoos have been hit by Brexit and financial pressures in recent years. Scores have warned that breeding programmes for everything from bison to monkeys has been made more difficult since the UK left the EU because of the new paperwork regime. Almost 1,400 animals used to be transferred each year between zoos but [that fell to just over 200 in 2022](#). Bristol zoo — one of the world’s oldest zoos — closed in 2022 after welcoming visitors for nearly two centuries.

# Visitar un zoológico “hace que la gente se preocupe más por la sostenibilidad”

Un estudio de la Universidad de Sheffield y el Zoológico de Chester muestra que los consumidores se preocupan más por productos como el aceite de palma



Los hallazgos mostraron cómo los países podrían cumplir con el Marco Mundial de Biodiversidad Kunming-Montreal 2022 firmado en la Cop15, que se comprometió a detener y revertir la pérdida de biodiversidad para 2030.

“Nadie protegerá lo que no le importa; y a nadie le importará lo que nunca ha experimentado”, dijo una vez Sir David Attenborough.

Las investigaciones sugieren que los zoológicos podrían ayudar a quienes no tienen contacto con la naturaleza a que se preocupen por ella. Las visitas a 38 zoológicos y acuarios de todo el mundo aumentaron la probabilidad de que la gente se comportara de manera más sostenible, por ejemplo, comprobando si los productos contienen aceite de palma, según un estudio realizado por investigadores de la Universidad de Sheffield y el Zoológico de Chester.

El equipo analizó 56 estudios previos sobre zoológicos y acuarios en 13 países, incluidos Gran Bretaña, Estados Unidos y Australia.

Si bien la mayoría de las investigaciones anteriores se han centrado en el impacto que tiene la visita de simios, grandes felinos y tiburones en el conocimiento y las actitudes, el nuevo estudio también analizó si las personas cambiaron su comportamiento de maneras que beneficiarían la conservación. El equipo examinó las intervenciones de los zoológicos, que incluyeron todo tipo de actividades, desde charlas de los cuidadores e interacciones con animales vivos hasta carteles y más.

Un zoológico australiano se propuso concienciar a los visitantes sobre el impacto de la producción insostenible de aceite de palma (que está vinculada a la destrucción de los hábitats de los



orangutanes) y las soluciones, como cambiar lo que la gente compra. El aceite de palma es un producto prácticamente omnipresente, que se encuentra en todo, desde galletas hasta champú.

En general, el equipo de Sheffield y Chester descubrió que las intervenciones tuvieron “impactos positivos en los resultados de los visitantes del zoológico”. Hubo un efecto medio en el conocimiento y las intenciones, un efecto pequeño a medio en las actitudes y un efecto pequeño en el comportamiento .

“Millones de personas visitan zoológicos y acuarios en todo el mundo, y esto crea una oportunidad para moldear las creencias de las personas sobre la conservación y empoderarlas para ayudar a proteger el medio ambiente haciendo pequeños cambios en sus vidas”, dijo Xavier McNally de la Universidad de Sheffield, uno de los autores del estudio.

“Se cree que si podemos tomar decisiones diferentes en casa o en el supermercado, podemos ayudar a conservar la vida silvestre y el medio ambiente en el que vive”, añadió.

La Universidad de Sheffield dijo que los hallazgos muestran cómo los zoológicos y acuarios podrían ayudar a casi 200 países a cumplir con los [objetivos de naturaleza que se comprometieron a cumplir en 2022](#). Entre ellos, se incluye convertir el 30 por ciento de los océanos y tierras del mundo en áreas protegidas para 2030.

El estudio, [publicado en la revista Conservation Biology](#), tiene algunas limitaciones. No hay suficientes pruebas sobre cómo las pantallas táctiles y otras tecnologías multimedia influyeron en las personas. Los impactos en las personas “pueden no ser representativos de todos los zoológicos”, dijeron también los autores, porque la mayoría de los estudios del metaanálisis se realizaron en tres países industrializados .

Los zoológicos británicos se han visto afectados por el Brexit y las presiones financieras en los últimos años. Decenas de ellos han advertido de que los programas de cría de todo tipo de animales, desde bisontes hasta monos, se han vuelto más difíciles desde que el Reino Unido abandonó la UE debido al nuevo régimen burocrático. Casi 1.400 animales solían ser transferidos cada año entre zoológicos, pero [esa cifra se redujo a poco más de 200 en 2022](#). El zoológico de Bristol, uno de los más antiguos del mundo, cerró en 2022 después de recibir visitantes durante casi dos siglos.





# Are Zoos Ethical? Arguments for and Against Keeping Animals in Zoos

Zoos, if done right, could be a good thing for the animals and the public—yet many so-called zoos get it terribly wrong.



Faba-Photographv / Getty Images

A zoo is a place where captive animals are put on display for humans to see. While early zoos (shortened from zoological parks) concentrated on displaying as many unusual creatures as possible—often in small, cramped conditions—the focus of most modern zoos is conservation and education. While zoo advocates and conservationists argue that zoos save endangered species and educate the public, many [animal rights](#) activists believe the cost of confining animals outweighs the benefits, and that the violation of the rights of individual animals—even in efforts to fend off extinction—cannot be justified. Let's dive into whether zoos are ethical and if they truly encourage education and conservation.

## A Brief History of Zoos

Humans have kept wild animals for thousands of years. The first efforts to keep wild animals for non-utilitarian uses began about 2,500 BCE, when rulers in [Mesopotamia](#), [Egypt](#) kept collections in enclosed pens.<sup>1</sup> Modern zoos began to evolve during the 18th

century and the Age of Enlightenment when scientific interest in zoology and the study of animal behavior and anatomy came to the fore.

Early zoos were a dismal affair. Animals were kept in small enclosures with little if any, greenery. With a scant understanding of what the various animals needed, many perished relatively quickly. In accredited zoos in the United States and globally, things are better. Primates have gone from barren cages with little furniture to naturalistic and sometimes semi-free-ranging designs.<sup>2</sup> But is it enough?



London Zoo's Whipsnade Wild Animal Park (1932) in Dunstable, Bedfordshire. Fox Photos / Getty Images

## How Animal Rights Activists View Zoos Keeping Endangered Species

## Arguments for Zoos

- By bringing people and animals together, zoos educate the public and foster an appreciation of other species.
- Zoos save endangered species by bringing them into a safe environment for protection from poachers, habitat loss, starvation, and predators.
- Many zoos have breeding programs for endangered species.<sup>3</sup> In the wild, these individuals might have trouble finding mates and breeding, and species could become extinct.
- Some zoos have conservation programs around the world that use the zoo's expertise and funding to help protect wildlife against poaching and other threats.
- Reputable zoos accredited by the Association of Zoos and Aquariums are held to high standards for the treatment of their resident animals. According to AZA, its accreditation guarantees the organization has undergone strict evaluation by recognized experts to ensure the highest standards of "animal management and care, including living environments, social groupings, health, and nutrition."<sup>4</sup>



- A good zoo provides an enriched habitat where the animals are never bored, are well cared for, and have plenty of space.
- Seeing an animal in person is a much more personal and memorable experience than seeing that animal in a nature documentary. People are more likely to foster an empathetic attitude toward animals.
- Some zoos help rehabilitate wildlife and take in exotic pets that people no longer want or can no longer care for.
- Both accredited and unaccredited animal exhibitors are regulated by the federal Animal Welfare Act, which establishes standards for animal care.<sup>5</sup>

## Zoos and Endangered Species Conservation

### Arguments Against Zoos

- From an animal rights standpoint, humans do not have a right to breed, capture, and confine other animals—even if those species are endangered. Being a member of an endangered species doesn't mean the individual animals should be afforded fewer rights.
- Animals in captivity suffer from boredom, stress, and confinement.<sup>6</sup> No pen—no matter how humane—or drive-through safari can compare to the freedom of the wild.
- Intergenerational bonds are broken when individuals are sold or traded to other zoos.
- Baby animals bring in visitors and money, but this incentive to breed new babies leads to overpopulation. Surplus animals are sold to other zoos, circuses, and hunting facilities.<sup>7</sup> Some zoos simply kill their surplus animals outright.<sup>8</sup>
- Some captive breeding programs do not release animals back into the wild.<sup>9</sup> The offspring may be forever part of the chain of zoos, circuses, and petting zoos.
- Removing individual specimens from the wild further endangers the wild population because the remaining individuals will be less genetically diverse and



INTERIOR OF MENAGERIE, SHOWING THE ELEPHANT AT THE FAR END.

Menagerie of Mr Cross at Exeter Change, London, 1820s. duncan1890 / Getty Images



may have greater difficulty finding mates.<sup>10</sup> Maintaining species diversity within captive breeding facilities is also challenging.

- If people want to see wild animals in real life, they can observe wildlife in the wild or [visit a sanctuary](#). (A true sanctuary does not buy, sell, or breed animals, but instead takes in unwanted exotic pets, surplus animals from zoos, or [injured wildlife](#) that can no longer survive in the wild.)
- The federal [Animal Welfare Act](#) (AWA) establishes minimal standards for cage size, shelter, healthcare, ventilation, fencing, food, and water. For example, enclosures must provide "sufficient space to allow each animal to make normal postural and social adjustments with adequate freedom of movement. Inadequate space may be indicated by evidence of malnutrition, poor condition, debility, stress, or abnormal behavior patterns."<sup>11</sup> Violations often result in a slap on the wrist and the exhibitor is given a deadline to correct the violation.<sup>12</sup> Even a long history of inadequate care and AWA violations, such as the history of Tony the Truck Stop Tiger, does not necessarily ensure abused animals will be freed.
- Animals sometimes escape their enclosures, endangering themselves as well as people. Likewise, people ignore warnings or accidentally get too close to animals, leading to horrific outcomes. For example, Harambe, a 17-year-old [western lowland gorilla](#), was shot in 2016 when a toddler accidentally fell into his enclosure at the [Cincinnati Zoo](#). While the child survived and was not badly injured, the [gorilla](#) was killed outright.
- Petting zoos have been linked with numerous incidents of diseases including [E. coli](#) infection, cryptosporidiosis, salmonellosis, and dermatomycosis (ringworm).<sup>13</sup>

## The Last Word on Zoos

In making a case for or against zoos and whether zoos are ethical, both sides argue that they're saving animals. Whether or not zoos benefit the animal community, they do make money. As long as demand remains, zoos will continue to exist.

Since zoos are likely inevitable, the best way to move forward is to ensure zoo conditions are the best possible for the animals that live in captivity and that individuals who violate animal care health and safety sanctions are not only duly punished but denied any future access to animals.

One day we may look back at zoos and marvel at their barbarity. Or, one day we may look back at zoos and be grateful for the species they saved from extinction. Of these two scenarios, only time will tell.

## ¿Son éticos los zoológicos? Argumentos a favor y en contra de mantener animales en zoológicos

Los zoológicos, si se hacen bien, podrían ser algo bueno para los animales y el público; sin embargo, muchos de los llamados zoológicos lo hacen terriblemente mal.



Faba-Photography / Getty Images

Un zoológico es un lugar donde se exhiben animales cautivos para que los humanos los vean. Si bien los primeros zoológicos (abreviatura de parques zoológicos) se concentraban en exhibir tantas criaturas inusuales como fuera posible, a menudo en condiciones pequeñas y estrechas, el enfoque de la mayoría de los zoológicos modernos es la conservación y la educación. Si bien los defensores de los zoológicos y los conservacionistas argumentan que los zoológicos salvan especies en peligro de extinción y educan al público, muchos activistas de los derechos de los animales creen que el costo de confinar a los animales supera los beneficios y que la violación de los derechos de los animales individuales, incluso en los esfuerzos por evitar la extinción, no puede justificarse. Profundicemos en si los zoológicos son éticos y si realmente fomentan la educación y la conservación.



# Una breve historia de los zoológicos

Los seres humanos han mantenido animales salvajes durante miles de años. Los primeros esfuerzos por mantener animales salvajes para usos no utilitarios comenzaron alrededor del año 2500 a. C., cuando los gobernantes de Mesopotamia, Egipto, mantenían colecciones en corrales cerrados. <sup>1</sup> Los zoológicos modernos comenzaron a evolucionar durante el siglo XVIII y la Era de la Ilustración, cuando el interés científico por la zoología y el estudio del comportamiento y la anatomía animal cobraron protagonismo.

Los primeros zoológicos eran una situación deprimente. Los animales se mantenían en recintos pequeños con poca o ninguna vegetación. Como no se sabía muy bien qué necesitaban los distintos animales, muchos morían con relativa rapidez. En los zoológicos acreditados de Estados Unidos y del resto del mundo, la situación es mejor. Los primates han pasado de jaulas vacías con poco mobiliario a diseños naturalistas y, a veces, de vida en semi libertad. <sup>2</sup> Pero, ¿es suficiente?



London Zoo's Whipsnade Wild Animal Park (1932) in Dunstable, Bedfordshire. Fox Photos / Getty Images

Cómo los activistas por los derechos de los animales ven los zoológicos que mantienen especies en peligro de extinción

## Argumentos a favor de los zoológicos

- Al unir a personas y animales, los zoológicos educan al público y fomentan el aprecio por otras especies.
- Los zoológicos salvan especies en peligro de extinción llevándolas a un entorno seguro para protegerlas de los cazadores furtivos, la pérdida de hábitat, el hambre y los depredadores.

- Muchos zoológicos tienen programas de cría de especies en peligro de extinción.<sup>3</sup> En la naturaleza, estos individuos podrían tener problemas para encontrar pareja y reproducirse, y las especies podrían extinguirse.
- Algunos zoológicos tienen programas de conservación en todo el mundo que utilizan la experiencia y el financiamiento del zoológico para ayudar a proteger la vida silvestre contra la caza furtiva y otras amenazas.
- Los zoológicos acreditados por la Asociación de Zoológicos y Acuarios respetan los más altos estándares en el trato a los animales que los habitan. Según la AZA, su acreditación garantiza que la organización ha sido sometida a una evaluación estricta por parte de expertos reconocidos para garantizar los más altos estándares de "gestión y cuidado de los animales, incluidos los entornos de vida, los grupos sociales, la salud y la nutrición".<sup>4</sup>
- Un buen zoológico proporciona un hábitat enriquecido donde los animales nunca se aburren, están bien cuidados y tienen mucho espacio.
- Ver un animal en persona es una experiencia mucho más personal y memorable que verlo en un documental sobre la naturaleza. Es más probable que las personas adopten una actitud empática hacia los animales.
- Algunos zoológicos ayudan a rehabilitar la vida silvestre y acogen mascotas exóticas que la gente ya no quiere o ya no puede cuidar.
- Tanto los expositores de animales acreditados como los no acreditados están regulados por la Ley Federal de Bienestar Animal, que establece estándares para el cuidado de los animales.<sup>5</sup>

### Zoológicos y conservación de especies en peligro de extinción

## Argumentos contra los zoológicos

- Desde el punto de vista de los derechos de los animales, los seres humanos no tienen derecho a criar, capturar y confinar a otros animales, incluso si esas especies están en peligro de extinción. Ser miembro de una especie en peligro de extinción no significa que los animales individuales deban tener menos derechos.



INTERIOR OF MENAGERIE, SHOWING THE ELEPHANT AT THE FAR END.



- Los animales en cautiverio sufren de aburrimiento, estrés y confinamiento.<sup>6</sup> Ningún corral, por más humano que sea, o safari en coche puede compararse con la libertad de la naturaleza.
- Los vínculos intergeneracionales se rompen cuando los individuos son vendidos o intercambiados a otros zoológicos.
- Los animales bebés atraen visitantes y dinero, pero este incentivo para criar nuevos bebés conduce a la superpoblación. Los animales sobrantes se venden a otros zoológicos, circos e instalaciones de caza.<sup>7</sup> Algunos zoológicos simplemente matan a sus animales sobrantes.<sup>8</sup>
- Algunos programas de cría en cautiverio no liberan a los animales en la naturaleza.<sup>9</sup> Las crías pueden pasar a formar parte para siempre de la cadena de zoológicos, circos y zoológicos de mascotas.
- La extracción de ejemplares individuales de la naturaleza pone en mayor peligro a la población silvestre porque los individuos restantes tendrán menos diversidad genética y pueden tener mayores dificultades para encontrar pareja.<sup>10</sup> Mantener la diversidad de especies dentro de las instalaciones de cría en cautiverio también es un desafío.
- Si la gente quiere ver animales salvajes en la vida real, puede observar la vida silvestre en estado salvaje o visitar un santuario. (Un verdadero santuario no compra, vende ni cría animales, sino que acoge mascotas exóticas no deseadas, animales sobrantes de zoológicos o animales salvajes heridos que ya no pueden sobrevivir en estado salvaje).
- La Ley de Bienestar Animal (AWA, por sus siglas en inglés) federal establece estándares mínimos para el tamaño de las jaulas, el refugio, la atención médica, la ventilación, el cercado, la comida y el agua. Por ejemplo, los recintos deben proporcionar "espacio suficiente para permitir que cada animal realice ajustes posturales y sociales normales con la libertad de movimiento adecuada. El espacio inadecuado puede indicarse por evidencia de desnutrición, mal estado, debilidad, estrés o patrones de comportamiento anormales".<sup>11</sup> Las infracciones a menudo resultan en un castigo severo y se le da al exhibidor una fecha límite para corregir la infracción.<sup>12</sup> Incluso una larga historia de atención inadecuada y violaciones de la AWA, como la historia de Tony, el tigre de la parada de camiones, no garantiza necesariamente que los animales maltratados sean liberados.
- A veces, los animales se escapan de sus recintos, lo que los pone en peligro a sí mismos y a las personas. Asimismo, las personas ignoran las advertencias o se acercan demasiado a los animales por accidente, lo que provoca resultados horribles. Por ejemplo, Harambe, un gorila occidental de llanura de 17 años, recibió un disparo en 2016 cuando un niño pequeño cayó accidentalmente en su

recinto en el zoológico de Cincinnati. Si bien el niño sobrevivió y no resultó gravemente herido, el gorila murió en el acto.

- Los zoológicos de mascotas se han relacionado con numerosos incidentes de enfermedades, incluidas la infección por E. coli, criptosporidiosis, salmonelosis y dermatomicosis (tiña). <sup>13</sup>

## La última palabra sobre los zoológicos

Al defender o rechazar los zoológicos y al plantear si son éticos, ambas partes sostienen que están salvando animales. Independientemente de que los zoológicos beneficien o no a la comunidad animal, sí generan dinero. Mientras exista demanda, los zoológicos seguirán existiendo.

Dado que los zoológicos son probablemente inevitables, la mejor manera de avanzar es garantizar que las condiciones del zoológico sean las mejores posibles para los animales que viven en cautiverio y que las personas que violen las sanciones de salud y seguridad en el cuidado de los animales no solo sean debidamente castigadas sino que se les niegue cualquier acceso futuro a los animales.

Un día, podremos mirar atrás y maravillarnos ante la barbarie de los zoológicos. O tal vez un día podamos mirar atrás y agradecer las especies que salvaron de la extinción. Solo el tiempo dirá cuál de estos dos escenarios es el más probable.

## Section 6

### 6th - 8th Grade Speech Topic Research Articles

Should schools ban plastic water bottles to reduce  
environmental waste?



# Single-Use Plastics

## Should Single-Use Plastics Be Banned?

Plastics are synthetic (artificial) or semisynthetic materials, made from large-molecule compounds called polymers, that can be molded or shaped, usually by the application of heat and pressure. [1]

The first plastic was invented in the 1860s by American industrialist John Wesley Hyatt as a substitute for ivory, the natural supply of which (from elephant tusks) was dwindling, thanks to irresponsible hunting and the dramatic rise in the popularity of billiards, for which plastic billiard balls were needed. According to the Science History Institute, Hyatt “treat[ed] cellulose derived from cotton fiber with camphor,” meaning that plastic initially used natural material as a jumping-off point. Later patented as Celluloid, the plastic proved a poor fit for billiard balls but worked well for dominoes and checkers playing pieces. [2][3]



The institute notes that the invention of plastic was revolutionary: “For the first time, human manufacturing was not constrained by the limits of nature. Nature only supplied so much wood, metal, stone, bone, tusk, and horn. But now humans could create new materials. This development helped not only people but also the environment. Advertisements praised celluloid as the savior of the elephant and the tortoise. Plastics could protect the natural world from the destructive forces of human need.” Furthermore, “the creation of new materials also helped free people from the social and economic constraints imposed by the scarcity of natural resources. Inexpensive celluloid made material wealth more widespread and obtainable.” [2]

Plastics went completely synthetic (artificial) with the invention of Bakelite by American chemist Leo Baekeland in 1907. American plastics manufacturing then surged 300% during World War II, thanks to inventions to aid the war effort. Nylon was invented by American chemist Wallace Hume Carothers and colleagues in 1935 as a silk replacement for parachutes, and Plexiglas (also called Lucite) was invented by German chemist Otto Röhm as a glass substitute for airplane windows. Following the war, plastics offered everyday people “an almost utopian vision of a future with abundant material wealth, thanks to an inexpensive, safe, sanitary substance that could be shaped by humans to their every whim.” [2][4]

Plastic’s reputation took a hit in the 1960s when plastic debris was first observed collecting in the ocean, whereupon the word “plastic” came to be synonymous with “fake” and “cheap.” The new environmental and ecology movements also took note of plastic’s inability to biodegrade (decompose). But despite these concerns, the consumer market for single-use plastics skyrocketed in the 1970s. Plastic jugs, for example, replaced the once omnipresent glass milk bottle. [2]

In light of growing environmental concerns, the plastics industry proposed widespread recycling programs. Americans had a history of recycling, mainly out of necessity. Clothes with holes were not discarded but mended and reused, and the rag-and-bone man (who collected



waste paper, old rags, bones, and scrap metal to sell to wealthy factory-owners) was a fixture in Western societies in the 19th century. During World Wars I and II, recycling was critical for the manufacturing of the war matériel needed for victory, and governments instituted extensive PR campaigns to spur a habit of reuse. The new recycling movement of the 1970s built on this tradition, as cities and states instituted the now popular curbside recycling programs. [\[5\]\[6\]](#)

Images of the mounting garbage at municipal landfills, and reports of garbage coming together in the oceans and harming and killing sea animals, further popularized the need for recycling. In 1997, while returning home after the Los Angeles-to-Hawaii Transpacific sailing race, Captain Charles Moore sailed through the North Pacific Ocean, where he found himself awash in a sea of plastic refuse. Returning the next year, Moore found the mass of plastic had grown. Dubbed the “Great Pacific Garbage Patch,” it is now comparable to the size of Texas and is just one of five areas of plastic accumulation in the oceans. Their unceasing growth highlights the environmental problem with plastics. [\[2\]\[7\]](#)

However, consumer appetite for plastics has only increased in the 21st century. Since the 1950s over nine billion metric tons of plastic have been produced globally, with more than half manufactured after 2000. [\[8\]](#)

Approximately 50% of plastic waste is single-use plastic. Single-use plastics “are goods that are made primarily from fossil fuel-based chemicals (petrochemicals) and are meant to be disposed of right after use—often in mere minutes. Single-use plastics are most commonly used for packaging and service ware, such as bags, bottles, wrappers, and straws,” according to journalist Courtney Lindwall. [\[8\]](#)

Unlike more-permanent plastic items, such as PVC pipes used for plumbing and electrical wiring, most single-use plastics cannot be reused without potentially damaging consequences. While it’s possible to reuse a single-use plastic grocery bag a few times, “experts say to take caution when it comes to plastic bottles or food containers...[because] all plastics used in food containers and plastic bottles could release harmful chemicals if used repeatedly,” reports journalist Stephanie Vermillion. Even “those [single-use items] said to be free of bisphenol A [BPA]—a controversial chemical that’s been linked to hormonal disruptions”—could be problematic. [\[9\]](#)

The myriad problems with and conveniences of plastic are well established, so the question remains how to balance the one with the other. Some jurisdictions have dealt with this problem by outright banning single-use plastics. In the United States, San Francisco was the first city to ban plastic bags, and many cities and a few states followed the trend. Plastic straws have been banned in cities in some 15 states and Washington, D.C. Other plastic bans are popping up across the country—hotels in California and New York state, for example, are banned from providing tiny plastic bottles of shampoo, conditioner, moisturizer, and body wash. [\[10\]\[11\]\[12\]\[13\]\[14\]](#)

While no federal ban exists in the United States, the Department of the Interior is phasing out all single-use plastics in national parks and some public lands by 2032. Additionally, the Biden administration released “the first comprehensive, government-wide strategy to target plastic pollution at production, processing, use, and disposal”—Mobilizing Federal Action on Plastic Pollution: Progress, Principles, and Priorities—which includes the “goal to phase out federal procurement of single-use plastics from food service operations, events, and packaging by 2027, and from all federal operations by 2035.” [\[10\]\[40\]](#)

Internationally, China banned single-use plastic straws in restaurants and single-use plastic bags in major cities; the European Union banned most single-use plastics as of July 1, 2021; and several other countries have implemented or are considering such bans. [\[15\]](#)[\[16\]](#)

So, are single-use plastic bans the most effective policy to reduce plastic consumption and pollution?

