

# STEPPING STONES

## Week 3 - Hold That Thought



"What did you think of the sermon?"

My mind raced as those words rolled off my husband's tongue. I thought to myself, "The sermon? I know I attended church today. I know that the pastor spoke. I think he was in the book of Exodus, but I can't remember what the sermon was about!"

Have you ever experienced a similar lapse in memory? Have you ever blanked on a biology exam or in a debate round? Have you ever forgotten why you came into the kitchen or where that Bible verse is found in scripture?

We long for magnificent minds filled with ideas and quotes neatly catalogued and ready to be accessed at a moment's notice. Meanwhile, most of us resemble a jumbled file cabinet filled with partial and disconnected thoughts. If we can't even remember where we put our keys, how can we possibly remember the important things that we read or encounter?

The answer lies in three small words: Write it down. Writing forces us to process and order the information we receive, fixing important ideas more firmly in our minds. It's not the notes we take that help us remember, but rather the process of taking notes.

As you research for speech and debate this season, record your findings in a place and manner that will allow you to retrieve them, contemplate them, and use them to influence others. Historically, great men and women have recorded ideas, quotes, and stories in commonplace books. In recent years, some have turned to thought catalogues to store words of wisdom on 3x5 cards, tagging and sorting them by themes. Still others use computer programs such as EverNote or GoogleDocs to keep a sortable and searchable record.

Keep in mind that the tool is not nearly as important as the discipline, so choose the tool that works best for you and start your own thought collection today.

For as Norton Juster writes in his fantastical, fictional novel, *The Phantom Tollbooth*, "...what you learn today, for no reason at all, will help you discover all the wonderful secrets of tomorrow."

In His Grace,  
Amy Joy Tofte  
NCFCA Director of Education

A note to parents and coaches:

In his work, *Letters from a Stoic*, philosopher and statesman Seneca the Younger, writes "We should hunt out the helpful pieces of teaching and the spirited and noble-minded sayings which are capable of immediate practical application—not far-fetched or archaic expressions or extravagant metaphors and figures of speech—and learn them so well that words become works." *How can we model the practice of recording and reflecting on the wisdom that we encounter each day?*

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### **Platform Speech (Big Idea: How do I organize my ideas and develop a compelling thesis?)**

Student	<p><b>REVIEW</b> Platform Module B: Selecting Your Topic (<a href="#">Speech Competitor's Handbook</a>)</p> <p><b>WATCH</b> Summit Session 2: Structuring Your Speech with Andrew Pudewa (<a href="#">Free Resource</a>) Webinar: Arranging Your Thoughts* (NCFCA Affiliate Resource)</p> <p><b>CONSIDER</b> Print Resource: Thesis Statements* (NCFCA Affiliate Resource) <i>*To discover a variety of thesis statements and speech formats with examples, check out these affiliate resources by logging in to your affiliate dashboard &amp; clicking Resource Library. Not yet affiliated? Create an account &amp; click Affiliate Now.</i></p> <p><b>COMPLETE</b> Platform Module B: Thesis Statement, Format, and Outline Rough Draft Worksheet (<a href="#">Speech Competitor's Handbook</a>) Sort your ideas, develop a working thesis, and sketch a rough outline.</p> <p><b>PREPARE TO SHARE</b> Your working thesis and roadmap</p>
Coach	<p><b>CONSIDER</b> Acts 17:1-4 "...He reasoned with them...explaining and proving."</p> <p><b>WARM-UP</b> Sort it Out</p> <p><b>SHARE</b> Your working thesis and roadmap. Is it informative or persuasive?</p> <p><b>DISCUSS</b> Ask students to evaluate the thesis statements they hear.</p> <ul style="list-style-type: none"> <li>• Is this thesis explanatory, analytical, or persuasive?</li> <li>• What format (or structure) is used?</li> <li>• Are the main points or proofs parallel and compelling?</li> <li>• Will the speech appeal to a wide audience?</li> </ul> <p>What related stories can you share to engage your audience?</p> <p><b>PREVIEW</b> Platform Module C: Compelling Communication (<a href="#">Speech Competitor's Handbook</a>) Webinar: Saying it With Style* (NCFCA Affiliate Resource) <i>To discover stylistic tools such as power words, sentence structures, descriptive language, and figures of speech, log in to your affiliate dashboard &amp; click Research Library. Not yet affiliate? Create an account &amp; click Affiliate Now.</i></p>

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### Policy Debate (Big Idea: How do I research the resolution?)

