



2022

WAKE DEBATE

ENVIRONMENTAL DEBATE TOURNAMENT GUIDE

Inspire the next generation of social change leaders in our community. Join Piedmont Environmental Alliance and Wake Debate for the seventh annual Environmental Debate Tournament for high school students .

WHEN

Saturday, March 19, 2022

WHERE

TBA, based on current health guidelines

DEBATE TOPIC

THERE SHOULD BE A NATIONWIDE MORATORIUM ON CONCENTRATED ANIMAL FEEDING OPERATIONS.

- The 2022 Environmental Debate Tournament will be moderated by Wake Debate students, professors, and local experts.
- Top teams will participate in a Debate Final at the 2022 Earth Day Fair.
- Breakfast, lunch, and prizes will be provided to all participating students, if the tournament can be in person.
- \$100 mini-grants are available to teacher advisors who bring three or more student teams to participate.



NEXT STEPS

- Confirm participation as a teacher advisor by Monday, January 10, 2022.
- Contact Natalie Lunsford to schedule a virtual interest meeting and training sessions.
- Register all student participants by Monday, January 24, 2022.

QUESTIONS?

Contact Natalie Lunsford
*Education Program Coordinator
Piedmont Environmental Alliance*

natalie@peanc.org
(828)707-1301

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TOURNAMENT SCHEDULE

8:30 - 9:00 am
Arrival & Breakfast

9:00 - 9:20 am
Welcome & Opening Remarks

9:30 - 10:30 am
Debate I

10:45 - 11:45 am
Debate II

12:00 - 1:00 pm
Debate III

1:00 - 2:00 pm
Lunch

2:00 - 3:00 pm
Semifinal Debates

3:00 - 3:30 pm
Awards Ceremony

DEBATE BASICS

FORMAT

Public Forum Debate is a team debate in which participants advocate or reject a position.

Differing ideas must be communicated in a persuasive manner to a non-specialist or "citizen judge" with logic, reasoning, depth of analysis, evidence, and clarity.

CASE DEVELOPMENT

Each team must develop both a pro and con case. Each team should research several arguments on both sides of the issue so as to respond to the opposing team as necessary. Having arguments prepared to directly contradict ideas will enhance rebuttal segments.

Use effective communication and clear outlines to ensure that both opponents and judges can follow each argument. Effective persuasion requires credible and unbiased evidence, including facts, statistics, quotations, studies, and polls. Arguments may also be supplemented by real-life examples, anecdotes, and personal experiences.

SIDES & COIN FLIP

Debate pairings will be announced the morning of the tournament, after teams have checked in.

Each team will have the opportunity to debate both sides of the topic.

Upon arriving at each debate round, the teams will flip a coin. The winner of the coin flip may choose to speak first or last.

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DEBATE ROUNDS



Refer to the chart below for the format and timing for each debate round.

Judges will be responsible for keeping time during the tournament, but debaters should be prepared to speak for the entire allotted time. In addition to the schedule below, each team may pause debate for a total of two minutes during the debate to confer.

Each team will debate both sides of the topic during their various debate rounds.

The coin flip before the debate round will determine Team A and Team B.

SPEAKER	TIME	PURPOSE
Speaker 1 <i>Team A, first speaker</i>	4 minutes	<i>Present your case</i>
Speaker 2 <i>Team B, first speaker</i>	4 minutes	<i>Present your case</i>
Crossfire <i>between speakers 1 & 2</i>	3 minutes	<i>Speaker 1 from Teams A & B alternate asking and answering questions</i>
Speaker 3 <i>Team A, second speaker</i>	4 minutes	<i>Refute the opposing side's arguments</i>
Speaker 4 <i>Team B, second speaker</i>	4 minutes	<i>Refute the opposing side's arguments</i>
Crossfire <i>between speakers 3 & 4</i>	3 minutes	<i>Speaker 2 from Teams A & B alternate asking and answering questions</i>
Speaker 1 <i>Summary</i>	2 minutes	<i>Clarify the main issues in the round</i>
Speaker 2 <i>Summary</i>	2 minutes	<i>Clarify the main issues in the round</i>
Grand Crossfire <i>All speakers</i>	3 minutes	<i>All four debaters participate</i>
Speaker 3 <i>Final Focus</i>	2 minutes	<i>Explain why your team should win the round</i>
Final Focus	2 minutes	<i>Explain why your team should win the round</i>

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THE SPEECHES



FIRST PRO SPEECH

- This speech is in favor of the topic
- Start with a brief introduction to frame the case
- Present any definitions that are important to understanding the topic
- Explain several reasons in support of the topic with accompanying evidence
- Conclude with a summary of your arguments

FIRST CON SPEECH

- Construct arguments in opposition to the argument
- The con speech should also include an introduction, definitions, arguments and reasons, and a summary and conclusion
- The second team may challenge the first team's case with counter definitions and facts
- The second team may also choose to refute claims made by the first team

THIRD & FOURTH CONSTRUCTIVE SPEECHES

These should focus on analyzing and explaining flaws in the opponent's position. Include an introduction, overview, reasons and evidence against your opponent, what this clash means to the issue, and a summary and conclusion.