*(This article first appeared on ProCon.org and was last updated on Aug. 8, 2024.)*

## PROS

## CONS

**Pro 1:** Single-use plastic bans combat destructive convenience culture. [Read More.](#)

**Con 1:** Single-use plastic serves a range of important uses. [Read More.](#)

**Pro 2:** Single-use plastic bans work. Period. [Read More.](#)

**Con 2:** Bans targeting single-use products are Band-Aids hiding the real need—a reduction in all plastic production. [Read More.](#)

**Pro 3:** Bans are required because plastic recycling is a myth. [Read More.](#)

**Con 3:** Bans wrongly punish consumers, whereas producers and recyclers are the problem. [Read More.](#)

## Pro Arguments

### Pro 1: Single-use plastic bans combat destructive convenience culture.

“Our brains favor habits because they conserve energy. So if we are going against the current—a BYO [bring-your-own] straw for example—it’s hard for most people to do so unless highly motivated,” says climate psychology educator and consultant Leslie Davenport. Single-use plastic bans force people to snap out of convenience culture and find better alternatives. [\[17\]](#)

Single-use plastic products promote a culture of convenience wherein cutlery doesn’t need to be washed; no one has to remember to take a bag to the grocery store; you can buy two aspirin in a plastic packet instead of a whole bottle; and food that nature has already “single-use wrapped,” like apples and oranges, is swathed in plastic anyway.

The worst thing about any single-use item is that we devalue something to the point that we intend to throw it away. The convenience culture has normalized this destructive behavior and as result, we produce millions of tons of it every single year. If we change our mindset on what we consume, we will

be more aware of the single-use plastic we use and how we can avoid it,” argues Megean Weldon of Zero Waste Nerd. [\[9\]](#)

Furthermore, every single-use plastic item has an alternative made of a multiuse material: cotton shopping bags, glass food containers, bamboo cutlery, and metal straws are just a start. Plus, the non-disposable items serve us better. Reusable cups keep liquids hotter or colder longer, for example. And all reusable options are less expensive for the life of the product, use fewer energy resources to make and clean, and have a much lower chance of leaching toxic chemicals. [\[18\]\[19\]\[20\]](#)

“I would not recommend plastic, period,” says R. Thomas Zoeller, professor emeritus at the University of Massachusetts at Amherst. [\[20\]](#)

## **Pro 2: Single-use plastic bans work. Period.**

A Jan. 2024 study that examined single-use plastic bag “bans in five states and cities that cover more than 12 million people combined” found those bans to “have cut single-use plastic bag consumption by about 6 billion bags per year. That’s enough bags to circle the earth 42 times.” Similar bans, suggests the study, could reduce single-use plastic bag usage by about 300 plastic bags per person per year on average. [\[21\]](#)

“The bottom line is that plastic bag bans work. Millions...have realized that it’s easy to live without plastic bags and get used to bringing a bag from home or skipping a bag when they can. That means less waste and less litter. For our children to inherit a less polluted earth, that’s exactly what we need,” says Faran Savitz of the PennEnvironment Research & Policy Center. [\[22\]](#)

Bans on single-use plastic bags reduce waste, litter, and pollution, and encourage sustainable alternatives. The logic follows that bans on other single-use products would be as successful. [\[23\]](#)

In fact, bans on plastic straws have also been wildly successful. Journalist Harvin Bhathal explains, “Plastic straw bans are alive and well today, with new proposals still cropping up at the state and city levels. But eliminating plastic straws is no longer the go-to goal of the anti-plastic movement. Part of that is the result of the existing bans’ success: For many consumers, the absence of plastic straws has become normal, even mundane.” [\[17\]](#)

Single-use plastic bans, explain advocates, are not meant to solve the world’s plastic problems in one broad stroke. Instead, as Sophie Lewis of Seaside Sustainability notes, the bans are “certainly a start to reducing the amount of future pollution. It is important for people to start to drop their plastic habit, which means decreasing the amount of it in circulation.” [\[24\]](#)

## **Pro 3: Bans are required because plastic recycling is a myth.**

As a 2022 NPR headline declares, “Recycling plastic is practically impossible—and the problem is getting worse.” [\[25\]\[27\]](#)

Only 5–6% of plastic is actually being recycled into new products in the United States, according to Greenpeace. In fact, “no type of single-use plastic food service item (such as those used at fast food restaurants) can legally be claimed as recyclable” in the United States, including clamshell food containers, cutlery, bags, cups, and straws, according to the 2022 U.S. MRF (Material Recovery Facilities) Survey. [25][26]

The Center for Climate Integrity calls plastic recycling a “fraud” and explains that part of the problem is that plastic, unlike glass or cardboard, is not a single material but is composed of many related polymers that also sometimes include metal, paper, colorants, and other materials. The materials cannot be recycled together and cannot be separated for individual recycling, a catch-22 that lands 94–95% of plastic in landfills and the ocean, among other inappropriate places for waste. [27]

“Politically it’s easier to just say ‘Gosh, we’re going to take everything and we think we can get it recycled,’ and then look the other way” while the plastic goes to the landfill, “That’s greenwashing [making a product, policy, or activity appear more environmentally friendly or less environmentally damaging than it really is] at its best,” says Trent Carpenter, general manager of Southern Oregon Sanitation. [25]

Leslie Davenport, a climate psychology educator, explains that consumers buy into greenwashing unconsciously, because “there can be an unexamined story of ‘I’m doing my part’ because it is more soothing than feeling out of control with the harmful and terrifying trajectory we are on with climate change.” [17]

At this point, virtually all claims of plastic recyclability are egregiously false. Greenpeace urges “instead of continuing on this false path, companies in the U.S. and around the world must urgently phase out single-use plastics by replacing their packaging with reuse and refill systems and offering packaging free products.” Bans can assist in this effort. [26]



## Con Arguments

### Con 1: Single-use plastic serves a range of important uses.

From aiding people with disabilities to keeping food fresh, from reducing transportation emissions to aiding in medical treatment, single-use plastics are much more than “convenient.”

People with disabilities rely on single-use plastics for a variety of reasons. Many cannot lift a cup to their mouth and must rely upon a straw that they cannot easily wash; many cannot manage food preparation and need sliced fruit in a plastic container. Alternatives to single-use plastic can be prohibitively expensive and difficult to maintain for those with disabilities. [\[28\]](#)

Why can't food be packaged in something other than plastic? The simple answer is that plastic keeps food fresh. Emmerson Packaging cites several studies showing that “cucumbers wrapped in plastic last 14 days longer than unwrapped cucumbers; bananas wrapped in plastic last 21 days longer than their unwrapped counterparts; beef wrapped in plastic vacuum packaging with an oxygen barrier film lasts 26 days longer; [and] selling grapes in plastic bags or trays has reduced in-store wastage of grapes by 20%.” Keeping food fresh longer not only reduces food waste but also increases the accessibility of healthful foods to “food deserts.” [\[29\]](#)

Fresh food like produce travels an average of 1,500 miles from farm to grocery store. Plastic packaging ensures the food is not damaged during transport and reduces transportation emissions, because it's lighter than alternatives. [\[30\]](#)[\[31\]](#)[\[32\]](#)[\[33\]](#)

Additionally, we rarely think beyond food in terms of single-use plastics. However, single-use plastics are crucial in the medical field, from PPE (masks and surgical gowns) to syringes and blood-transfer bags. Single-use plastics keep patients and providers safe by providing them with tools and drugs that are sterile. We can't ban all single-use plastic without providing accessible, appropriate, and safe alternatives. [\[34\]](#)

### Con 2: Bans targeting single-use products are Band-Aids hiding the real need—a reduction in all plastic production.

The problem is not consumer use of single-use plastic, but the *production* of all plastic.

Even with every mitigating policy on the consumer side—bans, recycling, and others—“we would still release more than 17 million tons of plastic per year into nature,” according to Melanie Bergmann, a plastic pollution and microplastic expert at the Alfred Wegener Institute in Germany. Bergmann says, “The science is crystal clear. Only upstream measures such as a cap on plastic production will prevent further degradation of our life-supporting ecosystems and allow us at the same time to reduce the carbon footprint of plastics, which makes up 4.5% of the global CO<sub>2</sub> emissions.” [\[35\]](#)

In perspective, CO<sub>2</sub> emissions from plastic production are expected to outpace the poster child of climate pollution—coal—by 2030. Thus, dealing with single-use plastic waste is only a Band-Aid on the larger problem of plastic production. [\[35\]](#)

While a world without any plastic is farfetched, “it is crucial that the production of new plastics is reduced and refined. The types of plastics currently being produced are incredibly complex, and often not used in an easily recyclable form. The world urgently needs to reduce the types of plastic from the thousands currently available to perhaps 10–20 key polymer types which can be easily identified, sorted and recycled,” according to British think-tank Chatham House. [\[36\]](#)

The United States alone throws out 42 million metric tons of plastic. The solution is to stop producing new plastic. Policies such as requiring all plastic to be 50% recycled rather than 100% “virgin” plastic and requiring environmental impact reviews for production expansion will go much farther than consumer bans, which distract from the critical problem at hand. [\[37\]](#)

### **Con 3: Bans wrongly punish consumers, whereas producers and recyclers are the problem.**

Society has been led to believe that if plastic products are used and disposed of appropriately, they will be recycled. Why punish consumers who have followed directions? The plastics industry and recycling companies need to step up their game and deliver what they promised by both manufacturing recyclable plastics and actually recycling them.

“Plastic is a victim of its own success: cheap, light and flexible. It’s so cheap that many of us don’t question using it once and throwing it away. It’s so useful that we find it everywhere. While plastic waste is a pressing problem, its properties mean that it still has an important part to play, particularly in transporting food. So before we give up on plastic, perhaps we should think about how to use, and reuse, it better,” says journalist Axelle Parriaux. [\[31\]](#)

The idea that recycling is a subcategory of “sustainable polymer engineering” has emerged, moving responsibility from consumers, 94% of whom support recycling, to manufacturers. [\[38\]](#)[\[39\]](#)

Sustainable polymer engineering “includes the development of biodegradable and natural-sourced polymers; the development of refined separation and recycling techniques, including machine-learning enabled recognition and separation of components; and the development of ‘chemical breakdown and re-use’ strategies,” according to *American Recycler*. [\[38\]](#)

Michael Bockstaller, a professor at Carnegie Mellon University, explains that the idea of “chemical breakdown and re-use” is to reverse-engineer polymers, to revert the polymer back into its monomer form,” which allows different plastics and other components to be separated. Bockstaller’s researchers are also looking into “polymers that can ‘heal’ themselves. The idea is to design materials that can recover their structure and properties after damage events—thus reducing the amount of material that is discarded due to malfunction.” [\[38\]](#)

Science is ready and capable of developing not only new ways to reduce, reuse, and recycle existing plastics but also innovative ways to produce plastic that is both more durable and more easily recycled.





# Plásticos de un solo uso

¿Deberían prohibirse los plásticos de un solo uso?

Los plásticos son materiales sintéticos (artificiales) o semisintéticos, hechos de compuestos de moléculas grandes llamados polímeros, que pueden moldearse o darse forma, generalmente mediante la aplicación de calor y presión. [1]

El primer plástico fue inventado en la década de 1860 por el industrial estadounidense John Wesley Hyatt como sustituto del marfil, cuya provisión natural (de colmillos de elefante) estaba disminuyendo debido a la caza irresponsable y al espectacular aumento de la popularidad del billar, para el que se necesitaban bolas de plástico. Según el Science History Institute, Hyatt “trató la celulosa derivada de la fibra de algodón con alcanfor”, lo que significa que inicialmente el plástico utilizó material natural como punto de partida. Más tarde patentado como celuloide, el plástico resultó ser poco adecuado para las bolas de billar, pero funcionó bien para las piezas de dominó y damas. [2][3]



El instituto señala que la invención del plástico fue revolucionaria: “Por primera vez, la fabricación humana no estaba limitada por los límites de la naturaleza. La naturaleza sólo proporcionaba cierta cantidad de madera, metal, piedra, hueso, colmillos y cuernos. Pero ahora los humanos podían crear nuevos materiales. Este avance no sólo ayudó a las personas, sino también al medio ambiente. Los anuncios elogiaban al celuloide como el salvador del elefante y la tortuga. Los plásticos podían proteger al mundo natural de las fuerzas destructivas de la necesidad humana”. Además, “la creación de nuevos materiales también ayudó a liberar a las personas de las limitaciones sociales y económicas impuestas por la escasez de recursos naturales. El celuloide barato hizo que la riqueza material fuera más extendida y obtenible”. [2]

Los plásticos se volvieron completamente sintéticos (artificiales) con la invención de la baquelita por el químico estadounidense Leo Baekeland en 1907. La fabricación de plásticos en Estados Unidos aumentó un 300% durante la Segunda Guerra Mundial, gracias a inventos que ayudaron al esfuerzo bélico. El nailon fue inventado por el químico estadounidense Wallace Hume Carothers y sus colegas en 1935 como reemplazo de la seda para los paracaídas, y el plexiglás (también llamado Lucite) fue inventado por el químico alemán Otto Röhm como sustituto del vidrio para las ventanas de los aviones. Después de la guerra, los plásticos ofrecieron a la gente común “una visión casi utópica de un futuro con abundante riqueza material, gracias a una sustancia barata, segura e higiénica que los humanos podían moldear a su antojo”. [2][4]

La reputación del plástico sufrió un duro golpe en la década de 1960, cuando se observó por primera vez que se acumulaban desechos plásticos en el océano, momento en el que la palabra “plástico” pasó a ser sinónimo de “falso” y “barato”. Los nuevos movimientos ambientalistas y ecologistas también tomaron nota de la incapacidad del plástico para biodegradarse (descomponerse). Pero a pesar de estas preocupaciones, el mercado de consumo de plásticos de un solo uso se disparó en la década de 1970. Las jarras de plástico, por ejemplo, reemplazaron a las omnipresentes botellas de leche de vidrio. [2]



En vista de las crecientes preocupaciones ambientales, la industria del plástico propuso programas generalizados de reciclaje. Los estadounidenses tenían una historia de reciclaje, principalmente por necesidad. La ropa con agujeros no se descartaba, sino que se remendaba y reutilizaba, y el trapero (que recogía papel usado, trapos viejos, huesos y chatarra para venderlos a los ricos dueños de fábricas) era un elemento fijo en las sociedades occidentales del siglo XIX. Durante la Primera y la Segunda Guerra Mundial, el reciclaje fue fundamental para la fabricación del material bélico necesario para la victoria, y los gobiernos instituyeron extensas campañas de relaciones públicas para estimular el hábito de la reutilización. El nuevo movimiento de reciclaje de la década de 1970 se basó en esta tradición, ya que las ciudades y los estados instituyeron los ahora populares programas de reciclaje en la acera. [5] [6]

Las imágenes de la basura acumulada en los vertederos municipales y los informes sobre la acumulación de basura en los océanos, que daña y mata a los animales marinos, popularizaron aún más la necesidad de reciclar. En 1997, mientras regresaba a casa después de la regata Transpacífica de Los Ángeles a Hawái, el capitán Charles Moore navegó por el océano Pacífico Norte, donde se encontró inundado por un mar de desechos plásticos. Al regresar al año siguiente, Moore descubrió que la masa de plástico había crecido. Apodada la “Gran Mancha de Basura del Pacífico”, ahora es comparable al tamaño de Texas y es solo una de las cinco áreas de acumulación de plástico en los océanos. Su crecimiento incesante pone de relieve el problema ambiental de los plásticos. [2] [7]

Sin embargo, el apetito de los consumidores por el plástico no ha hecho más que aumentar en el siglo XXI. Desde la década de 1950 se han producido más de nueve mil millones de toneladas métricas de plástico en todo el mundo, y más de la mitad de ellas se fabricaron después del año 2000. [8]

Aproximadamente el 50% de los residuos plásticos son plásticos de un solo uso. Los plásticos de un solo uso “son productos que se fabrican principalmente a partir de productos químicos derivados de combustibles fósiles (petroquímicos) y están destinados a desecharse inmediatamente después de su uso, a menudo en cuestión de minutos. Los plásticos de un solo uso se utilizan con mayor frecuencia para envases y artículos de servicio, como bolsas, botellas, envoltorios y pajitas”, según la periodista Courtney Lindwall . [8]

A diferencia de los artículos de plástico más permanentes, como las tuberías de PVC que se utilizan para la plomería y el cableado eléctrico, la mayoría de los plásticos de un solo uso no se pueden reutilizar sin consecuencias potencialmente dañinas. Si bien es posible reutilizar una bolsa de plástico de un solo uso para el supermercado varias veces, “los expertos recomiendan tener cuidado cuando se trata de botellas de plástico o recipientes para alimentos... [porque] todos los plásticos utilizados en recipientes para alimentos y botellas de plástico podrían liberar sustancias químicas nocivas si se usan repetidamente”, informa la periodista Stephanie Vermillion. Incluso “aquellos [artículos de un solo uso] que se dice que no contienen bisfenol A [BPA], una sustancia química controvertida que se ha relacionado con alteraciones hormonales”, podrían ser problemáticos. [9]

Los innumerables problemas y ventajas del plástico están bien establecidos, por lo que la pregunta sigue siendo cómo equilibrar uno con el otro. Algunas jurisdicciones han abordado este problema prohibiendo directamente los plásticos de un solo uso. En los Estados Unidos, San Francisco fue la primera ciudad en prohibir las bolsas de plástico, y muchas ciudades y algunos estados siguieron la tendencia. Las pajitas de plástico han sido prohibidas en ciudades de unos 15 estados y Washington, DC. Otras prohibiciones de plástico están apareciendo en todo el país: los hoteles de California y el estado de Nueva York, por ejemplo, tienen prohibido proporcionar pequeñas botellas de plástico de champú, acondicionador, humectante y gel de baño. [10] [11] [12] [13] [14]

Si bien no existe ninguna prohibición federal en los Estados Unidos, el Departamento del Interior está eliminando gradualmente todos los plásticos de un solo uso en los parques nacionales y algunas tierras públicas para 2032. Además, la administración Biden lanzó “la primera estrategia integral de todo el gobierno para abordar la contaminación plástica en la producción, el procesamiento, el uso y la eliminación” —Movilización de la acción federal sobre la contaminación plástica: progreso, principios y prioridades— que incluye el “objetivo de eliminar gradualmente la adquisición federal de plásticos de un solo uso en operaciones de servicios de alimentos, eventos y envases para 2027, y de todas las operaciones federales para 2035”. [\[10\]](#) [\[40\]](#)

A nivel internacional, China prohibió las pajitas de plástico de un solo uso en los restaurantes y las bolsas de plástico de un solo uso en las principales ciudades; la Unión Europea prohibió la mayoría de los plásticos de un solo uso a partir del 1 de julio de 2021; y varios otros países han implementado o están considerando tales prohibiciones. [\[15\]](#) [\[16\]](#)

Entonces, ¿son las prohibiciones de plásticos de un solo uso la política más eficaz para reducir el consumo de plástico y la contaminación?

*(Este artículo apareció por primera vez en ProCon.org y se actualizó por última vez el 8 de agosto de 2024).*

PRO	CON
<p><b>Pro 1:</b> La prohibición de los plásticos de un solo uso combate la cultura destructiva de la comodidad. <a href="#">Leer más.</a></p>	<p><b>Desventaja 1:</b> El plástico de un solo uso tiene una variedad de usos importantes. <a href="#">Leer más.</a></p>
<p><b>Pro 2:</b> Las prohibiciones a los plásticos de un solo uso funcionan. Punto. <a href="#">Leer más.</a></p>	<p><b>Desventaja 2:</b> Las prohibiciones dirigidas a los productos de un solo uso son parches que ocultan la necesidad real: reducir la producción total de plástico. <a href="#">Leer más.</a></p>
<p><b>Pro 3:</b> Las prohibiciones son necesarias porque el reciclaje de plástico es un mito. <a href="#">Leer más.</a></p>	<p><b>Desventaja 3:</b> Las prohibiciones castigan erróneamente a los consumidores, mientras que los productores y recicladores son el problema. <a href="#">Leer más.</a></p>

## Argumentos a favor

### Pro 1: Las prohibiciones de plásticos de un solo uso combaten la cultura destructiva de la conveniencia.

“Nuestros cerebros favorecen los hábitos porque conservan la energía. Por eso, si vamos contra la corriente (por ejemplo, si llevamos nuestra propia pajita), a la mayoría de las personas les resulta difícil hacerlo a menos que estén muy motivadas”, afirma la educadora y consultora en psicología climática Leslie Davenport. Las prohibiciones a los plásticos de un solo uso obligan a las personas a salir de la cultura de la comodidad y buscar mejores alternativas. [\[17\]](#)

Los productos de plástico de un solo uso promueven una cultura de conveniencia en la que no es necesario lavar los cubiertos; nadie tiene que recordar llevar una bolsa al supermercado; se pueden comprar dos aspirinas en un paquete de plástico en lugar de un frasco entero; y los alimentos que la naturaleza ya ha "envuelto para un solo uso", como las manzanas y las naranjas, están de todos modos envueltos en plástico.

“Lo peor de cualquier artículo de un solo uso es que lo devaluamos hasta el punto de que tenemos la intención de tirarlo a la basura. La cultura de la comodidad ha normalizado este comportamiento destructivo y, como resultado, producimos millones de toneladas de este producto cada año. Si cambiamos nuestra mentalidad sobre lo que consumimos, seremos más conscientes del plástico de un solo uso que utilizamos y de cómo podemos evitarlo”, afirma Megean Weldon de Zero Waste Nerd. [\[9\]](#)

Además, cada artículo de plástico de un solo uso tiene una alternativa hecha de un material multiuso: bolsas de algodón para la compra, recipientes de vidrio para alimentos, cubiertos de bambú y pajitas de metal son solo un comienzo. Además, los artículos no desechables nos sirven mejor. Los vasos reutilizables mantienen los líquidos más calientes o más fríos durante más tiempo, por ejemplo. Y todas las opciones reutilizables son menos costosas durante la vida útil del producto, utilizan menos recursos energéticos para fabricarse y limpiarse, y tienen muchas menos posibilidades de filtrar sustancias químicas tóxicas. [\[18\]](#) [\[19\]](#) [\[20\]](#)

“No recomendaría el plástico, punto”, dice R. Thomas Zoeller, profesor emérito de la Universidad de Massachusetts en Amherst. [\[20\]](#)

### Pro 2: Las prohibiciones a los plásticos de un solo uso funcionan. Punto.

Un estudio de enero de 2024 que examinó las prohibiciones de las bolsas de plástico de un solo uso “en cinco estados y ciudades que abarcan a más de 12 millones de personas en conjunto” concluyó que esas prohibiciones “han reducido el consumo de bolsas de plástico de un solo uso en aproximadamente 6 mil millones de bolsas por año. Eso es suficiente para dar la vuelta a la Tierra 42 veces”. Prohibiciones similares, sugiere el estudio, podrían reducir el uso de bolsas de plástico de un solo uso en aproximadamente 300 bolsas de plástico por persona por año en promedio. [\[21\]](#)

“La conclusión es que la prohibición de las bolsas de plástico funciona. Millones de personas... se han dado cuenta de que es fácil vivir sin bolsas de plástico y se han acostumbrado a llevar una bolsa de casa o a no llevarla cuando pueden. Eso significa menos residuos y menos basura. Para que nuestros hijos hereden un planeta menos contaminado, eso es exactamente lo que necesitamos”, afirma Faran . Savitz del Centro de Investigación y Política Ambiental de Pensilvania . [\[22\]](#)



La prohibición de las bolsas de plástico de un solo uso reduce los desechos, la basura y la contaminación, y promueve alternativas sostenibles. La lógica implica que la prohibición de otros productos de un solo uso también tendría éxito. [23]

De hecho, las prohibiciones de las pajitas de plástico también han tenido un éxito rotundo. El periodista Harvin Bhathal explica: “Las prohibiciones de las pajitas de plástico siguen vigentes hoy en día, y siguen surgiendo nuevas propuestas a nivel estatal y municipal. Pero eliminar las pajitas de plástico ya no es el objetivo principal del movimiento antiplástico. Parte de ello es el resultado del éxito de las prohibiciones existentes: para muchos consumidores, la ausencia de pajitas de plástico se ha convertido en algo normal, incluso mundano”. [17]

Las prohibiciones de los plásticos de un solo uso, explican los defensores, no tienen como objetivo resolver los problemas del plástico en el mundo de una sola vez. En cambio, como señala Sophie Lewis de Seaside Sustainability, las prohibiciones son “sin duda un comienzo para reducir la cantidad de contaminación futura. Es importante que la gente comience a abandonar su hábito de usar plástico, lo que significa disminuir la cantidad de este material en circulación”. [24]

## Pro 3: Se requieren prohibiciones porque el reciclaje de plástico es un mito.

Como declara un titular de NPR de 2022: “Reciclar plástico es prácticamente imposible y el problema está empeorando”. [25] [27]

Según Greenpeace, en Estados Unidos solo se recicla entre el 5 y el 6 % del plástico para fabricar nuevos productos. De hecho, “ningún tipo de artículo de plástico de un solo uso para servicios alimentarios (como los que se utilizan en los restaurantes de comida rápida) puede considerarse legalmente reciclable” en Estados Unidos, incluidos los recipientes para alimentos con tapa, los cubiertos, las bolsas, los vasos y las pajitas, según la encuesta de instalaciones de recuperación de materiales (MRF) de Estados Unidos de 2022. [25] [26]

El Centro para la Integridad Climática califica el reciclaje de plástico como un “fraude” y explica que parte del problema es que el plástico, a diferencia del vidrio o el cartón, no es un único material, sino que está compuesto de muchos polímeros relacionados que a veces también incluyen metal, papel, colorantes y otros materiales. Los materiales no se pueden reciclar juntos ni se pueden separar para su reciclaje individual, un círculo vicioso que hace que el 94-95% del plástico acabe en vertederos y en el océano, entre otros lugares inadecuados para los residuos. [27]

“Políticamente es más fácil decir simplemente ‘Dios, vamos a tomar todo y creemos que podemos reciclarlo’, y luego mirar para otro lado” mientras el plástico va al vertedero, “Eso es lavado de imagen verde [hacer que un producto, política o actividad parezca más amigable con el medio ambiente o menos dañino para el medio ambiente de lo que realmente es] en su mejor expresión”, dice Trent Carpenter, gerente general de Southern Oregon Sanitation. [25]

Leslie Davenport, educadora en psicología climática, explica que los consumidores se dejan llevar por el lavado de imagen de manera inconsciente, porque “puede haber una historia no examinada de ‘estoy haciendo mi parte’ porque es más tranquilizador que sentirse fuera de control con la trayectoria dañina y aterradora en la que estamos con el cambio climático”. [17]

A estas alturas, prácticamente todas las afirmaciones sobre la reciclabilidad del plástico son escandalosamente falsas. Greenpeace insta a que “en lugar de seguir por este camino falso, las empresas de Estados Unidos y de todo el mundo deben eliminar urgentemente los plásticos de un solo uso sustituyendo sus envases por sistemas de reutilización y recarga y ofreciendo productos sin envases”. Las prohibiciones pueden ayudar en este esfuerzo. [26]



## Argumentos en contra

### Con 1: El plástico de un solo uso tiene una variedad de usos importantes.

Desde ayudar a personas con discapacidades hasta mantener los alimentos frescos, desde reducir las emisiones del transporte hasta ayudar en el tratamiento médico, los plásticos de un solo uso son mucho más que “convenientes”.

Las personas con discapacidad dependen de los plásticos de un solo uso por diversas razones. Muchas no pueden llevarse un vaso a la boca y deben recurrir a una pajita que no pueden lavar fácilmente; muchas no pueden preparar la comida y necesitan fruta cortada en rodajas en un recipiente de plástico. Las alternativas al plástico de un solo uso pueden resultar prohibitivamente caras y difíciles de mantener para las personas con discapacidad. [28]

¿Por qué no se pueden envasar los alimentos en algo que no sea plástico? La respuesta es sencilla: el plástico mantiene los alimentos frescos. Emmerson Packaging cita varios estudios que demuestran que “los pepinos envueltos en plástico duran 14 días más que los pepinos sin envolver; los plátanos envueltos en plástico duran 21 días más que sus homólogos sin envolver; la carne de vacuno envuelta en un envase de plástico al vacío con una película de barrera de oxígeno dura 26 días más; [y] la venta de uvas en bolsas o bandejas de plástico ha reducido el desperdicio de uvas en las tiendas en un 20%”. Mantener los alimentos frescos durante más tiempo no solo reduce el desperdicio de alimentos, sino que también aumenta la accesibilidad de los alimentos saludables a los “desiertos alimentarios”. [29]

Los alimentos frescos, como los productos agrícolas, recorren una media de 2400 kilómetros desde la granja hasta la tienda de comestibles. Los envases de plástico garantizan que los alimentos no se dañen durante el transporte y reducen las emisiones, ya que son más ligeros que las alternativas. [30] [31] [32] [33]

Además, rara vez pensamos en los plásticos de un solo uso más allá de los alimentos. Sin embargo, estos son cruciales en el ámbito médico, desde los EPI (mascarillas y batas quirúrgicas) hasta las jeringas y las bolsas para transferencia de sangre. Los plásticos de un solo uso mantienen seguros a los pacientes y a los proveedores al proporcionarles herramientas y medicamentos esterilizados. No podemos prohibir todos los plásticos de un solo uso sin ofrecer alternativas accesibles, apropiadas y seguras. [34]

### Con 2: Las prohibiciones dirigidas a los productos de un solo uso son curitas que ocultan la necesidad real: una reducción en toda la producción de plástico.

El problema no es el uso de plástico de un solo uso por parte de los consumidores, sino la *producción* de todo el plástico.

Incluso con todas las políticas de mitigación por parte del consumidor (prohibiciones, reciclaje y otras), “aún así liberaríamos más de 17 millones de toneladas de plástico por año a la naturaleza”, según Melanie Bergmann, experta en contaminación plástica y microplásticos del Instituto Alfred Wegener en Alemania. Bergmann dice: “La ciencia es clarísima. Solo las medidas previas, como un límite a la producción de plástico, evitarán una mayor degradación de nuestros ecosistemas que sustentan la vida y nos permitirán al mismo tiempo reducir la huella de carbono de los plásticos, que representa el 4,5% de las emisiones globales de CO<sub>2</sub>”. [35]

En perspectiva, se espera que las emisiones de CO<sub>2</sub> provenientes de la producción de plástico superen a las del mayor contaminante climático, el carbón, para el año 2030. Por lo tanto, abordar los desechos plásticos de un solo uso es solo una curita para el problema más grande de la producción de plástico. [35]

Si bien un mundo sin plástico es una posibilidad remota, “es crucial que se reduzca y refine la producción de nuevos plásticos. Los tipos de plásticos que se producen actualmente son increíblemente complejos y, a menudo, no se utilizan en una forma fácilmente reciclable. El mundo necesita urgentemente reducir los tipos de plástico de los miles que hay actualmente disponibles a quizás 10 o 20 tipos clave de polímeros que se puedan identificar, clasificar y reciclar fácilmente”, según el grupo de expertos británico Chatham House. [36]

Sólo en Estados Unidos se desechan 42 millones de toneladas métricas de plástico. La solución es dejar de producir plástico nuevo. Políticas como exigir que todo el plástico sea reciclado en un 50% en lugar de plástico 100% “virgen” y exigir estudios de impacto ambiental para la expansión de la producción irán mucho más allá que las prohibiciones a los consumidores, que distraen la atención del problema crítico en cuestión. [37]

### **Con 3: Las prohibiciones castigan erróneamente a los consumidores, mientras que el problema son los productores y recicladores.**

A la sociedad se le ha hecho creer que si los productos plásticos se utilizan y se desechan de forma adecuada, se reciclarán. ¿Por qué castigar a los consumidores que han seguido las instrucciones? La industria del plástico y las empresas de reciclaje deben mejorar su desempeño y cumplir lo que prometieron, tanto fabricando plásticos reciclables como reciclándolos.

“El plástico es víctima de su propio éxito: barato, ligero y flexible. Es tan barato que muchos de nosotros no nos planteamos utilizarlo una vez y tirarlo. Es tan útil que lo encontramos en todas partes. Si bien los residuos plásticos son un problema acuciante, sus propiedades hacen que siga teniendo un papel importante que desempeñar, en particular en el transporte de alimentos. Por eso , antes de renunciar al plástico, tal vez deberíamos pensar en cómo utilizarlo y reutilizarlo mejor”, afirma la periodista Axelle Parriaux . [31]

Ha surgido la idea de que el reciclaje es una subcategoría de la “ingeniería de polímeros sostenibles”, trasladando la responsabilidad de los consumidores, el 94% de los cuales apoyan el reciclaje, a los fabricantes. [38] [39]

La ingeniería de polímeros sustentables “incluye el desarrollo de polímeros biodegradables y de origen natural; el desarrollo de técnicas refinadas de separación y reciclaje, incluido el reconocimiento y la separación de componentes mediante aprendizaje automático; y el desarrollo de estrategias de ‘descomposición y reutilización química’”, según *American Recycler* . [38]

Michael Bockstaller , profesor de la Universidad Carnegie Mellon, explica que la idea de la “descomposición química y reutilización” es aplicar ingeniería inversa a los polímeros, para que vuelvan a su forma monomérica”, lo que permite separar los distintos plásticos y otros componentes. Los investigadores de Bockstaller también están estudiando “polímeros que puedan ‘curarse’ a sí mismos. La idea es diseñar materiales que puedan recuperar su estructura y propiedades después de sufrir daños, reduciendo así la cantidad de material que se descarta debido a un mal funcionamiento”. [38]

La ciencia está preparada y es capaz de desarrollar no sólo nuevas formas de reducir, reutilizar y reciclar los plásticos existentes, sino también formas innovadoras de producir plástico que sea más duradero y más fácil de reciclar.





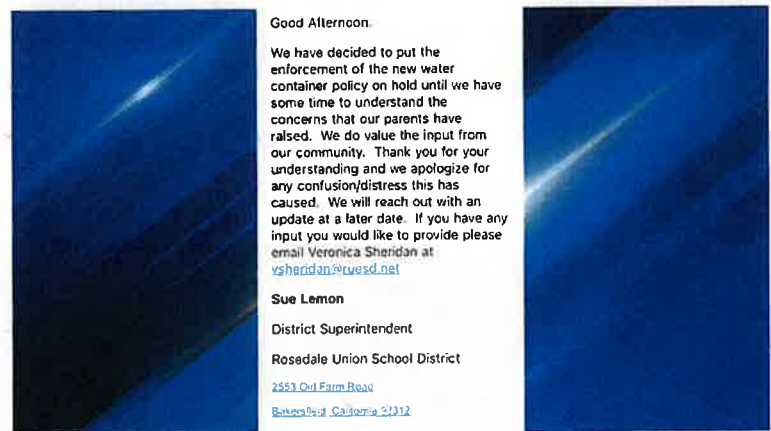
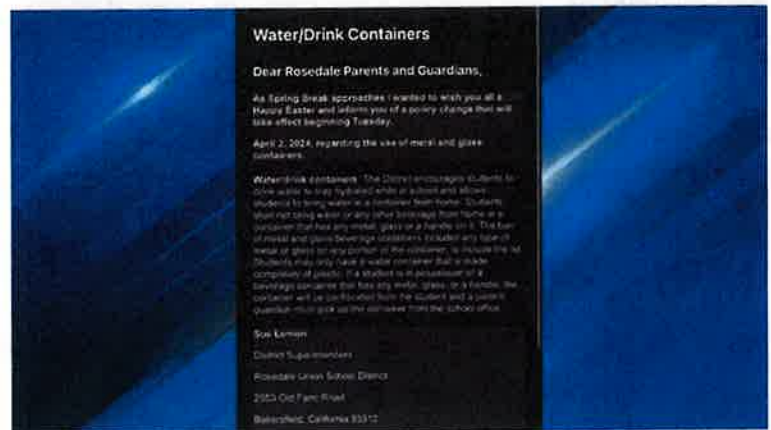
## Rosedale Union School District pauses controversial water bottle ban amid parent concerns

**BAKERSFIELD, Calif. (KBAK/KBFX) — UPDATE:** 3/21/2024, 10:35 P.M.

A ban on water bottles or containers with glass, metal or that have a handle, was put on hold Thursday, following parent outreach to the Rosedale Union School District. Parents believe the initial ban was due to a fight that happened a few weeks ago, allegedly at Freedom Middle School. Eyewitness News spoke with Heather Wheaton, a stepmother of a Rosedale Union School District student.

She said the deeper issues lies with bullying and fighting that happens at schools, and a lack of response from staff.

"What are we doing to prevent the fight? The fight is the issue. The anger that these kids are carrying is an issue. It has nothing to do with the cup, we're blaming the cup. The cup doesn't hit people, people hit people," said Wheaton.



She believes the student needs to not only be suspended, but expelled. "There needs to be harsh consequences. It needs to be an absolute zero tolerance policy for any kind of physical behavior where they're taking it out and they're hitting somebody else. That young lady should be not just suspended, she should be expelled. She should be expelled from the entire district where they say 'Sorry, that kind of behavior is not welcome here.'"

Wheaton, along with other parents Eyewitness News spoke with, said the heat is a concern if students cannot bring certain water bottles.



However, other parents I spoke with said students can always use things like the refillable water stations found at some schools, that can dispense cold water into their plastic bottles.

In a statement to Eyewitness News, the Rosedale Union School District student said:

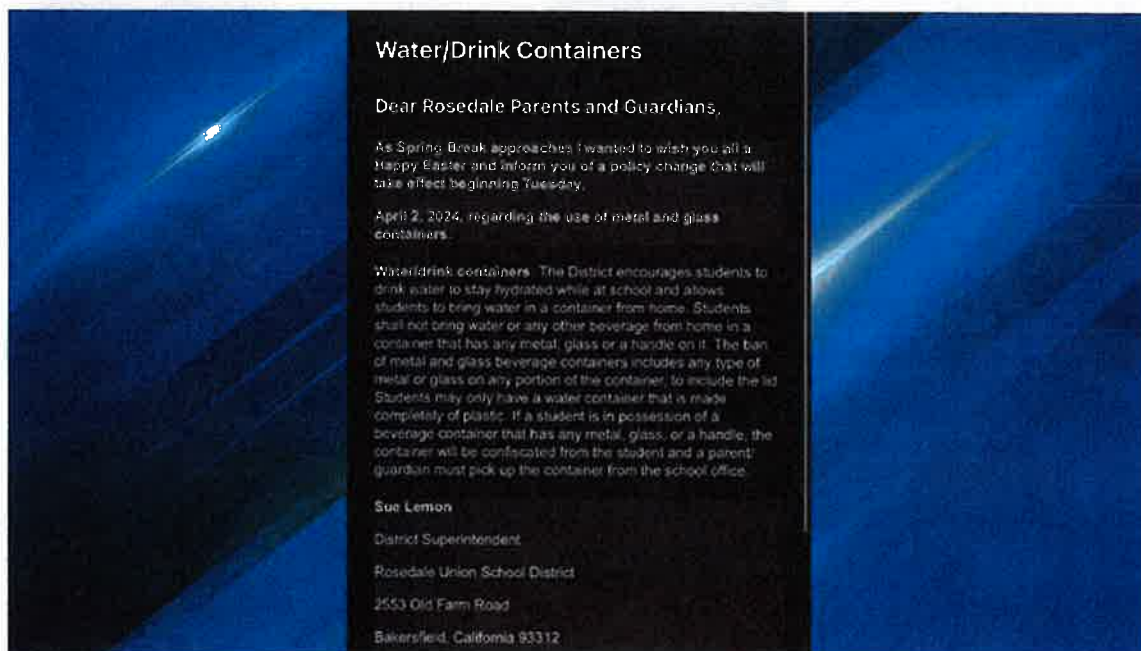
***Due to the outreach from parents the district decided to put the policy on hold in order to give more parents an opportunity to provide input. The district began looking at a policy due to a variety of safety issues.***

Wheaton hopes the ban never goes into effect. She said when it comes to the issue of bullying, parents need to be more involved. "We also need to be needs to be an advocate for our kids. We need to make sure we are speaking up and that their rights aren't being diminished."

Eyewitness News also reached out to the Kern High School District. They said they have no plans to implement any sort of ban.

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A controversial ban is put on hold when it comes to water bottles at [Rosedale Union School District](#). The school district sent out a notice to parents and guardians about the change in policy. In an email obtained by Eyewitness News, it said, "As Spring Break approaches, I wanted to wish you all a Happy Easter and inform you of a policy change that will take effect beginning Tuesday, April 2, 2024, regarding the use of metal and glass containers."



A controversial ban is put on hold when it comes to water bottles at Rosedale Union School District. PHOTO: Eyewitness News Viewer

The email further explained that containers that have metal, glass, or a handle on it will be banned. It said students may only have water bottles that are plastic.

Eyewitness News was sent videos of a possible fight at a school within the district with a Stanley Cup. A woman made a [petition against the ban](#), and said her daughter witnessed the fight. Heather Wheaton, the one behind the petition, sent Eyewitness News a response from the district. In the email sent by Sue Lemon, the District Superintendent, it said, "We have decided to put the enforcement of the new water container policy on hold until we have some time to understand the concerns that our parents have raised."



Good Afternoon,

We have decided to put the enforcement of the new water container policy on hold until we have some time to understand the concerns that our parents have raised. We do value the input from our community. Thank you for your understanding and we apologize for any confusion/distress this has caused. We will reach out with an update at a later date. If you have any input you would like to provide please email Veronica Sheridan at [ysheridan@ruesd.net](mailto:ysheridan@ruesd.net)

**Sue Lemon**

District Superintendent

Rosedale Union School District

[2553 Old Farm Road](#)

[Bakersfield, California 93312](#)



*A controversial ban is put on hold when it comes to water bottles at Rosedale Union School District. PHOTO: Heather Wheaton*

It furthermore said in part, "We apologize for any confusion/distress this has caused."

## El Distrito Escolar de Rosedale Union suspende la controvertida prohibición de las botellas de agua en medio de las preocupaciones de los padres

**BAKERSFIELD, California (KBAK/KBFX) — ACTUALIZACIÓN: 21/3/2024, 22:35**

La prohibición de botellas de agua o recipientes de vidrio, metal o que tengan asa fue suspendida el jueves, luego de un llamado a los padres al Distrito Escolar Rosedale Union.

Los padres creen que la prohibición inicial se debió a una pelea que ocurrió hace unas semanas, supuestamente en Freedom Middle School.

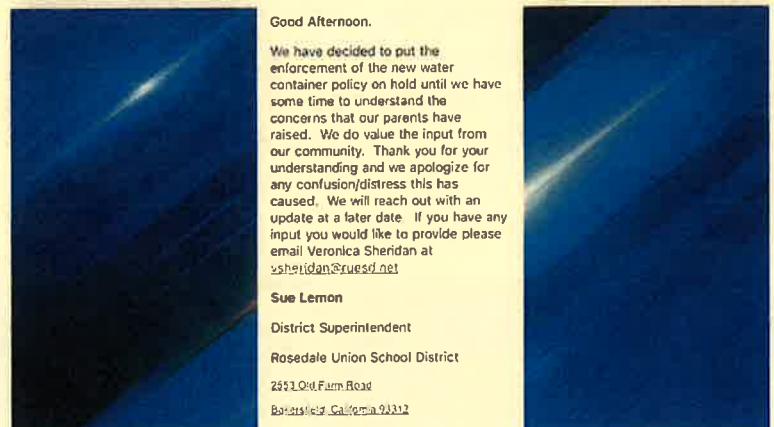
Eyewitness News habló con Heather Wheaton, madrestra de un estudiante del Distrito Escolar Rosedale Union.

Ella dijo que los problemas más profundos radican en el acoso y las peleas que ocurren en las escuelas y en la falta de respuesta del personal.

"¿Qué estamos haciendo para evitar la pelea? La pelea es el problema. La ira que estos chicos llevan es un problema. No tiene nada que ver con la copa, estamos culpando a la copa. La copa no golpea a la gente, la gente golpea a la gente", dijo Wheaton.

Ella cree que la estudiante no solo debe ser suspendida, sino expulsada. "Tiene que haber consecuencias severas. Tiene que haber una política de tolerancia cero absoluta para cualquier tipo de comportamiento físico en el que se desquitan y golpean a otra persona. Esa joven no solo debería ser suspendida, debería ser expulsada. Debería ser expulsada de todo el distrito donde digan 'Lo siento, ese tipo de comportamiento no es bienvenido aquí'".

Wheaton, junto con otros padres con los que habló Eyewitness News, dijo que el calor es una preocupación si los estudiantes no pueden traer ciertas botellas de agua.





Sin embargo, otros padres con los que hablé dijeron que los estudiantes siempre pueden usar cosas como las estaciones de agua recargables que se encuentran en algunas escuelas, que pueden dispensar agua fría en sus botellas de plástico.

En una declaración a Eyewitness News, el estudiante del Distrito Escolar Unificado de Rosedale dijo:

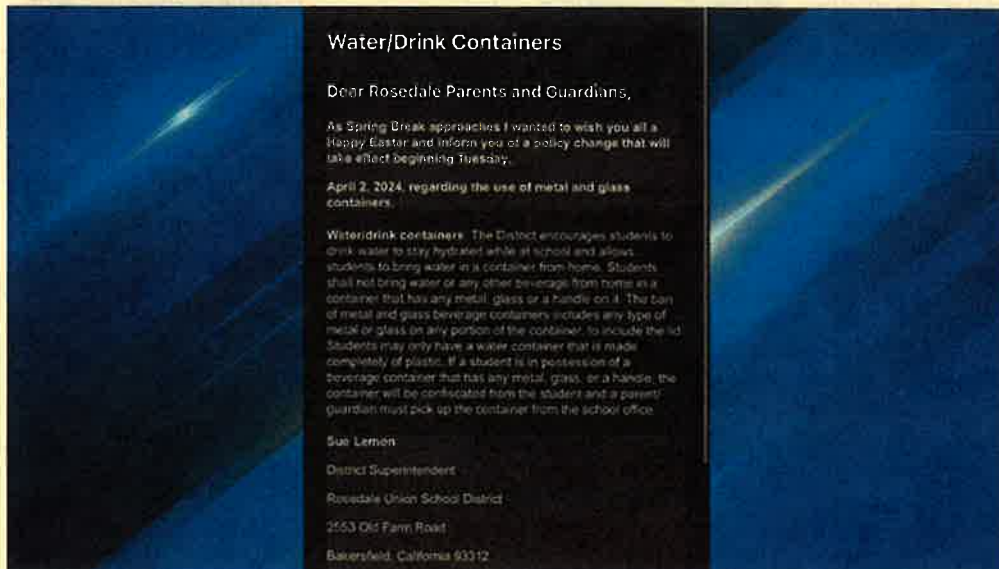
***Debido a la comunicación de los padres, el distrito decidió suspender la política para darles a más padres la oportunidad de brindar su opinión. El distrito comenzó a analizar una política debido a una variedad de problemas de seguridad.***

Wheaton espera que la prohibición nunca entre en vigor. Dijo que, en lo que respecta al acoso escolar, los padres deben participar más. "También debemos ser defensores de nuestros hijos. Debemos asegurarnos de que alzamos la voz y de que no se menoscaben sus derechos".

Eyewitness News también se comunicó con el Distrito Escolar Secundario de Kern. Dijeron que no tienen planes de implementar ningún tipo de prohibición.

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Se suspende una prohibición controvertida en lo que respecta a las botellas de agua en el Distrito Escolar Rosedale Union. El distrito escolar envió un aviso a los padres y tutores sobre el cambio de política. En un correo electrónico obtenido por Eyewitness News, decía: "A medida que se acercan las vacaciones de primavera, quería desearles a todos una Feliz Pascua e informarles sobre un cambio de política que entrará en vigencia a partir del martes 2 de abril de 2024, con respecto al uso de contenedores de metal y vidrio".





El correo electrónico explicó además que se prohibirán los contenedores que tengan metal, vidrio o plásticos. Decía que los estudiantes sólo pueden tener botellas de agua que sean de plástico.

Eyewitness News recibió videos de una posible pelea en una escuela dentro del distrito con una Copa Stanley. Una mujer hizo una petición contra la prohibición y dijo que su hija fue testigo de la pelea.

Heather Wheaton, quien está detrás de la petición, envió a Eyewitness News una respuesta del distrito.

En el correo electrónico enviado por Sue Lemon, la superintendente del distrito, se decía: "Hemos decidido suspender la aplicación de la nueva política sobre contenedores de agua hasta que tengamos tiempo para comprender las inquietudes que han planteado nuestros padres".

Good Afternoon.