SUMMARY SPEECHES

- Restate the issues and explain the arguments that have been made
- Use new evidence to persuade, but do not present new arguments
- Include a brief overview, support for your key arguments, and a conclusion

THE FINAL FOCUS

- Explain why your team has won the debate
- No new arguments may be presented, but new evidence may be presented to support arguments made previously
- Ask yourself "if I were judging this round, what would I be voting on?"
- The winner will be the team that proves their position is better than the opposing team's

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ENVIRONMENTAL DEBATE TOURNAMENT THE FINER POINTS



CROSSFIRE

In crossfire, both debaters have equal access to the floor, but the first question must be asked to the debater who just finished speaking by a debater from the other team. After the initial question and answer, either debater may question or answer.

A debater who attempts to dominate or be rude to his opponent will lose points. Good questions are brief and good answers must meet the question. In the first two crossfires, only the corresponding speakers may participate, and they stand next to each other.

GRAND CROSSFIRE

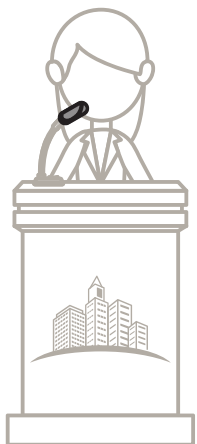
Seated, all debaters interact with one another. The first question is asked to the team that just ended its summary by the other team. After the initial question and answer, any debater may question or answer, and all should participate.

The same guidelines for rudeness and stalling apply to the grand crossfire. Resist rushing questions or answers or trying to do too much in crossfire; desperation is not persuasive.

PREP TIME

Each team has a total of two minutes of prep time that they can use at any time in the debate. For practical reasons, a team should not use prep time until their summary speech or final focus speech. Being prepared on the arguments is the best way to

avoid using prep time until it is vital to select the key arguments and issues.



DELIVERY

Effective delivery is critical for winning debate. Consider practicing your delivery in front of teachers, parents, relatives, friends, and non-debate classmates. Heed their advice and *practice*.

- Speak slowly and enunciate
- Do not repeat yourself
- Use clear speech and avoid complex sentences
- Make eye contact with your audience

WORKING KNOWLEDGE

The more a debater knows about arguments and evidence on both sides of the topic, the more they will be able to practice delivery and become truly skilled in the communication of arguments, evidence and analysis.

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JUDGING THE DEBATES



ABOUT THE JUDGES

Tournament judges are community members who are passionate about the environment and youth education. All judges will be equipped with basic research reflecting both the pro and con sides and will keep time during the debate rounds.

Judges will focus on the following criteria:

- **Evidence** *Did each side present quality evidence for their claims?*
- **Comparison** *Did one team provide a superior argument?*
- **Positive Energy** *Did the debaters speak with passion and excitement, exhibit teamwork, and act with sincerity?*

SCORING

After each round, judges will be asked to consider the following rubric before assigning a single score of up to 30 points and designating a winner for each round.

	MASTERY <i>30 - 28 points</i>	STANDARD <i>27 - 25 points</i>	APPROACHES STANDARD <i>24 - 22 points</i>	BELOW STANDARD <i>21 - 20 points</i>
ORGANIZATION	Thorough and well-organized with engaging presentation of arguments and evidence	Well-organized and thoroughly frames the issue with presentation and evidence	Somewhat organized presentation of arguments and evidence	Arguments are disorganized, incomplete, and/or lacking evidence
REBUTTAL & CROSSFIRE	Responds to issues raised by the opposition with concise and logical answers. Effectively challenges the opponent	Responds to issues raised with generally concise answers. Challenges the opponent in a generally effective manner	Somewhat caught off guard by challenges and offers somewhat vague or illogical responses. Attempts to challenge the opponent	Unable to respond to issues raised and generally does not challenge the opponent
USE OF EVIDENCE	All information presented is clear, accurate, and relevant. There is sufficient information to support the arguments	Most information presented is clear, accurate, and relevant. There is enough information to support most of the arguments	Most information is clear and/or accurate, but is not relevant or thorough	Information presented is unclear and contains inaccuracies
EFFECTIVE USE OF RHETORIC	The arguments used are persuasive and effective. Successfully uses the rhetorical triangle by appealing to logic, emotion, and credibility	The arguments are mostly persuasive and appeal to two or more elements of the rhetorical triangle	Arguments are somewhat persuasive and there's an attempt to appeal to one or two elements of the rhetorical triangle	Arguments are not persuasive and there's no use of rhetorical strategies or appeals

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TEACHER DEBATE PREPARATION CHECKLIST

○ FORM A DEBATE TEAM

Regular meetings are essential to debate preparation. In order to help your students gain the skills and experience that debating provides, we suggest that you work with your students to find a time outside of class to meet in person or virtually.