We have decided to put the enforcement of the new water container policy on hold until we have some time to understand the concerns that our parents have raised. We do value the input from our community. Thank you for your understanding and we apologize for any confusion/distress this has caused. We will reach out with an update at a later date. If you have any input you would like to provide please email Veronica Sheridan at [vsheridan@ruesd.net](mailto:vsheridan@ruesd.net)

**Sue Lemon**

District Superintendent

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*Se suspende una polémica prohibición de las botellas de agua en el Distrito Escolar Unificado de Rosedale. FOTO: Heather Wheaton*

Además decía en parte: "Pedimos disculpas por cualquier confusión o angustia que esto haya causado".



# Reusable water bottles have more bacteria on them than dog bowls and toilet seats, study finds

**MINNEAPOLIS** — A survey found that more bacteria is lingering on your reusable water bottles than can usually be found on a toilet seat.

The survey, by WaterFilterGuru.com, had scientists swab common household surfaces for comparison. The study found reusable water bottles had:

- Five times more bacteria on them than a computer mouse
- 14 times more bacteria than a dog bowl
- 40,000 times more bacteria than found on a toilet seat

That same survey found 62% of people clean their water bottles at least once a day, 25% clean them a few times a week and 13% clean them just a few times a month.

Amy Johnston, a University of Minnesota Extension educator who specializes in food safety, says you should wash your bottle daily, whether by dishwasher or by hand with warm water and soap.



"That's just going to prevent any buildup of bacteria," Johnston said.

Which part of the bottle is most conducive to bacteria growth?

"All those little nooks and crannies are where bacteria are going to want to hide," Johnston said.

Straws, nozzles and sipping points need the most attention when cleaning, so much that Johnston advises people to do so by hand to ensure nothing's missed in a dishwasher.

People should also let water bottles air dry completely after cleaning. That will help prevent mold growth.

In addition to cleaning, Johnston said sanitizing should be considered. There are several ways to do that. One method is to submerge the bottle and components in extremely hot water, at least 160 degrees, for about 30 seconds. You can add vinegar or baking soda to the water as well.

Johnston says sanitizing is more important if you use other drinks besides water in the bottle. She says bacteria can multiply in number quickly, doubling their amount almost every 20 minutes.

Touching the lid with dirty hands and rising temperatures can accelerate bacteria's growth. So too can the type of liquid left behind.

"A sugary drink, or any kind of flavoring component, those sugar and flavor components can be food for bacteria if there are bacteria present," she said.



# Un estudio revela que las botellas de agua reutilizables tienen más bacterias que los cuencos para perros y los asientos de inodoro

**MINNEAPOLIS** — Una encuesta descubrió que en las botellas de agua reutilizables hay más bacterias que las que normalmente se encuentran en el asiento del inodoro.

En la encuesta, realizada por [WaterFilterGuru.com](http://WaterFilterGuru.com), los científicos tomaron muestras de superficies domésticas comunes para compararlas. El estudio descubrió que las botellas de agua reutilizables tenían:

- Tienen cinco veces más bacterias que un ratón de ordenador
- 14 veces más bacterias que un cuenco para perros
- 40.000 veces más bacterias que las que se encuentran en el asiento del inodoro

Esa misma encuesta encontró que el 62% de las personas limpian sus botellas de agua al menos una vez al día, el 25% las limpia unas cuantas veces a la semana y el 13% las limpia solo unas cuantas veces al mes.

Amy Johnston, educadora de Extensión de la Universidad de Minnesota que se especializa en seguridad alimentaria, dice que debes lavar tu botella a diario, ya sea en el lavavajillas o a mano con agua tibia y jabón.



"Eso simplemente evitará la acumulación de bacterias", dijo Johnston.

¿Qué parte de la botella es más propicia para el crecimiento de bacterias?

"Todos esos pequeños rincones y grietas son donde las bacterias querrán esconderse", dijo Johnston.

Las pajitas, las boquillas y los puntos para beber necesitan la mayor atención al momento de limpiarlas, tanto que Johnston aconseja hacerlo a mano para asegurarse de que no se olvide nada en el lavavajillas.

Las personas también deben dejar que las botellas de agua se sequen al aire por completo después de limpiarlas. Eso ayudará a prevenir la aparición de moho.

Además de la limpieza, Johnston dijo que se debe considerar la posibilidad de desinfectar. Hay varias formas de hacerlo. Un método es sumergir la botella y los componentes en agua extremadamente caliente, al menos a 160 grados, durante unos 30 segundos. También se puede agregar vinagre o bicarbonato de sodio al agua.

Johnston afirma que la desinfección es más importante si se utilizan otras bebidas además del agua embotellada. Afirma que las bacterias pueden multiplicarse rápidamente, duplicando su cantidad casi cada 20 minutos.

Tocar la tapa con las manos sucias y aumentar la temperatura puede acelerar el crecimiento de bacterias, al igual que el tipo de líquido que queda.

"Una bebida azucarada, o cualquier tipo de componente saborizante, esos componentes de azúcar y sabor pueden ser alimento para las bacterias si hay bacterias presentes", dijo.



## EDUCATION, NEWS, NEWSLETTER

# MBUSD eliminates the sale of single-use plastic water bottles



*Mira Costa students show their support for MBUSD's elimination of plastic water bottles, buying boxed water instead. Photo courtesy of MBUSD*

The Manhattan Beach Unified School District has officially eliminated the sale of single-use plastic water bottles, an initiative started in 2019 when MBUSD first removed small plastic water bottles from elementary schools.

MBUSD Food and Nutrition Services Department Director Léna Agee said this further step towards environmental sustainability has long been a goal for MBUSD.

Agee said the initiative will eliminate an estimated 140,000 single-use plastic water bottles per school year.

“It’s truly gratifying to announce that MBUSD no longer sells single-use plastic water bottles,” Agee said. “This achievement reflects the Department and District’s commitment to sustainability and sets a positive example for our students and the community.”

In 2019, Léna also helped to implement eco-friendly options at MBMS and Mira Costa High School, with staff and students having the opportunity to purchase water



in aluminum bottles to reduce the sale of plastic bottles. But post-pandemic, the endeavor at all school sites was put on hold due to costs.

“The path to achieving this goal has taken lots of innovative thinking and planning, as there were some inevitable challenges hindering our ability to achieve this in previous years,” Agee said. “I’m thrilled to have this initiative come to life now for the 2023 school year and beyond,”

Beginning on November 28, MBUSD cafeterias and food carts replaced plastic water bottles district-wide with cardboard and aluminum bottles.

Achieving this goal was part of an effort that involved Agee and her department, as well as the District’s Green Committee, which is comprised of the MBUSD Board of Trustees, representatives from each school, and staff members from the district’s Maintenance and Operations department, the City of Manhattan Beach, and Waste Management.

Green Committee Chair Chrissie Clay said that eliminating plastic water bottles is part of the committee’s overarching vision.

“I am thrilled that Léna has been able to help get the District back on track in terms of our single-use plastic reduction efforts,” Clay said. “There is simply no need for single-use plastic water bottles; we all have reusable bottles, and there are hydration stations on every campus where students can fill those up as needed.”

Beyond reducing the District’s carbon footprint, Agee emphasized that eliminating plastic water bottle use aligns with MBUSD’s commitment to environmental stewardship.

“Plastic pollution is a pressing issue, and we wanted to take decisive action to reduce our ecological footprint and promote responsible consumption,” she said. “As a member of the South Bay community, I share the love of our beautiful environment. On the MBUSD Green Committee, we constantly discuss the importance of this issue, so of course, this was a top priority to achieve by the end of the year.”

“If and when kids do need to buy water, the metal bottles are a great option,” Clay said. “To the extent they are more expensive than plastic, I think that is



fine because it will make the consumer think twice and, next time, pack a reusable bottle.”

MBUSD has had a Green Committee since 2014. Earlier this year, students from MBMS also targeted plastic water bottle use and its negative environmental impact. In collaboration with MBMS Green Committee representative Caroline Graeff, and students from the MBMS Surfrider Foundation Chapter championed the Green Committee to end single-use plastic water bottle use. The club is led by the District’s 2023 Teacher of the Year, Manhattan Beach Middle School science teacher Niel Leonard.

Robyn Murphy, the Grades of Green manager and an MBUSD parent, has witnessed the initiative’s progress throughout the years.

“Manhattan Beach students have been advocating to reduce single-use plastics in the city and district for years, supported and empowered by Grades of Green and other non-profits,” Murphy said. “This is an issue that has been at the forefront of their environmental goals for the district because of the harmful impacts that plastics have on our oceans and natural spaces.”



Manhattan Beach Unified has also increased the number of filtered hydration stations for students to use refillable water bottles to more than forty across all its campuses.

The Food and Nutrition Services Department has already implemented other sustainability practices. This school year, the department switched from supplying single-use plastic utensils served with meals to wooden utensils. They also introduced Meatless Mondays in an effort to continue existing vegetarian menu selections and foster more environmentally conscious eating habits for the well-being of the planet.



MBUSD sets ambitious sustainability goals that align with the City of Manhattan Beach. The City in 2008 was one of the first to ban plastic bag use, and later banned use of polystyrene food service ware and single-use plastic straws and utensils. Agee said she hopes the District's initiatives inspire more districts to take similar steps. She has already helped other school districts launch their own sustainability initiatives.

Agee said the District has also been mindful of reducing food waste through careful meal planning, portion control, and separating organic waste from landfill waste.

MBUSD has long taken pride in being a Green District. Over the past year, gardens across the district have thrived, with students and staff learning about nutrition and sustainability. Students have harvested fresh produce, and this year alone, there have already been two harvests that have made their way to the school cafeterias as part of the District's Garden-to-Cafe program. That program is led by one of the sub-committees of the MBUSD Green Committee, the School Garden Committee.

Meadows Elementary student-gardeners are growing food that will eventually make it to the school cafeteria as part of MBUSD's Garden-to-Cafe program. Photo courtesy of MBUSD.



“Together, we have created the Garden-to-Cafe Program and plan on serving produce grown in the school gardens in our salad bars and student meals,” Agee said. “This is a very special and exciting initiative that we look forward to cultivating in the coming years.” **ER**

## EDUCACIÓN, NOTICIAS, BOLETÍN INFORMATIVO

# MBUSD elimina la venta de botellas de agua de plástico de un solo uso



*Los estudiantes de Mira Costa muestran su apoyo a la decisión de MBUSD de eliminar las botellas de agua de plástico y comprar agua envasada en su lugar. Foto cortesía de MBUSD*

El Distrito Escolar Unificado de Manhattan Beach ha eliminado oficialmente la venta de botellas de agua de plástico de un solo uso, una iniciativa que comenzó en 2019 cuando MBUSD eliminó por primera vez las pequeñas botellas de agua de plástico de las escuelas primarias.

Léna Agee , directora del Departamento de Servicios de Alimentación y Nutrición del MBUSD, dijo que este paso más hacia la sostenibilidad ambiental ha sido un objetivo desde hace mucho tiempo para el MBUSD.

Agee dijo que la iniciativa eliminará aproximadamente 140.000 botellas de agua de plástico de un solo uso por año escolar.



“Es verdaderamente gratificante anunciar que MBUSD ya no vende botellas de agua de plástico de un solo uso”, dijo Agee. “Este logro refleja el compromiso del Departamento y el Distrito con la sostenibilidad y establece un ejemplo positivo para nuestros estudiantes y la comunidad”.

En 2019, Léna también ayudó a implementar opciones ecológicas en MBMS y Mira Costa High School, donde el personal y los estudiantes tuvieron la oportunidad de comprar agua en botellas de aluminio para reducir la venta de botellas de plástico. Pero después de la pandemia, la iniciativa en todas las escuelas se suspendió debido a los costos.

“El camino para lograr este objetivo ha requerido mucho pensamiento innovador y planificación, ya que hubo algunos desafíos inevitables que obstaculizaron nuestra capacidad para lograrlo en años anteriores”, dijo Agee. “Estoy encantado de que esta iniciativa se haga realidad ahora para el año escolar 2023 y más allá”.

A partir del 28 de noviembre, las cafeterías y los puestos de comida del MBUSD reemplazaron las botellas de agua de plástico en todo el distrito por botellas de cartón y aluminio. Lograr este objetivo fue parte de un esfuerzo que involucró a Agee y su departamento, así como al Comité Verde del Distrito, que está compuesto por la Junta Directiva del MBUSD, representantes de cada escuela y miembros del personal del departamento de Mantenimiento y Operaciones del distrito, la Ciudad de Manhattan Beach y Waste Management.

La presidenta del Comité Verde, Chrissie Clay, dijo que eliminar las botellas de agua de plástico es parte de la visión general del comité.

“Estoy muy contenta de que Léna haya podido ayudar al Distrito a retomar el rumbo en lo que respecta a nuestros esfuerzos por reducir el uso de plásticos de un solo uso”, dijo Clay. “Simplemente no hay necesidad de botellas de agua de plástico de un solo uso; todos tenemos botellas reutilizables y hay estaciones de hidratación en cada campus donde los estudiantes pueden llenarlas cuando lo necesiten”.

Además de reducir la huella de carbono del Distrito, Agee enfatizó que eliminar el uso de botellas de agua de plástico se alinea con el compromiso de MBUSD con la gestión ambiental.

“La contaminación por plástico es un problema urgente y queríamos tomar medidas decisivas para reducir nuestra huella ecológica y promover el consumo responsable”, dijo. “Como miembro de la comunidad de South Bay, comparto el amor por nuestro hermoso medio ambiente. En el Comité Verde de MBUSD, discutimos constantemente la importancia de este problema, por lo que, por supuesto, esta era una prioridad máxima que debíamos lograr antes de fin de año”.



“Si los niños necesitan comprar agua, las botellas de metal son una gran opción”, dijo Clay. “En la medida en que sean más caras que las de plástico, creo que está bien porque harán que el consumidor se lo piense dos veces y, la próxima vez, lleve una botella reutilizable”.

El MBUSD cuenta con un Comité Verde desde 2014. A principios de este año, los estudiantes de MBMS también se enfocaron en el uso de botellas de agua de plástico y su impacto ambiental negativo. En colaboración con la representante del Comité Verde de MBMS, Caroline Graeff, y los estudiantes del Capítulo de la Fundación Surfrider de MBMS defendieron al Comité Verde para terminar con el uso de botellas de agua de plástico de un solo uso. El club está dirigido por el Maestro del Año 2023 del Distrito, el maestro de ciencias de la Escuela Secundaria Manhattan Beach, Niel Leonard.

Robyn Murphy, gerente de Grades of Green y madre de un estudiante de MBUSD, ha sido testigo del progreso de la iniciativa a lo largo de los años.

“Los estudiantes de Manhattan Beach llevan años abogando por la reducción de los plásticos de un solo uso en la ciudad y el distrito, apoyados y empoderados por Grades of Green y otras organizaciones sin fines de lucro”, dijo Murphy. “Este es un tema que ha estado al frente de sus objetivos ambientales para el distrito debido a los impactos nocivos que tienen los plásticos en nuestros océanos y espacios naturales”.



El Distrito Escolar Unificado de Manhattan Beach también ha aumentado el número de estaciones de hidratación filtrada para que los estudiantes utilicen botellas de agua rellenables a más de cuarenta en todos sus campus.

El Departamento de Servicios de Alimentación y Nutrición ya ha implementado otras prácticas de sostenibilidad. Este año escolar, el departamento pasó de proporcionar utensilios de plástico de un solo uso para acompañar las comidas a utensilios de madera. También introdujeron los Lunes sin carne en un esfuerzo por continuar con las selecciones de menú vegetarianas existentes y fomentar hábitos alimentarios más conscientes del medio ambiente para el bienestar del planeta.

El MBUSD establece ambiciosos objetivos de sostenibilidad que se alinean con los de la ciudad de Manhattan Beach. En 2008, la ciudad fue una de las primeras en prohibir el uso de bolsas de plástico y, posteriormente, prohibió el uso de vajilla de poliestireno para el servicio de alimentos y de pajitas y utensilios de plástico de un solo uso. Agee dijo que espera que las



iniciativas del distrito inspiren a más distritos a tomar medidas similares. Ya ha ayudado a otros distritos escolares a lanzar sus propias iniciativas de sostenibilidad.

Agee dijo que el Distrito también ha estado consciente de la reducción del desperdicio de alimentos a través de una cuidadosa planificación de las comidas, el control de las porciones y la separación de los desechos orgánicos de los desechos del vertedero.

El MBUSD se enorgullece desde hace mucho tiempo de ser un Distrito Verde. Durante el año pasado, los huertos en todo el distrito han prosperado, y los estudiantes y el personal han aprendido sobre nutrición y sostenibilidad. Los estudiantes han cosechado productos frescos y, solo este año, ya ha habido dos cosechas que han llegado a las cafeterías escolares como parte del programa Garden-to-Cafe del Distrito. Ese programa está dirigido por uno de los subcomités del Comité Verde del MBUSD, el Comité de Huertos Escolares.

Los estudiantes jardineros de la escuela primaria Meadows están cultivando alimentos que con el tiempo llegarán a la cafetería de la escuela como parte del programa Garden-to-Cafe de MBUSD. Foto cortesía de MBUSD.



“Juntos, hemos creado el programa Del Huerto al Café y planeamos servir productos cultivados en los huertos escolares en nuestras barras de ensaladas y comidas para estudiantes”, dijo Agee. “Esta es una iniciativa muy especial y emocionante que esperamos cultivar en los próximos años”.  
**ER**

# Section 7 HS Grade Speech Topic Research Articles

Is fast fashion fueling unsustainable consumerism and  
harming society?



# Fast Fashion and Its Environmental Impact



PHOTOGRAPH BY CHIN LEONG TEO

Clothing retailers like Zara, Forever 21, and H&M make cheap and fashionable clothing to satisfy the needs of young consumers. Yet, fast fashion has a significant environmental impact. According to the [UN Environment Programme \(UNEP\)](#), the industry is the second-biggest consumer of water and is responsible for about 10% of global carbon emissions – more than all international flights and maritime shipping combined. Unfortunately, fast fashion problems are often overlooked by consumers.

## What Is Fast Fashion?

The term '[fast fashion](#)' has become more prominent in conversations surrounding fashion, sustainability, and environmental consciousness. The term refers to 'cheaply produced and priced garments that copy the latest catwalk styles and get pumped quickly through stores in order to maximize on current trends'.

The fast fashion model is so-called because it involves the rapid design, production, distribution, and marketing of clothing, which means that retailers are able to pull large quantities of greater product variety and allow consumers to get more fashion and product differentiation at a low price.

The term was first used at the beginning of the 1990s, when Zara landed in New York. “Fast fashion” was coined by the New York Times to describe Zara’s mission to take only 15 days for a garment to go from the design stage to being sold in stores. The biggest players in the fast fashion world include Zara, UNIQLO, Forever 21 and H&M.



## The Dark Side of Fast Fashion

According to an analysis by Business Insider, fashion production comprises 10% of total global carbon emissions, as much as the European Union. It dries up water sources and pollutes rivers and streams, while 85% of all textiles go to dumps each year. Even washing clothes releases 500,000 tons of microfibers into the ocean each year, the equivalent of 50 billion plastic bottles.

The Quantis International 2018 report found that the three main drivers of the industry’s global pollution impacts are dyeing and finishing (36%), yarn preparation (28%) and fiber production (15%). The report also established that fiber production has the largest impact on freshwater withdrawal (water diverted or withdrawn from a surface water or groundwater source) and ecosystem quality due to cotton cultivation, while the dyeing and finishing, yarn preparation and fiber production stages have the highest impacts on resource depletion, due to the energy-intensive processes based on fossil fuel energy.

According to the UN Framework Convention on Climate Change, emissions from textile manufacturing alone are projected to skyrocket by 60% by 2030.

The time it takes for a product to go through the supply chain, from design to purchase, is called a ‘lead time’. In 2012, Zara was able to design, produce and deliver a new garment in two weeks; Forever 21 in six weeks and H&M in eight weeks. This results in the fashion industry producing obscene amounts of waste.



# Fast Fashion and Its Environmental Impact

## 1. Water

The environmental impact of fast fashion comprises the depletion of non-renewable sources, emission of greenhouse gases and the use of massive amounts of water and energy. The fashion industry is the second largest consumer industry of water, requiring about [700 gallons](#) to produce one cotton shirt and 2 000 gallons of water to produce a pair of jeans. [Business Insider](#) also cautions that textile dyeing is the world's second-largest polluter of water, since the water leftover from the dyeing process is often dumped into ditches, streams or rivers.

## 2. Microplastics

Furthermore, brands use synthetic fibers like polyester, nylon and acrylic which take hundreds of years to biodegrade. A [2017 report](#) from the International Union for Conservation of Nature (IUCN) estimated that 35% of all [microplastics](#) – tiny pieces of non-biodegradable plastic – in the ocean come from the laundering of synthetic textiles like polyester.

According to the documentary released in 2015, [The True Cost](#), the world consumes around 80 billion new pieces of clothing every year, 400% more than the consumption twenty years ago. The average American now generates 82 pounds of textile waste each year. The [production of leather](#) requires large amounts of feed, land, water and fossil fuels to raise livestock, while the tanning process is among the [most toxic](#) in all of the fashion supply chain because the chemicals used to tan leather- including mineral salts, formaldehyde, coal-tar derivatives and various oils and dyes- is not biodegradable and contaminates water sources.

## 3. Energy

The production of making plastic fibers into textiles is an [energy-intensive process](#) that requires large amounts of petroleum and releases volatile particulate matter and acids like hydrogen chloride. Additionally, cotton, which is in a large amount of fast fashion products, is also not environmentally friendly to manufacture. Pesticides deemed necessary for the growth of cotton presents health risks to farmers.

To counter this waste caused by fast fashion, more [sustainable fabrics](#) that can be used in clothing include wild silk, organic cotton, linen, hemp and lyocell.

## The Social Impacts of Fast Fashion

Fast fashion does not only have a huge environmental impact. In fact, the industry also poses societal problems, especially in developing economies. According to non-profit [Remake](#), 80% of apparel is made by young women between the ages of 18 and 24. A 2018 [US Department of Labor report](#) found [evidence of forced and child labor](#) in the fashion industry in Argentina, Bangladesh, Brazil, China, India, Indonesia, Philippines, Turkey, Vietnam and others. Rapid production means that sales and profits supersede human welfare.

In 2013, an eight-floor factory building that housed several garment factories collapsed in Dhaka, Bangladesh, killing 1,134 workers and injuring more than [2,500](#). In her project [An Analysis of the Fast Fashion Industry](#), Annie Radner Linden suggests that ‘the garment industry has always been a low-capital and labor intensive industry’.

In her book [No Logo](#), Naomi Klein argues that developing nations are viable for garment industries due to ‘cheap labor, vast tax breaks, and lenient laws and regulations’. According to The True Cost, one in six people work in some part of the global fashion industry, making it the [most labor-dependent industry](#). These developing nations also rarely follow environmental regulations; [China](#), for example, is a major producer of fast fashion but is notorious for land degradation and air and water pollution.

## Is Slow Fashion the Solution?

[Slow fashion](#) is the widespread reaction to fast fashion and its environmental impact, the argument for hitting the brakes on excessive production, overcomplicated supply chains, and mindless consumption. It advocates for manufacturing that respects people, the environment and animals.

The [World Resources Institute](#) suggests that companies need to design, test and invest in business models that reuse clothes and maximize their useful life. The UN has launched the [Alliance for Sustainable Fashion](#) to address the damages caused by fast fashion. It is seeking to ‘halt the environmentally and socially destructive practices of fashion’.

One way that shoppers are reducing their consumption of fast fashion is by buying from secondhand sellers like [ThredUp Inc.](#) and [Poshmark](#), both based in California, USA; shoppers send their unwanted clothes to these websites and people buy those clothes at a lower price than the original. Another solution is renting clothes, like the US-based [Rent the Runway](#) and [Gwynnie Bee](#), the UK based [Girl Meets Dress](#), and the Dutch firm [Mud Jeans](#) that leases organic jeans which can be kept, swapped or returned.

Other retailers like [Adidas](#) are experimenting with personalized gear to cut down on returns, increase customer satisfaction and reduce inventory. [Ralph Lauren](#) has announced that it will use 100% sustainably-sourced key materials by 2025.

Governments need to be more actively involved in the fashion industry’s damaging effects. UK ministers [rejected a report](#) by members of parliament to address the environmental effects of fast fashion. On the other hand, French president, Emmanuel Macron has made a [pact with 150 brands](#) to make the fashion industry [more sustainable](#).

The [best advice](#) on reducing the environmental impact of fast fashion comes from Patsy Perry, senior lecturer in fashion marketing at the University of Manchester, who says, “Less is always more.”

*Featured image by EO Photographer [Chin Leong Teo](#)*



# La moda rápida y su impacto medioambiental



FOTOGRAFÍA DE CHIN LEONG TEO

Minoristas de ropa como Zara, Forever 21 y H&M fabrican ropa barata y de moda para satisfacer las necesidades de los consumidores jóvenes. Sin embargo, la moda rápida tiene un impacto ambiental significativo. Según el Programa de las Naciones Unidas para el Medio Ambiente (PNUMA), la industria es el segundo mayor consumidor de agua y es responsable de aproximadamente el 10% de las emisiones globales de carbono, más que todos los vuelos internacionales y el transporte marítimo combinados. Lamentablemente, los problemas de la moda rápida a menudo pasan desapercibidos para los consumidores.

## ¿Qué es la moda rápida?

El término "moda rápida" ha cobrado cada vez más importancia en las conversaciones sobre moda, sostenibilidad y conciencia ambiental. El término se refiere a "prendas de bajo precio y producción que copian los últimos estilos de las pasarelas y se comercializan rápidamente en las tiendas para aprovechar al máximo las tendencias actuales".

El modelo de moda rápida se llama así porque implica el diseño, la producción, la distribución y la comercialización rápidos de prendas de vestir, lo que significa que los minoristas pueden extraer grandes cantidades de una mayor variedad de productos y permitir a los consumidores obtener más moda y diferenciación de productos a un precio bajo.



El término se utilizó por primera vez a principios de los años 90, cuando Zara desembarcó en Nueva York. El término “moda rápida” fue acuñado por el New York Times para describir la misión de Zara de pasar una prenda desde la etapa de diseño hasta su venta en las tiendas en tan solo 15 días. Entre los principales actores del mundo de la moda rápida se encuentran Zara, UNIQLO, Forever 21 y H&M.



## El lado oscuro de la moda rápida

Según un análisis de Business Insider, la producción de moda representa el 10% de las emisiones totales de carbono a nivel mundial, tanto como la Unión Europea. Seca las fuentes de agua y contamina ríos y arroyos, mientras que el 85% de todos los textiles terminan en vertederos cada año. Incluso lavar la ropa libera 500.000 toneladas de microfibras en el océano cada año, el equivalente a 50 mil millones de botellas de plástico.

El informe Quantis International 2018 concluyó que los tres principales impulsores de los impactos de la contaminación global de la industria son el teñido y el acabado (36%), la preparación del hilo (28%) y la producción de fibra (15%). El informe también estableció que la producción de fibra tiene el mayor impacto en la extracción de agua dulce (agua desviada o extraída de una fuente de agua superficial o subterránea) y la calidad del ecosistema debido al cultivo del algodón, mientras que las etapas de teñido y acabado, preparación del hilo y producción de fibra tienen los mayores impactos en el agotamiento de los recursos, debido a los procesos intensivos en energía basados en combustibles fósiles.

Según la Convención Marco de las Naciones Unidas sobre el Cambio Climático, se estima que las emisiones provenientes únicamente de la industria textil se dispararán un 60% para 2030.

El tiempo que tarda un producto en pasar por la cadena de suministro, desde el diseño hasta la compra, se denomina "plazo de entrega". En 2012, Zara fue capaz de diseñar, producir y entregar una nueva prenda en dos semanas; Forever 21, en seis semanas, y H&M, en ocho semanas. Esto hace que la industria de la moda produzca cantidades escandalosas de residuos.

# La moda rápida y su impacto medioambiental

## 1. Agua

El impacto ambiental de la moda rápida incluye el agotamiento de fuentes no renovables, la emisión de gases de efecto invernadero y el uso de cantidades masivas de agua y energía. La industria de la moda es la segunda industria que más agua consume, ya que requiere unos 700 galones para producir una camisa de algodón y 2.000 galones de agua para producir un par de jeans. Business Insider también advierte que el teñido de textiles es el segundo mayor contaminante de agua del mundo, ya que el agua sobrante del proceso de teñido a menudo se vierte en zanjas, arroyos o ríos.

## 2. Microplásticos

Además, las marcas utilizan fibras sintéticas como poliéster, nailon y acrílico, que tardan cientos de años en biodegradarse. Un informe de 2017 de la Unión Internacional para la Conservación de la Naturaleza (UICN) estimó que el 35 % de todos los microplásticos (pequeños trozos de plástico no biodegradable) que hay en el océano provienen del lavado de textiles sintéticos como el poliéster.

Según el documental The True Cost, estrenado en 2015, el mundo consume alrededor de 80.000 millones de prendas nuevas cada año, un 400% más que hace veinte años. El estadounidense medio genera ahora 36 kilos de residuos textiles al año. La producción de cuero requiere grandes cantidades de pienso, tierra, agua y combustibles fósiles para la cría de ganado, mientras que el proceso de curtido es uno de los más tóxicos de toda la cadena de suministro de la moda porque los productos químicos utilizados para curtir el cuero -entre ellos, sales minerales, formaldehído, derivados del alquitrán de hulla y diversos aceites y tintes- no son biodegradables y contaminan las fuentes de agua.

## 3. Energía

La producción de fibras plásticas para fabricar textiles es un proceso que consume mucha energía y requiere grandes cantidades de petróleo, además de liberar partículas volátiles y ácidos como el cloruro de hidrógeno. Además, la fabricación del algodón, que se utiliza en gran cantidad en productos de moda rápida, tampoco es respetuosa con el medio ambiente. Los pesticidas que se consideran necesarios para el cultivo del algodón presentan riesgos para la salud de los agricultores.

Para contrarrestar este desperdicio causado por la moda rápida, los tejidos más sostenibles que se pueden utilizar en la ropa incluyen seda salvaje, algodón orgánico, lino, cáñamo y lyocell.

## Los impactos sociales de la moda rápida

La moda rápida no solo tiene un enorme impacto ambiental. De hecho, la industria también plantea problemas sociales, especialmente en las economías en desarrollo. Según la organización sin fines de lucro Remake, el 80% de la ropa está hecha por mujeres jóvenes de entre 18 y 24 años. Un informe del Departamento de Trabajo de EE. UU. de 2018 encontró evidencia de trabajo forzado e infantil en la industria de la moda en Argentina,



Bangladesh, Brasil, China, India, Indonesia, Filipinas, Turquía, Vietnam y otros. La producción rápida significa que las ventas y las ganancias superan el bienestar humano.

En 2013, un edificio industrial de ocho pisos que albergaba varias fábricas de ropa se derrumbó en Dhaka, Bangladesh, matando a 1.134 trabajadores e hiriendo a más de 2.500. En su proyecto Un análisis de la industria de la moda rápida, Annie Radner Linden sugiere que "la industria de la ropa siempre ha sido una industria de bajo capital y de uso intensivo de mano de obra".

En su libro No Logo, Naomi Klein sostiene que los países en desarrollo son viables para las industrias textiles debido a "mano de obra barata, grandes exenciones impositivas y leyes y regulaciones laxas". Según The True Cost, una de cada seis personas trabaja en algún sector de la industria mundial de la moda, lo que la convierte en la industria más dependiente de la mano de obra. Estos países en desarrollo también rara vez cumplen las regulaciones ambientales; China, por ejemplo, es un importante productor de moda rápida, pero es conocido por la degradación de la tierra y la contaminación del aire y el agua.

## ¿Es la moda lenta la solución?

La slow fashion es la reacción generalizada a la moda rápida y su impacto medioambiental, el argumento a favor de frenar la producción excesiva, las cadenas de suministro excesivamente complicadas y el consumo descontrolado. Aboga por una producción respetuosa con las personas, el medio ambiente y los animales.

El Instituto de Recursos Mundiales sugiere que las empresas deben diseñar, probar e invertir en modelos de negocio que reutilicen la ropa y maximicen su vida útil. La ONU ha puesto en marcha la Alianza para la Moda Sostenible para abordar los daños causados por la moda rápida. Su objetivo es "detener las prácticas de la moda que son social y ambientalmente destructivas".

Una forma en que los compradores están reduciendo su consumo de moda rápida es comprando a vendedores de segunda mano como ThredUp Inc. y Poshmark, ambos con sede en California, EE. UU.; los compradores envían la ropa que no quieren a estos sitios web y la gente compra esa ropa a un precio más bajo que el original. Otra solución es alquilar ropa, como Rent the Runway y Gwynnie Bee, con sede en EE. UU., Girl Meets Dress, con sede en el Reino Unido, y la firma holandesa Mud Jeans, que alquila jeans orgánicos que se pueden conservar, intercambiar o devolver.

Otros minoristas como Adidas están experimentando con artículos personalizados para reducir las devoluciones, aumentar la satisfacción del cliente y reducir el inventario. Ralph Lauren ha anunciado que utilizará materiales clave de origen 100 % sostenible para 2025.

Los gobiernos deben involucrarse más activamente en los efectos nocivos de la industria de la moda. Los ministros del Reino Unido rechazaron un informe de los miembros del parlamento para abordar los efectos ambientales de la moda rápida. Por otro lado, el presidente francés, Emmanuel Macron, ha hecho un pacto con 150 marcas para hacer que la industria de la moda sea más sostenible.

El mejor consejo para reducir el impacto ambiental de la moda rápida viene de Patsy Perry, profesora titular de marketing de moda en la Universidad de Manchester, quien dice: "Menos es siempre más".





# Rethinking Clothing Consumption: Understanding the Human Cost of Fast Fashion

There is such joy in receiving a package with a new piece of clothing. Even as a student, the luxury of buying new clothing is one that my peers and I indulge in fairly regularly. The social media platforms I frequent, like Instagram and TikTok, present me with a mass of constantly changing trends and an even greater selection of places to purchase new items from. As an avid thrifter and a semi-frequent online shopper, I have participated in many of these trends, usually until their demise within a few months. However, my recent reflection on the nature of consumption has shifted the way I participate in fast fashion and even thrifting or buying second-hand.

I find it important to first acknowledge that individual actions cannot single-handedly alter the systems and ideologies that dominate the fashion industry. It is not necessary or productive to feel burdened by the need to fix a multibillion dollar industry. However, I have found it impactful to develop a better *understanding* of the nature of consumption and production in this day and age. By cultivating this understanding, we can fight against the invisibilization of the processes required to create and sell our clothing. By cultivating this understanding, we are able to more consciously spend our money and debate the ethics of these industries.

## Identifying the Problem (and its Impact on Workers' Rights)

Fashion and textile production are moving at a faster pace than ever before. Trends that once lasted for five to ten years are now lasting only months to a few weeks. In order to keep up with these ephemeral trends, fast fashion brands are emphasizing quick production of clothing. Garment production has doubled globally since 2000, and the average consumer buys 60% more clothing than they did seventeen years ago, while keeping their clothing for half as long as they did before 2000. To buyers like me, this may not mean much more than having to buy clothing more frequently. For others, however, there are real consequences of the increased pace of clothing production. For workers in China, Bangladesh, Vietnam and several other countries in what is commonly known as the Global South, this increased pace of production has significantly exacerbated the extent of worker exploitation. While garment workers in the Global South have been exploited by corporations in North America and Western Europe for many decades, the exploitation in the garment industry has reached new heights in the past 40 years as the Global South continues to meet the growing demands of fast fashion.

## Lack of Transparency in the Fashion Industry

The realities of garment workers in a fast fashion context is one that is not shared with consumers of this clothing. On social media platforms like TikTok and Instagram, where people engage with the latest trends, there is very little information shared by companies about who makes this clothing, where it is made, and what the environmental cost of this production is. In fact, corporations will frequently make vague and unsubstantiated claims to sustainable or "green" efforts. Naturally, customers who want to shop more consciously

frequently support corporations that appear to be more sustainable. However, despite what corporations may claim, typically there are very few tangible efforts being made to reduce their impact on the environment or to limit worker exploitation. The practice of only superficially appearing sustainable or environmentally conscious is referred to as “greenwashing.”

According to Katie Okamoto, sustainability editor at the New York Times’ Wirecutter, a common example of greenwashing is when online shoppers are presented with the option to opt into “carbon neutral” shipping if they pay a little more. Typically, this indicates that the clothing company is working with a third-party payment service involved in some way with carbon offsetting projects. However, most of these carbon offsetting projects will take years to begin, and the impact of carbon offsetting is still not clear. Scientists fear that carbon offsetting does not significantly reduce emissions, and may actually make these emissions worse. Thus, the idea that by paying extra, customers are able to combat shipping emissions is one that has very little backing. Because of the lack of transparency offered by corporations, making informed choices regarding clothing consumption is difficult for the average customer. In fact, the lack of transparency from clothing companies actively obscures many of the disturbing realities of the fashion industry.

## **Gendered Exploitation in the Garment Industry**

One of the facts obscured by this lack of transparency is that, according to the nonprofit organization Remake, 80% of the millions of garment workers are women between the ages of 18 and 24. Less than 2% of these workers earn a living wage, and women and children are frequently paid less than their male counterparts. Dr. Hakan Karaosman, an award-winning researcher focused on fashion supply chains, writes, “Fashion, as a system, is paralyzed by imbalanced power relations.” Dr. Karaosman also notes that in the fashion industry, issues of gender, class, and nationality play out on a dire and drastic scale. Beyond the serious exploitation faced by women and girls in particular, garment workers are typically of a lower socioeconomic class and face issues like wage theft, which have significant impacts on their quality of life from a day-to-day basis. Wage theft often occurs in the garment industry when brands do not pay for completed work until it is delivered. If orders are canceled, workers simply do not get paid. Low-income workers also fall victim to exploitative tactics, such as the setting of impossible turnaround times and last minute changes to orders that force them to work unreasonable hours. Many of these workers also experience disturbing health and safety dangers.

One such example of these dangers is the collapse of the Rana Plaza building near Dhaka, Bangladesh in April of 2013. Rana Plaza was a garment factory where thousands of people worked to supply clothing that was primarily sold in the West. Well-known brands like Walmart, JCPenney, Mango and Primark were some of the many brands found to be producing at Rana Plaza. Employees interviewed after the collapse explained that they had seen cracks growing on the walls of the factory for days before the collapse, and that the floors of the building that they worked on had been constructed without proper permits from the city. Though this building had been deemed extremely unsafe, and the bank and shops located on the first floor of the Rana Plaza building were evacuated days prior to the collapse, managers continued requiring employees who worked in garment production to come to work so they wouldn’t fall behind on production. Eventually, just as many workers feared, the building collapsed, killing more than a thousand people and seriously injuring more than two thousand. In the aftermath of the collapse, many corporations did not admit that their clothing was being sourced from Rana Plaza until their labels were found in what was left of the building. Several of these

corporations paid the victims of the collapse and their families' settlements, but the majority of the brands sourcing from Rana Plaza refused to take accountability. However, on a global scale, the Rana Plaza collapse did call attention to the horrors of the garment industry. A month after the collapse, national and global pressure resulted in the signing of the Accord on Fire and Building safety by 220 companies whose clothes were being manufactured in Bangladesh. This accord is a legally binding agreement that holds companies accountable for safety violations and requires them to invest at least some financial resources into the safety of the buildings their clothes are being produced in.

Though the garment industry has improved slightly since the Rana Plaza collapse, the industry in Bangladesh and elsewhere continues to endanger workers. Garment workers continue receiving wages that leave them below the poverty line, and union busting remains prevalent in garment factories across the Global South. These workers also continue being exposed to dangerous chemicals and dyes, without being provided proper protection by factory management or corporations. To put it simply, much of the clothing that is purchased by consumers such as myself in the West is produced at the cost of the health and lives of workers in the Global South, where corporations find cheap labor and malleable labor laws.

## What Can We Do?

Upon hearing such stories, it is difficult to continue participating in the fast fashion world in the same way. However, coming to terms with the brutal realities of fast fashion can feel daunting. It can feel difficult to entirely avoid fast fashion, which is pervasive in our communities and is the most affordable option for many people. It can also feel intimidating to imagine going up against multinational enterprises in order to challenge the norms of the fast fashion industry. However, according to Parcel Pending, college students make up about 40% of consumers and have \$143 billion in buying power. The role of college students in consumption of fashion is more significant than we think, and we can combat problematic aspects of fast fashion in a myriad of ways.

First and foremost, we can avoid overconsumption. One of the hallmarks of fast fashion is that clothing is viewed as easily disposable. Consumers are constantly buying and rebuying, typically buying into the latest microtrends and into the commentary of fashion influencers online. Slowing this down by buying less and buying carefully is crucial. An important exercise in fighting overconsumption and fast fashion is reflecting on longevity. When purchasing new or even thrifted items, seriously consider the following questions. How long can I wear this item? Will it last me a significant period of time? Are there many ways I can style said item? Other important questions to ask oneself are those related to *why* one is purchasing a new item of clothing. Buying with purpose rather than impulse leads to less waste and a more intentionally curated wardrobe.

Similarly, mending and taking care of the clothes we already own is crucial. It is revolutionary to consider ways to extend the lives of our clothes rather than immediately donating or throwing away clothes when we no longer want them. Whenever I feel tired of my wardrobe, I try to "go shopping" in my own closet in order to find ways to make what I already own feel new. This practice has helped me reinvent my wardrobe many times without participating in fast fashion at all. The urge to needlessly consume by buying new clothes is one that has been indoctrinated into us, and it is one I feel often. However, this urge has tangible



consequences for others and for the Earth. By using practices such as mending clothes and going shopping in my own closet, I am able to resist the urge to constantly consume.

The power of our purchases and our choices is much more significant than we think. By becoming more conscious participants in all aspects of fashion, we can reduce the impact of our choices on garment workers and on the Earth.

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# Repensar el consumo de ropa: comprender el costo humano de la moda rápida

Es una alegría enorme recibir un paquete con una prenda nueva. Incluso cuando soy estudiante, mis compañeros y yo nos permitimos con bastante regularidad el lujo de comprar ropa nueva. Las plataformas de redes sociales que frecuento, como Instagram y TikTok, me ofrecen una gran cantidad de tendencias que cambian constantemente y una selección aún mayor de lugares donde comprar artículos nuevos. Como ávida compradora de artículos de segunda mano y compradora en la red semi-frecuente, he participado en muchas de estas tendencias, generalmente hasta que desaparecen en unos pocos meses. Sin embargo, mi reciente reflexión sobre la naturaleza del consumo ha cambiado la forma en que participo en la moda rápida e incluso en la compra de artículos de segunda mano.

Creo que es importante reconocer, en primer lugar, que las acciones individuales no pueden alterar por sí solas los sistemas e ideologías que dominan la industria de la moda. No es necesario ni productivo sentirse agobiado por la necesidad de arreglar una industria multimillonaria. Sin embargo, he descubierto que es muy importante desarrollar una mejor *comprensión* de la naturaleza del consumo y la producción en la actualidad. Al cultivar esta comprensión, podemos luchar contra la invisibilización de los procesos necesarios para crear y vender nuestra ropa. Al cultivar esta comprensión, podemos gastar nuestro dinero de manera más consciente y debatir la ética de estas industrias.

## Identificando el problema (y su impacto en los derechos de los trabajadores)

La moda y la producción textil avanzan a un ritmo más rápido que nunca. Tendencias que antes duraban entre cinco y diez años ahora duran sólo unos meses o unas pocas semanas. Para mantenerse al día con estas tendencias efímeras, las marcas de moda rápida están haciendo hincapié en la producción rápida de ropa. La producción de prendas se ha duplicado a nivel mundial desde el año 2000, y el consumidor medio compra un 60% más de ropa que hace diecisiete años, y conserva su ropa durante la mitad del tiempo que antes de 2000. Para compradores como yo, esto puede no significar mucho más que tener que comprar ropa con mayor frecuencia. Para otros, sin embargo, existen consecuencias reales del aumento del ritmo de producción de ropa. Para los trabajadores de China, Bangladesh, Vietnam y varios otros países de lo que comúnmente se conoce como el Sur Global, este aumento del ritmo de producción ha exacerbado significativamente el grado de explotación de los trabajadores. Si bien los trabajadores de la confección en el Sur Global han sido explotados por corporaciones en América del Norte y Europa Occidental durante muchas décadas, la explotación en la industria de la confección ha alcanzado nuevas alturas en los últimos 40 años a medida que el Sur Global continúa satisfaciendo las crecientes demandas de la moda rápida.

## Falta de transparencia en la industria de la moda

La realidad de los trabajadores de la confección en un contexto de moda rápida no se comparte con los consumidores de estas prendas. En plataformas de redes sociales como TikTok e Instagram, donde la gente interactúa con las últimas tendencias, hay muy poca

información compartida por las empresas sobre quién fabrica estas prendas, dónde se fabrican y cuál es el costo ambiental de esta producción. De hecho, las corporaciones con frecuencia hacen afirmaciones vagas e infundadas sobre esfuerzos sustentables o "verdes". Naturalmente, los clientes que quieren comprar de manera más consciente con frecuencia apoyan a las corporaciones que parecen ser más sustentables. Sin embargo, a pesar de lo que puedan afirmar las corporaciones, por lo general se realizan muy pocos esfuerzos tangibles para reducir su impacto en el medio ambiente o limitar la explotación de los trabajadores. La práctica de parecer sustentable o consciente del medio ambiente solo superficialmente se conoce como "lavado verde". Según Katie Okamoto, editora de sustentabilidad en Wirecutter del New York Times, un ejemplo común de lavado verde es cuando a los compradores en línea se les presenta la opción de optar por un envío "carbono neutral" si pagan un poco más. Por lo general, esto indica que la empresa de ropa está trabajando con un servicio de pago de terceros que participa de alguna manera en proyectos de compensación de carbono. Sin embargo, la mayoría de estos proyectos de compensación de carbono tardarán años en comenzar, y el impacto de la compensación de carbono aún no está claro. Los científicos temen que la compensación de carbono no reduzca significativamente las emisiones, y que en realidad las empeore. Por lo tanto, la idea de que pagando más, los clientes pueden combatir las emisiones de los envíos tiene muy poco respaldo. Debido a la falta de transparencia que ofrecen las corporaciones, tomar decisiones informadas sobre el consumo de ropa es difícil para el cliente promedio. De hecho, la falta de transparencia de las empresas de ropa oculta activamente muchas de las realidades inquietantes de la industria de la moda.

## **Explotación basada en género en la industria textil**

Uno de los hechos que se ocultan por esta falta de transparencia es que, según la organización sin fines de lucro Remake, el 80% de los millones de trabajadores de la confección son mujeres de entre 18 y 24 años. Menos del 2% de estos trabajadores ganan un salario digno, y las mujeres y los niños con frecuencia reciben salarios inferiores a los de sus homólogos masculinos. Dr. Hakan Karaosman, una premiada investigadora especializada en cadenas de suministro de moda, escribe: "La moda, como sistema, está paralizada por relaciones de poder desequilibradas". La Dra. Karaosman también señala que en la industria de la moda, las cuestiones de género, clase y nacionalidad se manifiestan en una escala terrible y drástica. Más allá de la grave explotación a la que se enfrentan las mujeres y las niñas en particular, los trabajadores de la confección suelen pertenecer a una clase socioeconómica más baja y se enfrentan a problemas como el robo de salarios, que tienen un impacto significativo en su calidad de vida en el día a día. El robo de salarios ocurre a menudo en la industria de la confección cuando las marcas no pagan el trabajo terminado hasta que se entrega. Si se cancelan los pedidos, los trabajadores simplemente no reciben el pago. Los trabajadores de bajos ingresos también son víctimas de tácticas de explotación, como la fijación de plazos de entrega imposibles y cambios de último momento en los pedidos que los obligan a trabajar horas irrazonables. Muchos de estos trabajadores también experimentan preocupantes peligros para la salud y la seguridad.

Un ejemplo de estos peligros es el derrumbe del edificio Rana Plaza cerca de Dhaka, Bangladesh, en abril de 2013. Rana Plaza era una fábrica de ropa en la que trabajaban miles de personas para suministrar ropa que se vendía principalmente en Occidente. Marcas conocidas como Walmart, JCPenney, Mango y Primark eran algunas de las muchas marcas que se encontraron produciendo en Rana Plaza. Los empleados entrevistados después del

El derrumbe explicaron que habían visto grietas en las paredes de la fábrica durante días antes del derrumbe, y que los pisos del edificio en el que trabajaban se habían construido sin los permisos correspondientes de la ciudad. Aunque este edificio había sido considerado extremadamente inseguro, y el banco y las tiendas ubicadas en el primer piso del edificio Rana Plaza fueron evacuados días antes del derrumbe, los gerentes siguieron exigiendo a los empleados que trabajaban en la producción de ropa que fueran a trabajar para no retrasarse en la producción. Finalmente, tal como temían muchos trabajadores, el edificio se derrumbó, matando a más de mil personas e hiriendo gravemente a más de dos mil. Tras el derrumbe, muchas empresas no admitieron que su ropa procedía de Rana Plaza hasta que se encontraron sus etiquetas en lo que quedó del edificio. Varias de estas empresas pagaron a las víctimas del derrumbe y a sus familias las indemnizaciones, pero la mayoría de las marcas que se abastecían en Rana Plaza se negaron a asumir la responsabilidad. Sin embargo, a escala mundial, el derrumbe de Rana Plaza llamó la atención sobre los horrores de la industria textil. Un mes después del derrumbe, la presión nacional e internacional dio lugar a la firma del Acuerdo sobre seguridad contra incendios y de los edificios por parte de 220 empresas cuyas prendas se fabricaban en Bangladesh. Este acuerdo es un acuerdo jurídicamente vinculante que responsabiliza a las empresas de las violaciones de seguridad y les exige invertir al menos algunos recursos financieros en la seguridad de los edificios en los que se fabrican sus prendas.