Some schools have existing debate or environmental clubs. In that case, you may want to work with these existing clubs to meet regularly and prepare. If your school does not have a debate or environmental club, we encourage you to talk to your students about starting one.

○ ADVISING YOUR TEAM

In the months leading up to the debate, PEA and Wake Debate will be in contact with training videos and materials, along with virtual and in-person training opportunities. As an adviser, we'd like you to help your students engage with these materials in an effective way.

Additionally, we suggest that you keep students meeting on a weekly or biweekly basis to keep students prepared and engaged.

○ SCHEDULE VISITS

Beginning later this fall, PEA will begin scheduling virtual and in-person interest meetings and training sessions with Wake Debate and other collegiate debaters.

Please contact Program Coordinator Natalie Lunsford to schedule your first informational meeting.

○ PRACTICE DEBATING

We encourage you to help your students pick their debate partners, advise them through the research process, and work with them to develop their pro and con speeches.

Overall, engaging your students in debate practice is the best way to prepare them for competition. Each team will debate both sides of the argument during the tournament. Ensure that your students are equally prepared through regular practice debates during your meetings.

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STUDENT DEBATE PREPARATION CHECKLIST

○ RESEARCH & ARGUMENT MAPPING

Research both sides of the topic. Work with your teammate to split up articles and share resources. Start with some of the questions and researching resources mentioned in this document, and then continue searching on the web and at the library.

While you are researching, keep a sheet of paper near you to identify the benefits and drawbacks of each side. On this sheet, draw a line down the middle, write PRO on one side and CON on the other. As you encounter a benefit or a drawback, make a note of it.

○ PARTNER PLANNING

Relationships with partners can be the difference between winning and losing. Those who do not plan ahead or who argue often are unlikely to be successful. You and your partner should research and practice together, and plan who will speak first on each side.

○ PREPARE & PRACTICE SPEAKING

Prepare and practice portions of your speeches. The first pro and first con speeches can be mapped out nearly entirely before the competition. Many components of the other speeches can also be prepared in advance. You may also want to write out some questions to use during the crossfire. Make sure that each of your speeches is persuasive, clear, engaging, and within the time limits.

○ PRACTICE DEBATING

Engaging in a full practice debate is the best way to get yourself ready for competition. A debate against a well-prepared set of opponents from your own school can help teach you what you need to work on. We encourage you to have a practice debate on each side of the topic. If you don't have a team to practice against, you and your partner should debate each other one-on-one.

○ REPEAT

After each practice debate, ask yourself these questions: "Do I know all I need to know about this subject?" "Is there a better question I can ask of my opponent?" "How will I convince the judge that my arguments are more important and better researched than my opponent's?" "How can I deliver a more effective speech?" Keep on asking and improving in order to become a better debater, advocate, and global citizen.

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ENVIRONMENTAL DEBATE TOURNAMENT RESEARCH GUIDE



Effective persuasion and research requires credible, unbiased, quality supporting evidence, which may include a mix of facts, statistics, expert quotations, studies, and polls. Also consider incorporating real-life examples, case studies, anecdotes, analogies, and personal experiences. Good research will utilize a diverse selection of resources. Teams should not overwhelm their case with evidence, but rather select the best evidence to represent their claims. Teams should focus on the central issues at hand. Consider questions of human health, ethical issues, and environmental impacts.

DEBATE TOPIC

THERE SHOULD BE A NATIONWIDE MORATORIUM ON CONCENTRATED ANIMAL FEEDING OPERATIONS.