Aunque la industria textil ha mejorado ligeramente desde el derrumbe del Rana Plaza, en Bangladesh y en otros lugares sigue poniendo en peligro a los trabajadores. Los trabajadores textiles siguen recibiendo salarios que los dejan por debajo de la línea de pobreza y la represión sindical sigue siendo frecuente en las fábricas textiles de todo el Sur Global. Estos trabajadores también siguen estando expuestos a productos químicos y tintes peligrosos, sin que la dirección de las fábricas o las empresas les proporcionen la protección adecuada. En pocas palabras, gran parte de la ropa que compran los consumidores como yo en Occidente se produce a costa de la salud y la vida de los trabajadores del Sur Global, donde las empresas encuentran mano de obra barata y leyes laborales maleables.

## ¿Qué podemos hacer?

Al escuchar estas historias, resulta difícil seguir participando en el mundo de la moda rápida de la misma manera. Sin embargo, aceptar las brutales realidades de la moda rápida puede resultar abrumador. Puede resultar difícil evitar por completo la moda rápida, que está muy extendida en nuestras comunidades y es la opción más asequible para muchas personas. También puede resultar intimidante imaginarse enfrentarse a empresas multinacionales para desafiar las normas de la industria de la moda rápida. Sin embargo, según Parcel Pending, los estudiantes universitarios representan alrededor del 40% de los consumidores y tienen un poder adquisitivo de 143 mil millones de dólares. El papel de los estudiantes universitarios en el consumo de moda es más importante de lo que creemos, y podemos combatir los aspectos problemáticos de la moda rápida de muchas maneras.

En primer lugar, podemos evitar el consumo excesivo. Una de las características de la moda rápida es que la ropa se considera fácilmente desechable. Los consumidores compran y compran constantemente, generalmente siguiendo las últimas microtendencias y los comentarios de los influencers de moda en línea. Es fundamental frenar este proceso comprando menos y con cuidado. Un ejercicio importante para combatir el consumo excesivo y la moda rápida es reflexionar sobre la longevidad. Al comprar artículos nuevos o incluso de



segunda mano, considere seriamente las siguientes preguntas: ¿Cuánto tiempo puedo usar esta prenda? ¿Me durará un período de tiempo significativo? ¿Hay muchas formas de combinarla? Otras preguntas importantes que uno debe hacerse son las relacionadas con el *motivo por el que* uno compra una prenda nueva. Comprar con un propósito en lugar de por impulso conduce a menos desperdicio y a un guardarropa más seleccionado.

De la misma manera, es crucial remendar y cuidar la ropa que ya tenemos. Es revolucionario pensar en formas de prolongar la vida útil de nuestra ropa en lugar de donarla o tirarla inmediatamente cuando ya no la queremos. Siempre que me siento cansada de mi guardarropa, trato de “ir de compras” a mi propio armario para encontrar formas de hacer que lo que ya tengo parezca nuevo. Esta práctica me ha ayudado a reinventar mi guardarropa muchas veces sin participar en la moda rápida en absoluto. El impulso de consumir innecesariamente comprando ropa nueva es algo que nos han inculcado y es algo que siento a menudo. Sin embargo, este impulso tiene consecuencias tangibles para los demás y para la Tierra. Al utilizar prácticas como remendar la ropa e ir de compras a mi propio armario, puedo resistir el impulso de consumir constantemente.

El poder de nuestras compras y decisiones es mucho más importante de lo que creemos. Si nos volvemos participantes más conscientes de todos los aspectos de la moda, podemos reducir el impacto de nuestras decisiones en los trabajadores de la confección y en el planeta.

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# Fast Fashion Manipulates Us Into Consumerism, Says Aja Barber

In this excerpt from her new book *Consumed*, writer Aja Barber explains how class markers pressure us into consumerism.



BLOOMBERG

To put it bluntly, the world is hurtling towards climate emergency. And the fashion industry is fueling that crisis. While climate emergency is big and scary, if we compartmentalize and think about the areas where we can create meaningful environmental change, the fashion industry is a great place to start. But first, you need the tools to understand it all.

The industry has done a fantastic job of gatekeeping the conversation around its environmental destruction and labor violations, keeping the barrier for entry too high. There's a lot of confusion around what an ethical landscape would look like. It's not exactly everyone buying \$300 dresses. But it is a world where workers get paid fairly and we don't buy quite as many items of clothing we've been purchasing these past 20 years (on average, it's 68 items a year for fast fashion consumers).

For many folks involved in the sustainable fashion conversation, sometimes it feels like we're having the same conversations over and over again. The purpose of *Consumed* is to bring everyone up to speed, help ordinary folks understand where the problems are, who the biggest culprits are, and what individuals can do to help. I hope this book makes people feel like they too can be a part of creating a fashion industry we can *all* believe in.

## Conspicuous Consumption

I grew up in a very affluent area in a working-class family. The definition of what qualifies as "working class" definitely changes, depending on whom you ask, but I would argue that my family is working class. Because I'm American, let's use the American standard of working class, which can also include low-level white-collar workers. To which group my father belongs, and my mother, who was a schoolteacher, was definitely working class. There was no safety net for my parents if things didn't go according to plan, and their work was their only form of security. We had the privilege of upward mobility, which is not afforded to every Black family in America. . . but there's a huge difference between privilege that comes from sacrifice and privilege that comes from generational wealth, of which my family has none.

I was discussing this exact topic with my friend who is an inclusion consultant, Rabya Lomas. We were chatting about our childhoods and the similarities, as I am Black and Rabya is Pakistani. We both recognize how privileged we are today, but we also had parents who had zero safety net in our upbringing. Describing her upbringing and her parents, Rabya says, "Not poor but not exactly rolling in it either. Able to get on the property ladder eventually, afford a mortgage and send three kids to university, but at the expense of not having much left over. Still having to work today, even though they really ought to be retired."

Both my parents still work, too, and the similarities in our experience isn't missed by me. Both Rabya and I spend a lot of time talking about wanting to give back to our parents for the sacrifices they made for us to have better. "I think that's the difference to those with generational wealth. Fundamentally, there is no sacrificial element. Both generations are able to live in financial ease. No one goes without," says Rabya.

I was fortunate that my parents did well for themselves. They were both college-educated, as they had access to student loans. (I remember the year my mother finally paid off her student



plans, and the look of relief on her face and the joy she felt. I didn't quite understand what the debt meant, but I completely understood her sense of relief.)

Anyway, I grew up in a very affluent area, where test scores were high and taking grade-level math in high school was something I hid from my peers (as many of them were taking math courses above their grade level). The idea of going to vocational school instead of university, senior year, was frowned upon... of course in a silent and very insidious way. Our high school had a wall where all the graduates put their names up, along with the school they would be attending, on a cut-out profile of a graduation head and bust. I remember only seeing one vocational school. There's absolutely zero wrong with vocational school. Our society wouldn't function without people doing all sorts of jobs (plumbers, mechanics, carpenters), but vocational school signified something shameful about your socioeconomic status that went unspoken yet held us all in its system.

This is how power and opportunity inequality work; they are silent governors of us all, but they are never openly spoken about. It's why, contrary to popular belief, we will never get ourselves out of the mess which is systemic racism if we just all "stop talking about race so much," because numerous reports and statistics show that there is inequality present in all aspects of life, from home ownership to health outcomes. The route out isn't quick and it isn't clear, and it holds us all in the place in which we were born. These methods of silence have been used to perpetuate some of the worst oppression in our society. If you don't have the vocabulary to talk about the harmful system that clearly exists, then those who benefit from the harmful system can claim that the system doesn't actually exist at all. And this starts when you are young, and it's why vocational school was stigmatized and university was revered. It's why people like me feel ashamed about taking a grade-level math class... and so the gap widens. This is the system which has been created so that shame is allowed to fester and inhibit growth.

Growing up in an affluent area can really mess with one's perception of self. For the vast majority of my life I considered my own family "poor." We weren't. I was just surrounded by people who were far richer than we were. Let's look at some of the ways Resource Generation qualifies "poor and working-poor," and you can decide whether it's fitting for you as well:

- “Substandard, unstable, or inconsistent housing”

Nope. We always had a roof over our head and never worried about that.

- “Underemployed/underpaid, sometimes long-term use of public benefits”

My family has never been on benefits.

- “Little access to higher education”

My parents made sure we all went to university, even if they had to sacrifice.

- “Chronic lack of health care, food, or other necessities”

We always had health insurance through my dad’s job. I asked my dad if staying at his job for forty-one years was a sacrifice on his part, and he responded, “Not exactly. Many of us in general (BIPOC people, sometimes white women as well) stay at our jobs because we feel like it’s a risk to move to another job and leave a secure job for uncertainty. Once you got security at a job, you stayed there. Now why is it a risk? Because of racism and sexism. We haven’t come to where we need to be to allow people to be hired on the content of their character.”

- “Frequent involuntary moves, chaos, and disruption of life”

My parents live in the house which they moved into when I was one.

- “Often raised with strong value on resource sharing and taking care of each other”

Okay, I feel like this is many BIPOC individuals and family I know. This one fits.

- “Targeted and incarcerated disproportionately by the state generally and specifically through systems like child protective services, vagrancy laws, immigration enforcement, and money/cash bail”

As a child I was notoriously clumsy, always tripping and falling (I had hearing damage in one ear, which aids to it). And so one time my mother took me to the doctor for a regular checkup, and she felt uncomfortable with the line of questioning being pointed at her by the doctors. In a nutshell, they were itching to call child protective services because of my self-inflicted bruises and scrapes. That’s racial profiling for you.

- “Intellectual, artistic, and labor contributions frequently stolen, co-opted, or made invisible in dominant society”

Ooof, talk about cultural appropriation.

Okay, so most of those qualifiers really did not fit me. At all.

A few, but let's get real. We weren't poor.

Also note that, according to Resource Generation, the "poor and working-poor," who make up "approximately 20 percent of the population, control roughly 1 percent of US total net worth." Well, those are certainly not the people keeping these companies in billion-dollar profits.

Growing up, I knew there was a wealth divide, which was of course also made worse by the fact that I stuck out like a sore thumb because of my Blackness in what was a predominantly white elementary school during my years in attendance.

I wasn't poor, but I was made to feel poor because I never had the "right" clothes growing up, and much of what I wore included hand-me-downs and thrifted options; I was surrounded by snobs. I remember a kid asking me in the third grade if I wore the same clothing every day. I did not. But barbed insults like that stick with you and inform and coercively control your mindset as an adult, especially when it comes to consumption habits.

I remember clearly hating the sweater my mother convinced me to wear in my fourth grade school photo. It was a pastel yellow and blue V-neck from the brand Ocean Pacific. The worst thing about wearing hand-me-downs was the age gap between me and my older sister (five years). We were children of the eighties and teens of the nineties. And if you look at the sartorial styles of those decades, they changed rapidly during that time period. A sweater that my sister wore in 1987 looked dated and very out of place in 1992. When I got to school that day, I was teased without mercy. We try and pretend these things don't sting and stick with us, but they completely inform who we become as adults. I never felt enough because of my upbringing.

I wasn't poor, but I was made to feel poor because my parents lived in a townhouse (a terraced house in a beautiful neighborhood), while many of my elementary school classmates lived in big, newer, detached single-family homes.

I wasn't poor, but I was made to feel poor because I always had part-time jobs at a young age for my spending money. That was just our parents' way of teaching us the value of money: we had to earn it ourselves and were never given an allowance. So I would spend weekends dog sitting, babysitting, and doing a host of other odd jobs, when many of my other classmates spent their weekends at sleepovers.

I wasn't poor, but I was able to buy my own clothes from age eleven. I was lucky to have the agency to do so, because my mother and I didn't see eye to eye on what I wanted or needed. . . but I still felt very poor.

I wasn't poor, but I was made to feel poor because my parents could never help me buy a house in northern Virginia in my twenties, while so many of my peers had help from generational wealth. I wasn't poor, but I was made to feel poor because my dad brought me to TV sets as a teenager, and I soon found myself working every summer on them as a production assistant and camera assistant, instead of sitting at the pool with my peers. My dad knew that getting us in the door was important for our future survival. It just so happened that those TV jobs enabled us to travel outside of the country, which infinitely broadened my horizons and is arguably the reason I'm sitting here typing to you from my dining-room table in London.

All these things made me feel very poor at the time.

In fact, all these things actually made me normal. The vast majority of the world doesn't have generational wealth in that way. But they still made me feel "poor" at various times in my life.

Yet it's actually ridiculous looking back at it, because we always had enough to eat and presents under the Christmas tree. There was never a stress of how an electricity bill would be paid or whether we would be evicted from our house. My mother loves a coupon and has always budgeted, but it didn't equal poverty despite her often telling us we "didn't have a pot to pee in." (The origin of that phrase comes from the Great Depression. Families that were really hard up would collect their urine in a big pot for the leather tanneries to use in exchange for a small fee. If you didn't have a pot to pee in, you were really in a bad place.)

There's a massive difference between "feeling poor" and "being poor," but so often many of us who are nowhere near the poverty line conflate those feelings with actual poverty. Poverty



is a system of oppression that's very hard to escape from. From a young age I had internalized a supposed lack of "abundance" with being poor. But all of this is due to growing up in an area where there was probably an unhealthy amount of abundance and excess. Society can be divisive, and these feelings are pernicious. When you live in a townhouse but your area is surrounded by McMansions, it's an easy mistake to fall prey to.

My mother grew up without much in a family of nine Black kids in Jim Crow-era Alabama, so the fears of poverty have always followed her throughout her life. It's a hard thing to shake, and in some way that mindset permeated our household, too. As well as all the frugal habits. We didn't waste a thing in my family.

So, with all these feelings swimming around, I felt "poor" and I felt lacking. Which is why I was already naturally indoctrinated into becoming the perfect consumer of fast fashion! I was someone who had enough disposable income, and who never felt "good enough" in relation to my peers. I looked at what was on offer and thought "This is for me! Finally, I can dress like everyone else, in a way of keeping up appearances with new clothes, whenever I want!"

This is what I would say really started me on the path of fast fashion consumption, and I believe that it's the same for millions and millions of us. It fills the gaps that our society makes us feel we have in ourselves and our lives. The void that never fitting in left in me. Perhaps this could be plugged by buying myself a place in the world and concealing these insecurities in piles of clothing? It is important for you to understand your own sense of lacking, and whatever engendered it at this stage in your journey, because it will explain what drives this sense of not being enough that forces you to acquire more.

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# La moda rápida nos manipula y nos lleva al consumismo, afirma Aja Barber

En este extracto de su nuevo libro *Consumed*, la escritora Aja Barber explica cómo los marcadores de clase nos presionan hacia el consumismo.



BLOOMBERG

Para decirlo sin rodeos, el mundo se encamina hacia una emergencia climática y la industria de la moda está alimentando esa crisis. Si bien la emergencia climática es grande y aterradora, si compartimentamos y pensamos en las áreas en las que podemos generar un cambio ambiental significativo, la industria de la moda es un excelente lugar para comenzar. Pero primero, necesitas las herramientas para entenderlo todo.

La industria ha hecho un trabajo fantástico para mantener bajo control la conversación sobre la destrucción ambiental y violaciones laborales, manteniendo la barrera de entrada demasiado alta. Hay mucha confusión sobre cómo sería un panorama ético. No es exactamente que todo el mundo compre vestidos de 300 dólares, pero es un mundo donde

los trabajadores reciben un salario justo y no compramos tantas prendas de vestir como hemos estado comprando en los últimos 20 años (en promedio, son 68 prendas al año para los consumidores de moda rápida).

Para muchas personas involucradas en el debate sobre la moda sostenible, a veces parece que estamos teniendo las mismas conversaciones una y otra vez. El propósito de *Consumed* es poner a todo el mundo al día, ayudar a la gente común a entender dónde están los problemas, quiénes son los principales culpables y qué pueden hacer las personas para ayudar. Espero que este libro haga que la gente sienta que ellos también pueden ser parte de la creación de una industria de la moda en la que *todos podamos crear*.

### **Consumo conspicuo**

Crecí en una zona muy adinerada en una familia de clase trabajadora. La definición de lo que se considera “clase trabajadora” definitivamente cambia, dependiendo de a quién le preguntes, pero yo diría que mi familia es de clase trabajadora. Como soy estadounidense, usemos el estándar estadounidense de clase trabajadora, que también puede incluir a los trabajadores de cuello blanco de bajo nivel. A ese grupo pertenece mi padre, y mi madre, que era maestra de escuela, definitivamente era de clase trabajadora. No había red de seguridad para mis padres si las cosas no salían según lo planeado, y su trabajo era su única forma de seguridad. Tuvimos el privilegio de la movilidad ascendente, que no se le otorga a todas las familias negras en Estados Unidos... pero hay una gran diferencia entre el privilegio que proviene del sacrificio y el privilegio que proviene de la riqueza generacional, de la cual mi familia no tiene ninguna.

Estaba hablando de este mismo tema con mi amiga, que es consultora de inclusión, Rabya Lomas. Hablábamos de nuestras infancias y de las similitudes, ya que yo soy negra y Rabya es paquistaní. Ambas reconocemos lo privilegiadas que somos hoy en día, pero también tuvimos padres que no tuvieron ninguna red de seguridad durante nuestra crianza. Al describir su crianza y la de sus padres, Rabya dice: “No fueron pobres, pero tampoco exactamente ricos. Pudieron acceder a una propiedad con el tiempo, pagar una hipoteca y enviar a sus tres hijos a la universidad, pero a costa de no tener mucho que sobrar. Todavía tienen que trabajar hoy, a pesar de que en realidad deberían estar jubilados”.

Mis padres también siguen trabajando y no me pierdo de vista las similitudes en nuestras experiencias. Tanto Rabya como yo pasamos mucho tiempo hablando de nuestro deseo de devolver a nuestros padres los sacrificios que hicieron para que pudiéramos vivir mejor. “Creo que esa es la diferencia con aquellos que tienen riqueza generacional. Básicamente, no hay ningún elemento de sacrificio. Ambas generaciones pueden vivir con comodidad financiera. Nadie se priva de nada”, dice Rabya .

Tuve la suerte de que a mis padres les fuese bien. Ambos tenían estudios universitarios y tenían acceso a préstamos estudiantiles. (Recuerdo el año en que mi madre finalmente pagó sus préstamos estudiantiles, y la expresión de alivio en su rostro y la alegría que sintió. No entendía muy bien qué significaba la deuda, pero entendía perfectamente su sensación de alivio).

De todos modos, crecí en una zona muy adinerada, donde las calificaciones en los exámenes eran altas y el hecho de que mis compañeros no tuvieran que hacer matemáticas de nivel de grado en la escuela secundaria (ya que muchos de ellos estaban haciendo cursos de matemáticas por encima de su nivel de grado). La idea de ir a una escuela vocacional en lugar de a la universidad, en el último año, estaba mal vista... por supuesto, de una manera silenciosa y muy insidiosa. Nuestra escuela secundaria tenía una pared donde todos los graduados ponían sus nombres, junto con la escuela a la que asistirían, en un perfil recortado de una cabeza y un busto de graduado. Recuerdo haber visto solo una escuela vocacional. No hay absolutamente nada malo en la escuela vocacional. Nuestra sociedad no funcionaría sin personas que hicieran todo tipo de trabajos (fontaneros, mecánicos, carpinteros), pero la escuela vocacional significaba algo vergonzoso sobre tu estatus socioeconómico que no se decía, pero nos mantenía a todos dentro de su sistema.

Así es como funcionan la desigualdad de poder y de oportunidades: son gobernantes silenciosos de todos nosotros, pero nunca se habla abiertamente de ellos. Es por eso que, contrariamente a la creencia popular, nunca saldremos del lío que es el racismo sistémico si simplemente “dejamos de hablar tanto de raza”, porque numerosos informes y estadísticas muestran que hay desigualdad presente en todos los aspectos de la vida, desde la propiedad de la vivienda hasta los resultados de salud. La salida no es rápida ni clara, y nos mantiene a todos en el lugar en el que nacimos. Estos métodos de silencio se han utilizado para perpetuar algunas de las peores opresiones de nuestra sociedad. Si no tienes el vocabulario



para hablar sobre el sistema dañino que claramente existe, entonces aquellos que se benefician de ese sistema dañino pueden afirmar que el sistema en realidad no existe en absoluto. Y esto comienza cuando eres joven, y es por eso que la escuela vocacional fue estigmatizada y la universidad fue venerada. Es por eso que personas como yo nos sentimos avergonzadas de tomar una clase de matemáticas de nivel de grado... y así la brecha se ensancha. Éste es el sistema que se ha creado para permitir que la vergüenza se propague e inhiba el crecimiento.

Creer en una zona adinerada puede afectar seriamente la percepción que uno tiene de sí mismo. Durante la mayor parte de mi vida consideré a mi propia familia “pobre”. No lo éramos. Simplemente estaba rodeado de personas que eran mucho más ricas que nosotros. Veamos algunas de las formas en que Resource Generation califica a los “pobres y a los trabajadores pobres”, y usted podrá decidir si también es adecuado para usted:

- “Viviendas precarias, inestables o inconsistentes”

No. Siempre tuvimos un techo sobre nuestras cabezas y nunca nos preocupamos por eso.

- “Subempleados/mal pagados, a veces con uso prolongado de prestaciones públicas”

Mi familia nunca ha recibido prestaciones.

- “Poco acceso a la educación superior”

Mis padres se aseguraron de que todos fuéramos a la universidad, incluso si tenían que sacrificarse.

- “Falta crónica de atención sanitaria, alimentación u otras necesidades”

Siempre tuvimos seguro médico a través del trabajo de mi padre. Le pregunté a mi padre si permanecer en su trabajo durante cuarenta y un años fue un sacrificio de su parte, y me respondió: “No exactamente. Muchos de nosotros en general (personas BIPOC, a veces también mujeres blancas) nos quedamos en nuestros trabajos porque sentimos que es un riesgo cambiar de trabajo y dejar un trabajo seguro por la incertidumbre. Una vez que conseguías seguridad en un trabajo, te quedabas allí. Ahora bien, ¿por qué es un riesgo? Por el racismo y el sexismo. No hemos llegado al punto en el que necesitamos estar para permitir que se contrate a personas en función del contenido de su carácter”.

- “Mudanzas involuntarias frecuentes, caos y alteración de la vida”

Mis padres viven en la casa a la que se mudaron cuando yo tenía un año.

- “A menudo se cría con un fuerte valor en compartir recursos y cuidarnos unos a otros” vale, creo que se trata de muchas personas y familias BIPOC que conozco. Esta encaja.
- “Son perseguidos y encarcelados de manera desproporcionada por el estado en general y, específicamente, a través de sistemas como los servicios de protección infantil, las leyes de vagancia, la aplicación de la ley de inmigración y las fianzas en efectivo”

De niña, era notoriamente torpe, siempre tropezaba y me caía (tenía problemas de audición en un oído, lo que me ayudaba). Así que una vez mi madre me llevó al médico para un chequeo de rutina y se sintió incómoda con la serie de preguntas que le hicieron los médicos. En pocas palabras, estaban ansiosos por llamar a los servicios de protección infantil debido a los moretones y rasguños que yo misma me había infligido. Eso es discriminación racial.

- “Las contribuciones intelectuales, artísticas y laborales son frecuentemente robadas, cooptadas o invisibilizadas en la sociedad dominante”

Uf, ¡hablando de apropiación cultural!

Bueno, la mayoría de esos calificativos no encajaban conmigo en absoluto.

Unos pocos, pero seamos realistas: no éramos pobres.

También hay que tener en cuenta que, según Resource Generation, los “pobres y los trabajadores pobres”, que representan “aproximadamente el 20 por ciento de la población, controlan aproximadamente el 1 por ciento del patrimonio neto total de Estados Unidos”. Bien, esas no son, ciertamente, las personas que mantienen a estas empresas con ganancias de miles de millones de dólares.

Al crecer, sabía que había una brecha de riqueza, que por supuesto también se agravó por el hecho de que yo sobresalía como un pulgar dolorido debido a mi negritud en lo que era una escuela primaria predominantemente blanca durante mis años de asistencia.

Yo era pobre, pero me hicieron sentir pobre porque nunca tuve la ropa “adecuada” cuando era niño y gran parte de lo que vestía incluía ropa usada y de segunda mano; estaba rodeado de esnobs. Recuerdo que un niño en tercer grado me preguntó si usaba la misma

ropa todos los días. No la usaba. Pero insultos punzantes como ese se quedan en tu mente y forman y controlan de manera coercitiva tu mentalidad como adulto, especialmente cuando se trata de hábitos de consumo.

Recuerdo claramente que odiaba el suéter que mi madre me convenció de usar en mi foto de la escuela de cuarto grado. Era un jersey de cuello en V de color amarillo pastel y azul de la marca Ocean Pacific. Lo peor de usar ropa usada era la diferencia de edad entre mi hermana mayor y yo (cinco años). Éramos niñas de los ochenta y adolescentes de los noventa. Y si nos fijamos en los estilos de vestir de esas décadas, cambiaron rápidamente durante ese período de tiempo. Un suéter que usó mi hermana en 1987 parecía anticuado y muy fuera de lugar en 1992. Cuando llegué a la escuela ese día, me burlaron sin piedad. Tratamos de fingir que estas cosas no duelen y se quedan con nosotros, pero determinan por completo en quiénes nos convertimos como adultos. Nunca me sentí suficiente debido a mi educación.

Yo no era pobre, pero me hacían sentir pobre porque mis padres vivían en una casa adosada en un hermoso vecindario, mientras que muchos de mis compañeros de la escuela primaria vivían en casas unifamiliares grandes, nuevas y separadas.

No era pobre, pero me hicieron sentir pobre porque siempre tuve trabajos a tiempo parcial desde muy joven para poder gastar mi dinero. Esa era simplemente la forma en que nuestros padres nos enseñaban el valor del dinero: teníamos que ganarlo nosotros mismos y nunca nos daban una mesada. Así que pasaba los fines de semana cuidando perros, niños y haciendo un montón de otros trabajos ocasionales, mientras que muchos de mis otros compañeros de clase pasaban los fines de semana en fiestas de pijamas.

No era pobre, pero pude comprarme mi propia ropa desde los once años. Tuve suerte de tener la capacidad de hacerlo, porque mi madre y yo no estábamos de acuerdo en lo que yo quería o necesitaba... pero aun así me sentía muy pobre.

No era pobre, pero me hicieron sentir pobre porque mis padres nunca pudieron ayudarme a comprar una casa en el norte de Virginia cuando tenía veinte años, mientras que muchos de mis compañeros recibieron ayuda de la riqueza generacional. No era pobre, pero me hicieron sentir pobre porque mi padre me llevó a los platós de televisión cuando era adolescente, y pronto me encontré trabajando todos los veranos en ellos como asistente de producción y

sisistente de cámara, en lugar de sentarme en la piscina con mis compañeros. Mi padre sabía que abrírnos paso era importante para nuestra supervivencia futura. Dio la casualidad de que esos trabajos en la televisión nos permitieron viajar fuera del país, lo que amplió infinitamente mis horizontes y es, posiblemente, la razón por la que estoy sentado aquí escribiéndote desde la mesa de mi comedor en Londres.

Todas estas cosas me hicieron sentir muy pobre en ese momento.

De hecho, todas estas cosas me hicieron sentir normal. La gran mayoría del mundo no tiene esa riqueza generacional, pero aun así me hicieron sentir "pobre" en varios momentos de mi vida.

Sin embargo, en realidad es ridículo mirar atrás, porque siempre teníamos suficiente para comer y regalos debajo del árbol de Navidad. Nunca nos preocupábamos por cómo pagaríamos la factura de la luz o si nos desalojarían de nuestra casa. A mi madre le encantan los cupones y siempre ha hecho un presupuesto, pero eso no equivalía a la pobreza, a pesar de que a menudo nos decía que "no teníamos un orinal para orinar". (El origen de esa frase viene de la Gran Depresión. Las familias que estaban en una situación muy difícil recogían su orina en un gran orinal para que las curtidurías la usaran a cambio de una pequeña tarifa. Si no tenías un orinal para orinar, estabas en una situación realmente mala).

Hay una enorme diferencia entre "sentirse pobre" y "ser pobre", pero muchas veces muchos de nosotros que estamos muy lejos de la línea de pobreza confundimos esos sentimientos con la pobreza real. La pobreza es un sistema de opresión del que es muy difícil escapar. Desde muy joven había interiorizado una supuesta falta de "abundancia" con el hecho de ser pobre. Pero todo esto se debe a que crecí en una zona donde probablemente había una cantidad insalubre de abundancia y exceso. La sociedad puede ser divisiva y estos sentimientos son perniciosos. Cuando vives en una casa adosada pero tu zona está rodeada de mansiones, es fácil caer en ese error.

Mi madre creció sin demasiado en una familia de nueve hijos negros en Alabama, en la época de las leyes de segregación racial, por lo que el miedo a la pobreza siempre la ha acompañado durante toda su vida. Es algo difícil de superar y, de alguna manera, esa



mentalidad también se impregnó en nuestro hogar, al igual que todos los hábitos frugales. En mi familia no desperdiciamos nada.

Así que, con todos esos sentimientos flotando a mi alrededor, me sentí “pobre” y carente de todo. Por eso, ya estaba inculcada de forma natural en mí la idea de convertirme en la consumidora perfecta de moda rápida. Era una persona que tenía suficientes ingresos disponibles y que nunca se sentía “suficientemente buena” en relación con sus pares. Miré lo que había en oferta y pensé: “¡Esto es para mí! ¡Por fin puedo vestirme como todo el mundo, de una manera que mantenga las apariencias con ropa nueva, cuando quiera!”.

Yo diría que esto es lo que realmente me inició en el camino del consumo de moda rápida, y creo que es lo mismo para millones y millones de nosotros. Llena los vacíos que nuestra sociedad nos hace sentir que tenemos en nosotros mismos y en nuestras vidas. El vacío que el no encajar nunca dejó en mí. ¿Quizás podría llenarlo comprándome un lugar en el mundo y ocultando estas inseguridades en pilas de ropa? Es importante que entiendas tu propia sensación de carencia, y lo que sea que la haya engendrado en esta etapa de tu viaje, porque eso explicará qué impulsa esta sensación de no ser suficiente que te obliga a adquirir más.

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# Section 8 Documentation

Timeline & Pacing Guide

Lesson Plans

Attendance

Evidence Samples

# Migrant Education Debate Lesson Plan Outline

<b>Teacher's Name:</b>	<b>School</b>
<b>Topic:</b>	<b>Grade Levels</b>

## THE LESSON

### Detailed Step-by-Step Lesson:

#### Lesson Overview

##### What is Debate?

This is meant to be an introductory lesson to just get the students talking and beginning to argue in public. Provide an overview/review of the debate rounds and scoring requirements. Discuss the various aspects of Debate to assure that students have a clear understanding of the process before diving into the content.

##### What is Argument?

During this lesson, students will learn the basic elements of argumentation.

<b>Claim</b>	The main point of the argument; what the debater seeks to prove true.
<b>Warrant/Justification</b>	The logical justification for the claim; why the claim is true.
<b>Data/Evidence</b>	The information or evidence used to bolster the warrant.
<b>Impact</b>	The reason the argument should matter to the audience.

#### Example of Each Element of an Argument

<b>Claim</b>	Legalizing marijuana will increase government revenues.
<b>Warrant/Justification</b>	Governments can place taxes on legalized marijuana.
<b>Data/Evidence</b>	Business Week, March 29, 2019—Legalized marijuana, if sold in stores at the same prices as sold on the street, would yield \$40 to \$100 billion in new tax revenue.
<b>Impact/Significance</b>  <b>Answers the question: Why is this significant</b>	In a country where both federal and state governments run massive deficits, and where programs from welfare to education are being cut across the board, we need to do whatever we can to increase revenue streams.

**Sample Supporting Activity:** Show students a commercial to identify the various elements of an argument.

#### Argument in Debate

#### Guided practice:

- Reading of various types of expository texts
- Writing within various contexts integrating explicit instruction
- Use of rubric to evaluate and edit writing

## Migrant Education Debate Lesson Plan Outline

purposes of cross examination as well as what cross-examination should and should not be. It will also cover tips for cross-examination for students when asking questions as well as when answering questions.

### The Do's and Don'ts of Cross Examination

#### Do:

- Make sure to restate the argument and/or evidence you are challenging. This ensures that the judge is aware that you are speaking directly to the information your opponents presented. This also keeps questions focused on relevant information in the debate as well as avoid broad questions that allow your opponents to give vague answers that don't give you any advantage.
- Keep your questions argumentative.
- Ask relatively short questions.
- answers that don't give you any advantage.
- Make sure you fully understand arguments before moving on.

#### Don't:

- Start questions with "Do you agree..." or "Are you aware..."
- Re-explain things that are already clear. This wastes time for both you and your opponents.

### The Do's and Don'ts of Answering

#### Do:

- Make sure to restate the question you are answering prior to answering. This ensures the judge notices that you're responding directly and gives more coherence to your responses.
- Keep your answers short and sweet.
- Be specific to the question. Don't give them any more information than they need.
- Reference evidence provided in your opening statement. Not only will this help you answer questions effectively, but this also shows the judge that you know your position inside and out, which boosts speaker points.

#### Don't:

- Be afraid to admit you don't know something. If your opponent asks you something that you don't know, it's better to admit you don't know than to lie about it. You can always argue later that it's not an important element of the debate anyways.

#### Sample Supporting Activity:

##### Cross-Examination Circle

Have one of the individuals in the class read a copy of the Affirmative case or a Pro case. After the case is read, have students sit in a circle and each one of them has to ask a cross-examination question based on what was just read. The individual who read the case can answer the question, but the teacher and other students can help him/her out with the answers.

After everyone goes around and asks a question, the teacher should come up with a question that is the heart of the case that was read. The group should then work on "probing" – asking a CX question based off the answer that was given. Most young debaters will ask a question and not probe deeper into that issue when the answer is given. This time around the circle, have each student ask a probe...they must ask a question based on the answer that was given before they asked the question.



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## Sample Supporting Activity:

### Activity: I Couldn't Disagree

To help improve general communication skills • To help improve confidence • To encourage quick thinking skills • To encourage listening skills • To encourage & improve rebuttal skills

Quick game that can help students practice response techniques and helps develop the ability to deal with points of information.

- One pupil makes a statement (this statement could be serious, silly, topical, controversial or obvious).
- The next person has to respond to the statement by saying 'I couldn't disagree more' and then give a reason why applying the strategies listed above.

**Here's an example:** Pupil A – "I believe that politics is a waste of time" Pupil B – "I couldn't disagree more. Politics is incredibly important as politicians make decisions that affect every aspect of our lives" Now it is Pupil B's turn to make a statement: Pupil B – "I believe that we should introduce road pricing in the UK" Pupil C – "I couldn't disagree more. In early 2017, over 1.8m people in the UK signed a petition saying that they didn't want it."

**Rebuttal:** Lead Rebutter initiates the Rebuttal Phase challenging the answers provided by the opposing team in the Response Phase. The Lead Rebutter concludes the Rebuttal phase. After the Lead Rebutter addresses 2 of the opposing team's responses, the Lead Cross Examiner and/or Lead Responder may also challenge the responses offered by the other team. All 5 team members must work together to prepare the rebuttal to the opposing team's responses.

Rebuttal strategies are important aspect of the debate. In correctly using and developing refutation skills, students will learn to make multiple levels of arguments.

## Lesson Review

Rebuttal is the opportunity to draw the judge's attention to the flaws in the other team's arguments. The most effective rebuttals will attack the core of an opposition's argument as being ILLOGICAL or IRRELEVANT to the topic, and it is always better to attack the argument itself rather than the example or evidence they use to back it up. However, you don't always have to argue that the other team is completely wrong: you can also argue that their argument is correct but should be awarded little weight, that the positive outcomes are outweighed by the negatives, that your team's arguments are more likely to yield the desired outcome. Support students in understanding that they are attacking the points the other team makes – not the opposition speakers themselves – and NEVER use insults.

## Sample Supporting Activity:

### Activity: Rebuttal Tennis

Rebuttal is the name given to points in a debate where participants disagree with what has been said by their opponents. You can practice this skill by holding short bouts of "rebuttal tennis". Pairs of students sit opposite each other; one student makes a statement for, and the other immediately disagrees. Then the first student disagrees back ... who can keep going the longest? Here are some light-hearted topics for fun games of rebuttal tennis.

- Valentine's day should be abolished
- We should have a national Harry Potter Day
- *The Kardashians* is the best reality show
- We should have video games as a subject in school

- Reading of various types of expository texts
- Writing within various contexts integrating explicit instruction
- Use of rubric to evaluate and edit writing

# Migrant Education Debate Lesson Plan Outline

## Appendix A:

Affirmative (PRO)	
Claim	
Warrant	
Data	
Impact	

- Reading of various types of expository texts
- Writing within various contexts integrating explicit instruction
- Use of rubric to evaluate and edit writing

# Migrant Education Debate Lesson Plan Outline

## Appendix B

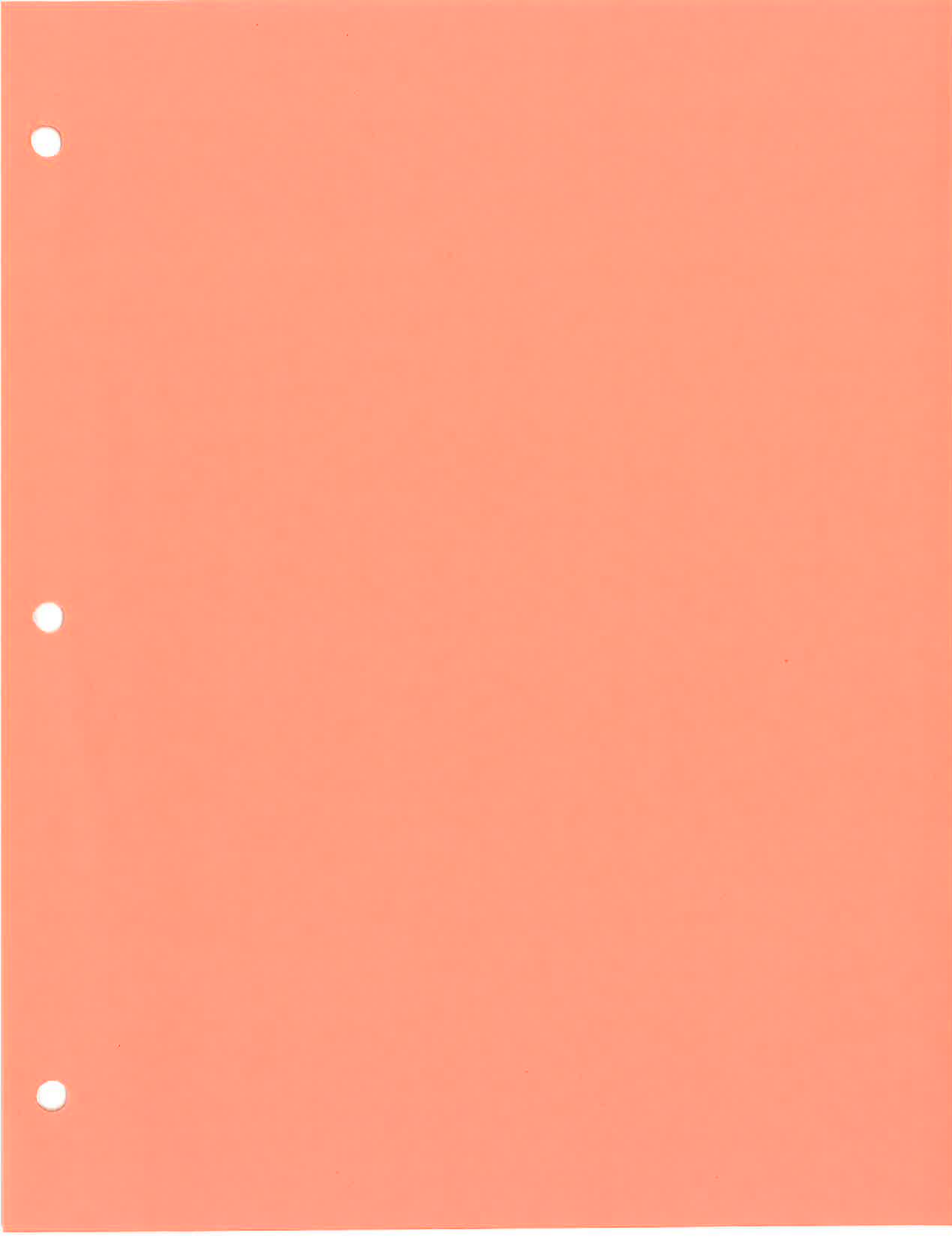
Rubric for the Assessment of the Argumentative Essay					
	3	2	1	0	Score
<b>A.</b> Introduction Background/history Define the problem Thesis Statement  Conclusion	Well developed introductory paragraph contains detailed background, a clear explanation or definition of the problem, and a thesis statement  Conclusion summarizes the main topics without repeating previous sentences; writer's opinions and suggestions for change are logical and well thought out.	Introductory paragraph contains some background information and states the problem, but does not explain using details. States the thesis of the paper.  Conclusion summarizes main topics. Some suggestions for change are evident.	Introduction states the thesis but does not adequately explain the background of the problem. The problem is stated, but lacks detail.  Conclusion summarizes main topics, but is repetitive. No suggestions for change and/or opinions are included.	Thesis and/or problem is vague or unclear. Background details are a seemingly random collection of information, unclear, or not related to the topic.  Conclusion does not adequately summarize the main points. No suggestions for change or opinions are included.	
<b>B.</b> MAIN POINTS Body Paragraphs Refutation	Three or more main points are well developed with supporting details. Refutation paragraph(s) acknowledges the opposing view and summarizes their main points.	Three or more main points are present but may lack detail and development in one or two. Refutation paragraph(s) acknowledges the opposing view but doesn't summarize points.	Three or more main points, but all lack development. Refutation paragraph(s) missing and/or vague	Less than three main points, with poor development of ideas. Refutation missing or vague.	
<b>C.</b> ORGANIZATION	Logical, compelling progression of ideas in essay; clear structure which enhances and showcases the central idea or theme and moves the reader through the text. Organization flows so smoothly the reader hardly thinks about it. Effective, mature, graceful transitions exist throughout the essay.	Overall, the paper is logically developed. Progression of ideas in essay makes sense and moves the reader easily through the text.  Strong transitions exist throughout and add to the essay's coherence	Progression of ideas in essay is awkward, yet moves the reader through the text without too much confusion. The writer sometimes lunges ahead too quickly or spends too much time on details that do not matter. Transitions appear sporadically, but not equally throughout the essay.	Arrangement of essay is unclear and illogical. The writing lacks a clear sense of direction. Ideas, details or events seem strung together in a loose or random fashion; there is no identifiable internal structure and readers have trouble following the writer's line of thought. Few, forced transitions in the essay or no transitions are present.	
<b>D.</b> WORKS CITED	Source material is smoothly integrated into the text. All sources are accurately documented in the desired format both in the text and on the Works Cited page.	Source material is used. All sources are accurately documented, but a few are not in the desired format. Some sources lack credibility.	Source material is used, but integration may be awkward. All sources are accurately documented, but many are not in the desired format or lack credibility.	Lacks sources and/or sources are not accurately documented. Format is incorrect for all sources.	
<b>E.</b> MECHANICS Sentence Structure Punctuation & Capitalization	Sentence structure is correct. Punctuation and capitalization are correct.	Sentence structure is generally correct. Some awkward sentences do appear. There are one or two errors in punctuation and/or capitalization.	Work contains structural weaknesses and grammatical errors. There are three or four errors in punctuation and/or capitalization.	Work contains multiple incorrect sentence structures. There are four or more errors in punctuation and/or capitalization.	
				<b>TOTAL</b>	

Comments: \_\_\_\_\_

Grade Equivalent: A = 13 - 15 points  
B = 10 - 12 points  
C = 7 - 9 points  
D = 4 - 6 points  
F = 3 or less

Grade: \_\_\_\_\_

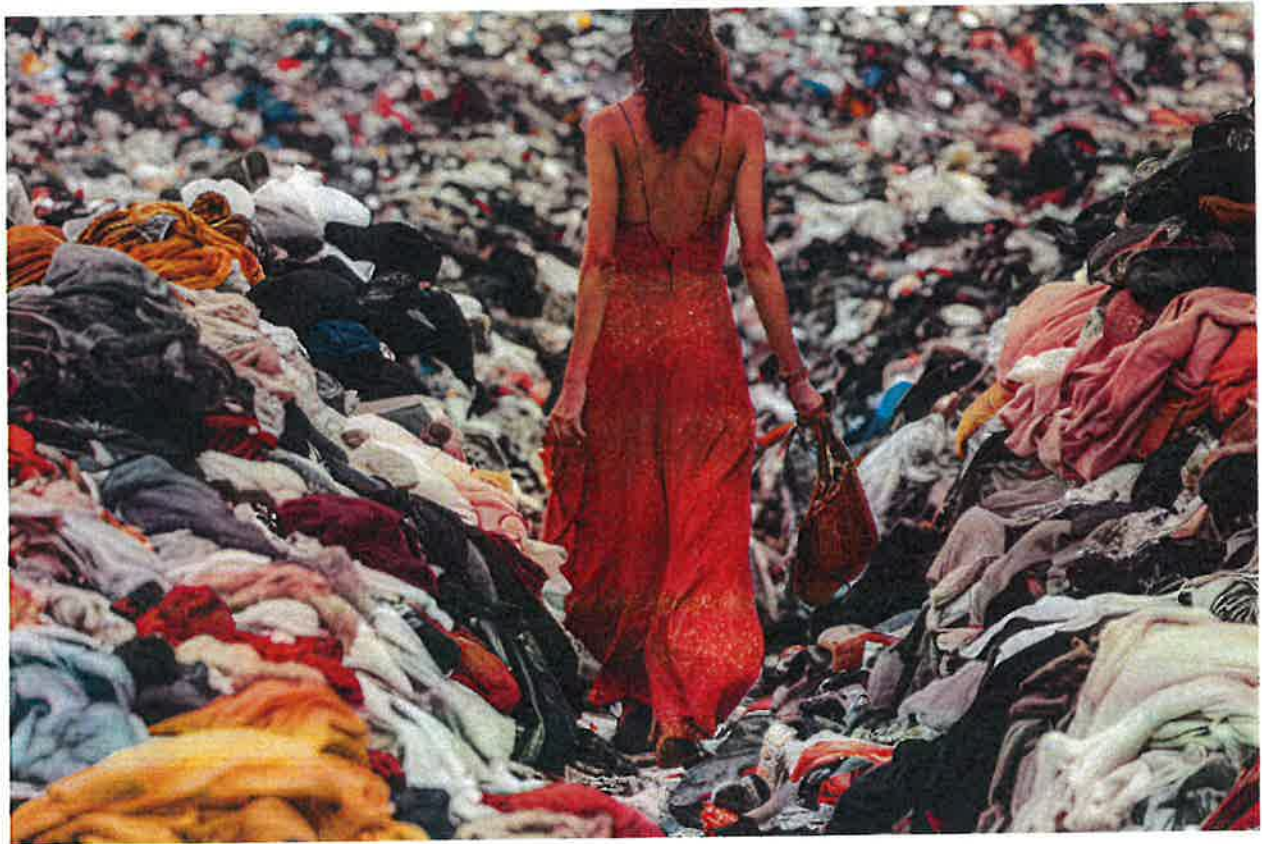
- Reading of various types of expository texts
- Writing within various contexts integrating explicit instruction
- Use of rubric to evaluate and edit writing





# Is Fast Fashion Fueling Unsustainable Consumerism?"

This guide is designed to help participants actively engage with the presentation, reflect on key concepts, and reinforce understanding through structured questions, reflection spaces, and comprehension exercises.



## Warm-Up Reflection

Write a few sentences or bullet points answering:

1. What does "fast fashion" mean to you?
2. How often do you buy clothing, and what motivates your purchases (e.g., price, trends, quality)?
3. What do you think are the benefits and drawbacks of fast fashion?