BACKGROUND INFORMATION

- **Concentrated Animal Feeding Operations Defined**
 - <https://www.nrcs.usda.gov/wps/portal/nrcs/main/national/plantsanimals/livestock/afo/>
 - <https://www.epa.gov/npdes/animal-feeding-operations-afos>
- **Understanding Concentrated Animal Feeding Operations and Their Impact on Communities**
 - https://www.cdc.gov/nceh/ehs/docs/understanding_cafos_nalboh.pdf
- **Climate Change Defined**
 - <https://www.un.org/en/climatechange/what-is-climate-change>
- **About Environmental Justice**
 - <https://www.epa.gov/environmentaljustice/learn-about-environmental-justice>

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INTRODUCTORY RESEARCH TOPICS + POSSIBLE QUESTIONS

- **Food Production**

- What types of meat production do we have in the United States?
- What types of feed do animals eat at each type of operation?
- How much meat does the United States produce a year using CAFOs versus other types of animal farming?
- How much meat do Americans eat on average?

- **Environment**

- What type of environmental impacts do each type of meat operation create?
- In NC how are major CAFOs disposing of animal waste? What are the implications of this on humans and the environment?
- Consider, for example, water quality, air quality, packaging and transporting, animal feed production, fossil fuels usage, greenhouse gas emissions, and water usage.

- **Food Costs**

- How much do Americans spend on food on average? What portion of their budget is spent on meat?
- What is the average cost of animal products produced in a CAFO versus other animal products? What are the reasons for the cost differences (e.g. government subsidies, economies of scale, etc.)?
- What are the economic implications of banning CAFOs on families? Who is most impacted?

- **Human Health**

- What are the health implications of eating more or less meat?
- How much protein is recommended to stay healthy? What are some alternative diets that do not include meat or include less meat that reach this recommendation?
- What are the health implications of eating meat produced in a CAFO versus other types of animal farming?
- How do antibiotics impact human health?
- How does food access affect human health? Who is most/least impacted?

- **Human Rights**

- What are the working conditions in a CAFO or large-scale slaughter house? How does this compare to the same work on a smaller scale?
- What are examples of CAFOs helping communities? What are examples of CAFOs harming communities?

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- **Community Development and Social Justice**
 - How do CAFOs impact the communities they are in?
 - Who benefits from these operations?
 - What are the differences in farmer livelihood between animal operations?
 - How do communities respond to these types of operations?
- **Use of Land**
 - What does clearing land look like for animal farming?
 - How much land do concentrated animal feeding operations use in comparison to other animal operations?
- **Impacts of Changing Climate**
 - How do CAFOs impact climate change versus other types of animal farming?
 - How will climate change impact current food production?
 - How will concentrated animal feeding operations adapt to a changing climate and the challenges that it presents?

INTRODUCTORY RESOURCES

- **Think Tanks**
 - Earth Institute- <https://www.earth.columbia.edu/>
 - The Heritage Foundation- <https://www.heritage.org/>
 - The Brookings Institution- <https://www.brookings.edu/>
- **Non-Profit Organizations and Industry Lobby Groups**
 - Institute for Agriculture and Trade Policy- <https://www.iatp.org/>
 - Real Food Media- <https://realfoodmedia.org/programs/food-mythbusters/>
 - Union of Concerned Scientists- <https://www.ucsusa.org/>
 - Organic Consumers Association- <https://www.organicconsumers.org/usa>
 - Friends of the Earth International- <https://www.foei.org/>
 - US Chamber of Commerce- <https://www.uschamber.com/>
 - American Farm Bureau Federation-
- **International Institutions**
 - United Nations Food and Agriculture Organizations (FAO)- <https://www.fao.org/home/en>
 - World Health Organization (WHO)- <https://www.who.int/>
 - World Bank- <https://www.worldbank.org/en/home>
 - Centers for Disease Control and Prevention- <https://www.cdc.gov/>

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- **Federal Government Agencies**
 - U.S. Food and Drug Administration- <https://www.fda.gov/>
 - U.S. Environmental Protection Agency- <https://www.epa.gov/>
- **Major News Organizations**
 - BBC- <https://www.bbc.com/>
 - New York Times- <https://www.nytimes.com/>
- **Documentaries**
 - Food, Inc. (2008)
 - Cowspiracy (2014)
 - Pigs, Politics, Pollution (2019)
- **Alternative News Outlets**
 - Forbes- <https://www.forbes.com/?sh=52e944f92254>
 - The Economist- <https://www.economist.com/>

EXAMPLES OF CASE STUDIES

EPA Case Studies on the Impact of Concentrated Animal Feeding Operations (CAFOs) on Ground Water Quality

- <https://archive.epa.gov/ada/web/pdf/p100f9di.pdf>

Title VI: Increasing Equity, Transparency, and Environmental Protection in the Permitting of Swine Operations in NC

- <https://files.nc.gov/ncdeq/EJ/2020-05-04-Title-VI-final-Settlement-Report.pdf>

CAFOs and Environmental Justice- The Case of North Carolina

- <https://ehp.niehs.nih.gov/doi/pdf/10.1289/ehp.121-a182>

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