## Notes

## **Understanding Fast Fashion**

### **Key Characteristics of Fast Fashion:**

- Rapid production cycles:
- Frequent new collections:
- Low prices and lower-quality materials:

### **Fill-in-the-Blanks:**

1. Fast fashion brands like \_\_\_\_\_ and \_\_\_\_\_ are known for affordable, trendy clothing.
2. \_\_\_\_\_ is a key driver of fast fashion's success, allowing brands to produce runway-inspired designs quickly.

### **Reflection Question:**

How do fast fashion brands influence the way you shop for clothes?

## **Economic and Social Impacts**

### **Positive Impacts:**

Generates jobs in \_\_\_\_\_.

Provides affordable clothing for \_\_\_\_\_.

Drives retail innovation through \_\_\_\_\_.

### **Negative Impacts:**

Exploits labor with wages as low as \$\_\_\_\_\_ per day.

Unsafe working conditions, such as \_\_\_\_\_.

### **Comprehension Check:**

What is one-way fast fashion stimulates economic growth?

Why are working conditions in some factories criticized?

### **Reflection Question:**

Do the economic benefits of fast fashion justify its social costs? Why or why not?



## **Environmental Impacts**

### **Visible Costs:**

\_\_\_\_\_ % of textiles end up in landfills annually.

Producing one cotton T-shirt requires \_\_\_\_\_ liters of water.

### **Hidden Costs:**

Microplastics from synthetic fabrics pollute \_\_\_\_\_

Carbon emissions from global transportation total \_\_\_\_\_ billion tons annually.

### **Fill-in-the-Blanks:**

Washing synthetic fabrics releases \_\_\_\_\_ into waterways.

The production and disposal of fast fashion contribute to \_\_\_\_\_ crises worldwide.

### **Reflection Questions:**

How do your clothing choices impact the environment?

What small steps could you take to reduce your fashion-related environmental footprint?

## **Psychological Drivers of Consumerism**

### **Key Consumer Motivations:**

Desire for novelty:

Affordable access to trends:

Social pressures from influencers and peers:

### **Comprehension Check:**

How does influencer culture contribute to fast fashion's popularity among youth?

Why do you think people value trendy designs over durability?

### **Reflection Questions:**

How much of your shopping is driven by trends versus need?

What influences your decision to purchase a new piece of clothing?

## **Sustainability Trade-offs**

### **Challenges:**

Consumers struggle to balance \_\_\_\_\_ with \_\_\_\_\_.

Fashion trends change rapidly, resulting in \_\_\_\_\_.

### **Alternatives:**

Sustainable fashion options include \_\_\_\_\_.

Ethical practices focus on \_\_\_\_\_.

**Fill-in-the-Blanks:** Sustainable fashion brands operate with lower profit margins because they prioritize \_\_\_\_\_ and \_\_\_\_\_.

Planned obsolescence in fast fashion encourages \_\_\_\_\_.

**Reflection Question:** What barriers prevent consumers from choosing sustainable fashion over fast fashion?

## **Social Impacts**

### **Labor Exploitation:**

Workers earn as little as \$ \_\_\_\_\_ per day.

\_\_\_\_\_ % of garment workers are women, often aged \_\_\_\_\_.

### **Child Labor:**

Over \_\_\_\_\_ million children work in the garment industry.

### **Comprehension Check:**

Why are working conditions in sweatshops considered unethical?

What is the connection between child labor and fast fashion?

### **Reflection Questions:**

If you knew your clothes were made by exploited workers, would it change how you shop? Why or why not?



## **Throwaway Culture**

### **Cycle of Consumption:**

Consumers buy \_\_\_\_\_% more clothing than 15 years ago.

The average garment is worn only \_\_\_\_\_ times.

\_\_\_\_\_ % of fast fashion items are discarded within one year.

### **Fill-in-the-Blanks:**

The throwaway culture treats fashion as \_\_\_\_\_ rather than \_\_\_\_\_.

\_\_\_\_\_ tons of textile waste are generated annually.

### **Reflection Questions:**

How often do you wear your clothes before discarding them?

How can we shift toward valuing quality over quantity in fashion?

## **Building Empathy and Taking Action**

### **Group Activity:**

**Step 1:** Share a story about your favorite piece of clothing:

- Where did you get it?
- Why do you love it?
- How often do you wear it?

**Step 2:** Role-play a perspective (e.g., garment worker, factory owner, designer).

- What challenges might someone in this role face?

**Step 3:** Brainstorm 3 actions to become a more conscious consumer:

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

### **Reflection Question:**

What is one change you will make after learning about fast fashion's impact?

## **Discussion Questions**

**Hidden Costs:** How do the environmental and social impacts of fast fashion extend beyond its price tag?

**Exploring Alternatives:** What sustainable fashion options exist in your community, and what challenges do they face?

**Consumer Influence:** How can your purchasing decisions influence the future of the fashion industry?

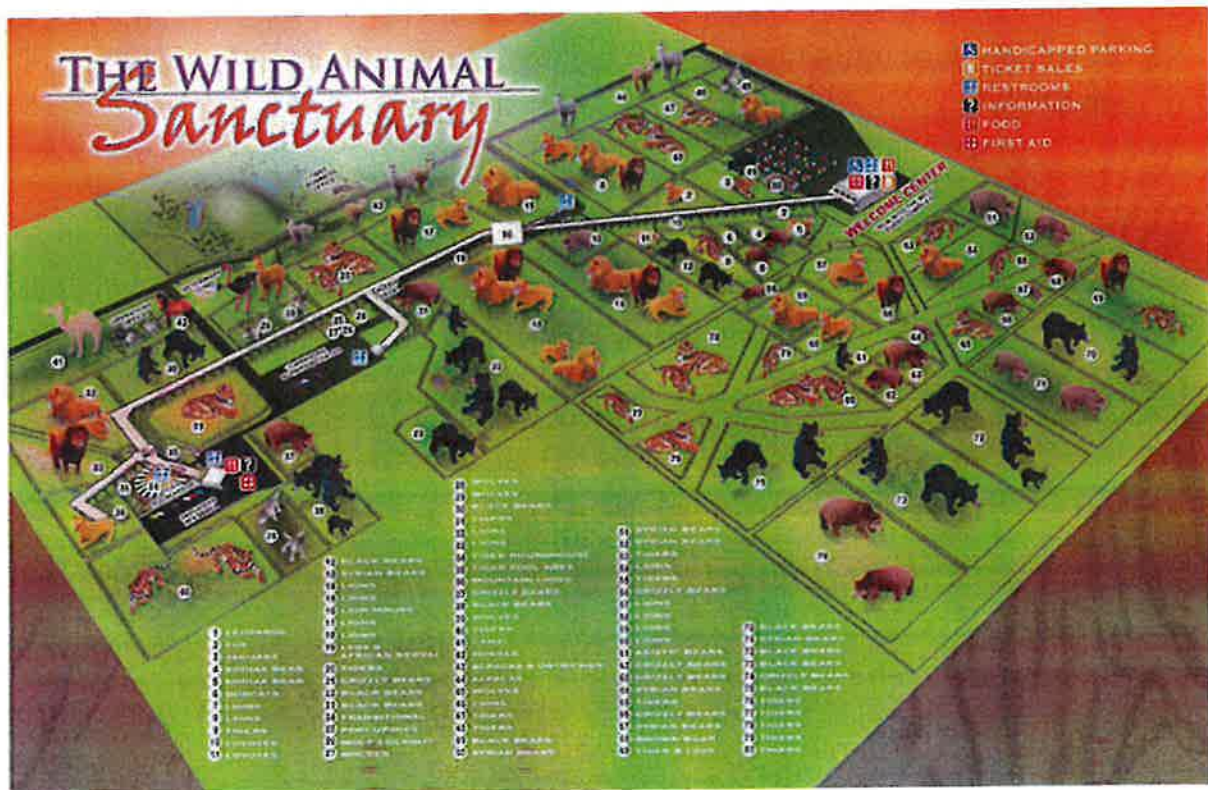
**Personal Reflection:** How do you balance your clothing needs with your values around sustainability and ethics?





# Wildlife Facilities and Captivity – Exploring the Balance Between Conservation and Care

This guide is designed to support participants in staying actively engaged with the presentation. It includes structured spaces for reflection, open-ended questions to encourage critical thinking, and close-ended exercises to check comprehension and understanding.



## **Warm-Up Reflection**

*Write a few sentences or bullet points answering:*

1. What do you already know about wildlife facilities (e.g., zoos, sanctuaries)?
2. What are your initial thoughts or feelings about animals being kept in captivity?

Notes

## **Ethical Arguments**

### **Arguments Supporting Wildlife Facilities:**

Example 1:

Example 2:

### **Arguments Against Wildlife Facilities:**

Example 1:

Example 2:

**Close-Ended Questions:** Wildlife facilities have saved species like the \_\_\_\_\_ and \_\_\_\_\_ from extinction through scientifically managed breeding programs.

A common criticism of wildlife facilities is that they cannot fully replicate, \_\_\_\_\_ leading to stress in animals.

**Open-Ended Questions:** Do you believe the benefits of wildlife facilities outweigh the ethical concerns? Why or why not?

How would you address the issue of captivity-related stress if you managed a wildlife facility?

## **The Role of Modern Wildlife Facilities**

**Conservation Programs:** Example:

**Scientific Research:** Example:

**Safe Havens for Animals:** Example:

**Open-Ended Questions:** What role do you think wildlife facilities play in protecting species that are on the brink of extinction?

How can facilities improve their environments to better meet the needs of animals?

**Reflection:** Consider a species you admire or are curious about. How might a wildlife facility contribute to its survival?

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Notes:



## Success Stories

### *Fill-in-the-Blanks:*

The California Condor population grew from \_\_\_\_\_ to \_\_\_\_\_ due to conservation efforts in wildlife facilities.

The Black-footed Ferret population increased from \_\_\_\_\_ individuals to over \_\_\_\_\_ in the wild.

**Detailed Reflection:** Reflect on the success stories shared during the presentation.

*Why are these stories significant?*

*How do they shape public perception of wildlife facilities?*

**Open-Ended Questions:** How can facilities replicate these successes for other endangered species?

Are there specific factors that contribute to the success or failure of breeding programs?

## **Educational and Research Contributions**

### *Educational Contributions:*

Example 1:

Example 2:

### *Research Contributions:*

Example 1:

Example 2:

### **Close-Ended Exercise:** *Circle the correct statement:*

- Most visitors to wildlife facilities gain a deep understanding of conservation needs.
- Visitors to wildlife facilities often focus more on entertainment than educational content.

**Open-Ended Questions:** What is the most memorable educational experience you've had involving wildlife?

How can wildlife facilities make their educational programs more impactful for visitors?

**Reflection:** What knowledge or skills from research conducted in wildlife facilities could directly benefit wild populations?

## Challenges and Critiques

### *Animal Welfare Concerns:*

Example 1:

Example 2:

### *Limited Wild Impact:*

Example 1:

Example 2:

**Close-Ended Questions:** Captive animals often exhibit behaviors, such as repetitive pacing or head-bobbing, due to stress.

Wild tigers typically roam over \_\_\_\_\_ acres, but in captivity, their space is limited to \_\_\_\_\_ acres.

**Open-Ended Questions:** How can wildlife facilities address criticisms about inadequate space and socialization for animals?

What are potential alternatives to traditional captive environments?

## **Economic and Ethical Considerations**

### *Economic Priorities:*

Example 1:

Example 2:

### *Ethical Dilemmas:*

Example 1:

Example 2:

**Open-Ended Questions:** How can wildlife facilities balance financial sustainability with ethical care for animals?

Should facilities prioritize funding for popular species or less-known endangered species?

**Reflection:** Consider the impact of public perception and funding. What role do you think public education campaigns play in shaping the priorities of wildlife facilities?



## **Collaborative Solutions**

**Reflection:** After hearing both sides of the debate, write your stance on wildlife facilities and your reasoning.

**Open-Ended Questions:** What are some potential collaborative strategies between wildlife facilities, local communities, and governments to address both conservation and ethical concerns?

How can these strategies ensure the long-term survival of endangered species?

**Synthesis Exercise:** Write 2-3 actionable recommendations for wildlife facilities that address both their conservation goals and ethical challenges.

## **Closing Reflections**

**Personal Takeaways:** What is one thing you learned today that challenged your previous views on wildlife facilities?

How can you personally contribute to wildlife conservation efforts?

**Open-Ended Question:** Imagine explaining this presentation to a friend. What would you say is the most important takeaway about wildlife facilities?

## **Cross Examination/Response/Rebuttal Frames**

To sharpen, contextualize and maintain the narrative and cohesion of the debate, it is essential for debaters to restate the argument/evidence/logic used by the opposing team before challenging it.

### **1. Clarifying/Restating Their Argument:**

- "Earlier, you mentioned that [paraphrase of their argument], is that correct?"
- "To make sure I understand, you stated that [paraphrase of their point]—is that accurate?"
- "You've argued that [paraphrase of their claim], is that your position?"
- "Just to confirm, your argument is that [paraphrase of their argument], right?"

### **2. Challenging Consistency:**

- "You've just claimed that [paraphrase of their statement], but earlier you said [contradictory statement]. Can you reconcile these two positions?"
- "Earlier, you asserted that [paraphrase of their argument], but then you also mentioned [contradictory claim]. How do you explain that?"
- "You've said that [paraphrase], but if we consider [counterpoint], how does this fit with your earlier argument?"

### **3. Identifying Gaps or Weaknesses:**

- "You've argued that [paraphrase], but can you explain how that accounts for [specific scenario or contradiction]?"
- "You said that [paraphrase of their argument], but how do you justify this given [evidence or counterpoint]?"
- "Earlier you suggested that [paraphrase of their point], but how does this reconcile with [opposing evidence or logic]?"

### **4. Probing for Evidence or Justification:**

- "You claim that [paraphrase of their argument], but do you have any evidence to support that?"
- "You argued that [paraphrase of their statement], but could you explain the source or reasoning behind that claim?"
- "You said [paraphrase of their argument], can you provide any data or studies to back that up?"

### **5. Exposing Vagueness or Ambiguity:**

- "Earlier you stated that [paraphrase], but could you clarify what exactly you mean by that term/phrase?"
- "You mentioned [paraphrase of a general claim], but how do you define [key term] in that context?"
- "You've suggested that [paraphrase], but isn't that a bit vague? Can you give a more precise explanation?"

**6. Challenging Assumptions:**

- "You've argued that [paraphrase of their argument], but isn't that assuming [flawed assumption or external factor]?"
- "You claim that [paraphrase], but don't you think that this ignores [counterexample or exception]?"
- "You said [paraphrase], but doesn't that overlook the possibility of [alternative viewpoint or outcome]?"

**7. Drawing Implications:**

- "You've argued that [paraphrase], but if that were true, would it not also imply [potential consequence]?"
- "Earlier, you said [paraphrase], but doesn't that suggest [undesirable implication]?"
- "You stated that [paraphrase], but could that lead to [negative outcome] in the long term?"

**8. Pointing Out Internal Contradictions:**

- "You previously argued that [paraphrase], but then you later suggested [contradictory claim]. How do you reconcile these two points?"
- "Earlier in your argument, you said [paraphrase], but just now you claimed [contradictory statement]. Can you explain the inconsistency?"
- "You've claimed both that [paraphrase of one claim] and that [paraphrase of opposing claim]. Which is your true position?"

**9. Highlighting Specificity or Detail:**

- "You said that [paraphrase], but can you provide more specifics on how that would work in practice?"
- "You argued that [paraphrase], but are there any specific examples or case studies to back that claim up?"
- "Earlier you stated that [paraphrase], but could you go into more detail about [specific aspect or outcome]?"

**10. Testing Generalizability:**

- "You argued that [paraphrase of their claim], but how does this apply in situations where [alternative scenario]?"
- "You suggested that [paraphrase], but isn't that limited to certain circumstances, like [specific condition]?"
- "You've said that [paraphrase], but wouldn't that argument break down in situations where [counterpoint] occurs?"

These sentence frames can be adapted to any debate format, allowing for precise, logical questioning that engages with the opposing team's arguments and opens up avenues for clarification, contradiction, or deeper analysis.



## **Plataformas Interrogatorio para apoyar los estudiantes participar eficazmente en las etapas del Debate de en Interrogación, Respuesta y Refutación**

*Para afinar, contextualizar y mantener la narrativa y cohesión del debate, es esencial que los debatientes repitan el argumento/evidencia/lógica utilizada por el equipo contrario antes de desafiarla.*

### **1. Aclarar/Reformular su Argumento:**

- "Antes mencionaste que [paráfrasis de su argumento], ¿es correcto?"
- "Para asegurarme de que entiendo, dijiste que [paráfrasis de su punto]—¿es eso exacto?"
- "Has argumentado que [paráfrasis de su afirmación], ¿es esa tu posición?"
- "Solo para confirmar, tu argumento es que [paráfrasis de su argumento], ¿verdad?"

### **2. Desafiar la Consistencia:**

- "Acabas de afirmar que [paráfrasis de su declaración], pero antes dijiste [declaración contradictoria]. ¿Puedes conciliar estas dos posiciones?"
- "Antes, afirmaste que [paráfrasis de su argumento], pero luego mencionaste también [afirmación contradictoria]. ¿Cómo explicas esto?"
- "Has dicho que [paráfrasis], pero si consideramos [contrapunto], ¿cómo encaja esto con tu argumento anterior?"

### **3. Identificar Vacíos o Debilidades:**

- "Has argumentado que [paráfrasis], pero ¿puedes explicar cómo eso tiene en cuenta [escenario o contradicción específica]?"
- "Dijiste que [paráfrasis de su argumento], pero ¿cómo justificas esto dado [evidencia o contrapunto]?"
- "Antes sugeriste que [paráfrasis de su punto], pero ¿cómo se reconcilia esto con [evidencia o lógica contraria]?"

### **4. Interrogar sobre Evidencia o Justificación:**

- "Afirmas que [paráfrasis de su argumento], pero ¿tienes alguna evidencia para respaldar eso?"
- "Argumentaste que [paráfrasis de su declaración], pero ¿podrías explicar la fuente o razonamiento detrás de esa afirmación?"
- "Dijiste [paráfrasis de su argumento], ¿puedes proporcionar algún dato o estudio que respalde eso?"

### **5. Exponer Vaguedades o Ambigüedades:**

- "Antes dijiste que [paráfrasis], pero ¿podrías aclarar qué exactamente quieres decir con ese término/frase?"
- "Mencionaste [paráfrasis de una afirmación general], pero ¿cómo defines [término clave] en ese contexto?"
- "Has sugerido que [paráfrasis], pero ¿no es eso un poco vago? ¿Puedes dar una explicación más precisa?"



# MIGRANT EDUCATION, REGION XVI PROFESSIONAL DEVELOPMENT



**SPEECH AND DEBATE TOURNAMENT 2025  
REGIONAL LEADS & COACHES TRAINING  
SALINAS COMMUNITY SCHOOL, SALINAS, CA**

**FRIDAY, JANUARY 10, 2025 | 4:30 P.M. – 7:30 P.M.**

## **AGENDA**

**4:00-4:30 CHECK-IN & DINNER**

**4:30-4:45 WELCOME & INTRODUCTIONS**

**4:45-5:10 OVERVIEW**

- AGENDA
- OVERALL TOURNAMENT EXPERIENCES - *SPEECH & DEBATE MIGRANT EDUCATION OVERVIEW VIDEO*
- STATE SERVICE DELIVERY PLAN (SSDP) LESSON PLANNING & EVIDENCE COLLECTION
- FOUR EFFECTIVE COACHING STYLES

**5:10-5:20 S&D COACHING TOOLS**

- COACH BINDER STROLL / STATE HANDBOOK
- GOOGLE SITE / TECH TOOLS

**5:20-6:50 TOPIC EXPLORATION**

TIME	HIGH SCHOOL - MPR	MIDDLE SCHOOL – Rm 103
I – 5:20-6:05	HIGH SCHOOL DEBATE TOPIC	MIDDLE SCHOOL SPEECH TOPIC
II – 6:05-6:50	HIGH SCHOOL SPEECH TOPIC	MIDDLE SCHOOL DEBATE TOPIC

**6:55-7:25 DEEP TOPIC EXPLORATION STRATEGIES**

- ENGAGING STUDENTS IN SPEECH AND DEBATE TOPIC RESEARCH

**7:25-7:30 CLOSURE**



# Coaching a Growth Mindset



# Mindset



## 5 Questions to Develop a Growth Mindset



What did you learn from today's performance?

*Ending Each*



What steps did you take to make you successful today?



What are some different strategies you could have used?



How did you keep going when things got tough?

What can you learn from your opponent today?



## 5 Feedback Comments to Develop a Growth Mindset

This will be a challenging concept to learn, but I believe you can master it



You haven't got it yet, but you will if you keep working and thinking about it

I really appreciated your effort today



It is okay to take risks, that's how we learn



Getting better takes time and I see you improving





# Four Effective Coaching Styles

The Reflective Coach	The Relationship-Builder Coach
<ul style="list-style-type: none"> <li>• Prioritizes self-awareness and continuous improvement.</li> <li>• Regularly evaluates their methods to understand what works and why.</li> <li>• Encourages students to reflect on their learning process and identify areas for growth.</li> <li>• Uses failures as opportunities to model resilience and problem-solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses on building trust and rapport with students.</li> <li>• Consistently demonstrates empathy, care, and respect.</li> <li>• Seeks to understand the unique needs, challenges, and goals of each student.</li> <li>• Maintains clear communication and fosters a safe, supportive environment for growth.</li> </ul>
The Goal-Oriented Coach	The Adaptive Coach
<ul style="list-style-type: none"> <li>• Emphasizes setting clear, achievable objectives for students.</li> <li>• Aligns strategies and feedback with the student's specific goals.</li> <li>• Uses data and progress tracking to measure outcomes and celebrate achievements.</li> <li>• Helps students develop intrinsic motivation and a sense of accountability.</li> </ul>	<ul style="list-style-type: none"> <li>• Tailors approach to meet the diverse needs of students.</li> <li>• Demonstrates flexibility and creativity when standard methods aren't effective.</li> <li>• Anticipates challenges and employs a wide range of strategies to overcome them.</li> <li>• Actively seeks new tools, techniques, and perspectives to enhance coaching impact.</li> </ul>



Effective coaching involves mastering multiple styles and knowing when to use each. By being reflective, relationship-focused, goal-oriented, and adaptive, coaches can inspire students to achieve their full potential while fostering a positive and engaging learning environment.

**6. Desafiar Supuestos:**

- "Has argumentado que [paráfrasis de su argumento], pero ¿no estás asumiendo [supuesto defectuoso o factor externo]?"
- "Afirmas que [paráfrasis], pero ¿no crees que esto ignora [contraejemplo o excepción]?"
- "Dijiste [paráfrasis], pero ¿no pasa por alto esto la posibilidad de [punto de vista o resultado alternativo]?"

**7. Sacar Implicaciones:**

- "Has argumentado que [paráfrasis], pero si eso fuera cierto, ¿no implicaría también [consecuencia potencial]?"
- "Antes dijiste [paráfrasis], pero ¿no sugiere eso [implicación indeseable]?"
- "Dijiste que [paráfrasis], pero ¿podría eso llevar a [resultado negativo] a largo plazo?"

**8. Señalar Contradicciones Internas:**

- "Antes argumentaste que [paráfrasis], pero luego sugeriste [afirmación contradictoria]. ¿Cómo reconciliamos estos dos puntos?"
- "En tu argumento anterior, dijiste [paráfrasis], pero justo ahora afirmaste [declaración contradictoria]. ¿Puedes explicar la inconsistencia?"
- "Has afirmado tanto que [paráfrasis de una afirmación] como que [paráfrasis de la afirmación opuesta]. ¿Cuál es tu verdadera posición?"

**9. Destacar Especificidad o Detalle:**

- "Dijiste que [paráfrasis], pero ¿puedes proporcionar más detalles sobre cómo eso funcionaría en la práctica?"
- "Argumentaste que [paráfrasis], pero ¿hay ejemplos específicos o estudios de caso que respalden esa afirmación?"
- "Antes dijiste que [paráfrasis], pero ¿podrías entrar en más detalles sobre [aspecto o resultado específico]?"

**10. Probar la Generalización:**

- "Argumentaste que [paráfrasis de su afirmación], pero ¿cómo se aplica esto en situaciones donde [escenario alternativo]?"
- "Sugieres que [paráfrasis], pero ¿no está limitado esto a ciertas circunstancias, como [condición específica]?"
- "Has dicho que [paráfrasis], pero ¿no se desmoronaría ese argumento en situaciones donde ocurre [contrapunto]?"

Estos cuadros de oraciones se pueden adaptar a cualquier formato de debate, permitiendo un cuestionamiento preciso y lógico que se involucra con los argumentos del equipo contrario y abre espacios para aclaraciones, contradicciones o un análisis más profundo.