Student	<p>READ</p> <p>WATCH</p> <p>REVIEW</p> <p>RESEARCH</p>	<p>Lesson 3: Research and Evidence (<a href="#">Policy Competitor's Handbook</a>)</p> <p>Intensive Session 3: The Logic of Argument (Log in at <a href="#">NCFCFA.org</a>, NCFCFA Shop) * Types of Claims (Descriptive, Diagnostic, Predictive, Prescriptive)</p> <p>Intensive Session 4: Research &amp; Evidence (Log in at <a href="#">NCFCFA.org</a>, NCFCFA Shop)</p> <p>Evidence Citation Guidelines (<a href="#">NCFCFA Public Resource Library</a>)</p> <p>What are the goals of EU Immigration Policy? What agencies are involved in EU immigration? How are migration policies funded?</p> <p>"Immigration Policy" <a href="https://www.europarl.europa.eu/factsheets/en/sheet/152/immigration-policy#:~:text=Defining%20a%20balanced%20approach%20to,immigration%20and%20combating%20irregular%20immigration.&amp;text=It%20is%20the%20EU's%20aim,to%20that%20for%20EU%20citizens.">https://www.europarl.europa.eu/factsheets/en/sheet/152/immigration-policy#:~:text=Defining%20a%20balanced%20approach%20to,immigration%20and%20combating%20irregular%20immigration.&amp;text=It%20is%20the%20EU's%20aim,to%20that%20for%20EU%20citizens.</a></p> <p>"Migration and Home Affairs" <a href="https://ec.europa.eu/home-affairs/what-we-do/agencies_en">https://ec.europa.eu/home-affairs/what-we-do/agencies_en</a></p> <p>"EU funds for migration, asylum, and integration policies" <a href="https://www.bruegel.org/wp-content/uploads/2018/05/EU-funds-for-migration.pdf">https://www.bruegel.org/wp-content/uploads/2018/05/EU-funds-for-migration.pdf</a></p>
Coach	<p>CONSIDER</p> <p>WARM-UP</p> <p>DISCUSS</p> <p>PRACTICE</p> <p>PREVIEW</p>	<p>Proverbs 2:1-12 ("call out for insight...search for it as for hidden treasures")</p> <p>Sticky Tags</p> <p>Research and Evidence (For discussion questions, see <a href="#">Policy Coach's Manual</a>, Lesson 3) Claim Types: descriptive, diagnostic, predictive, and prescriptive EU Immigration: goals, agencies, funding</p> <p>Activity 3.1 Listening to Evidence (<a href="#">Policy Coach's Manual</a>)</p> <p>Activity 3.2 Cutting and Tagging Evidence (<a href="#">Policy Coach's Manual</a>)</p> <p>* The Coach's Manual provides sample evidence. You can also find cards of evidence on the current resolution in the Sample Affirmative Case and Negative Brief or have advanced students to bring cards to share. (<a href="#">NCFCFA Public Resource Library</a>)</p> <p>Lesson 4: Stock Issues Part 1 (<a href="#">Policy Coach's Manual</a>)</p>

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### Value Debate (Big Idea: How do I research the resolution?)

Student	<p><b>READ</b> Lesson 3: Resolutions and Research (<a href="#">Value Competitor's Handbook</a>)</p> <ul style="list-style-type: none"> <li>• Topic Specific Reading</li> <li>• Philosophical Reading</li> </ul> <p>Learning Logic 3: Syllogisms (<a href="#">Value Competitor's Handbook</a>)</p> <p><b>WATCH</b> Intensive Session 3: Research (Log in at <a href="#">NCFCFA.org</a>. Visit NCFCFA Shop to buy.)</p> <p><b>RESEARCH</b> Privacy</p> <p>"Privacy." <i>Stanford Encyclopedia of Philosophy</i>. 18 Jan 2018.  <a href="https://plato.stanford.edu/entries/privacy/">https://plato.stanford.edu/entries/privacy/</a></p> <p>How has privacy been defined historically?</p> <p>What philosophers have addressed privacy? (ie. Aristotle, John Stuart Mill, Locke, etc.)</p> <p>What are reductionism and coherentism?</p> <p>What values ought to drive our decision-making with privacy? (ie. human dignity)</p>
Coach	<p><b>CONSIDER</b> Proverbs 2:1-12 ("call out for insight...search for it as for hidden treasures")</p> <p><b>WARM-UP</b> Sticky Tags</p> <p><b>DISCUSS</b> Lesson 3: Resolutions and Research (For discussion questions, see <a href="#">Value Coach's Manual</a>)          Privacy, reductionism, coherentism, and values</p> <p><b>PRACTICE</b> Activity 3.1 Identifying Values (<a href="#">Value Coach's Manual</a>)          Activity 3.2 Introducing the Topic (<a href="#">Value Coach's Manual</a>)</p> <p><b>PREVIEW:</b> Lesson 4: Introduction, Definitions, and Analysis</p>



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#### ***Resources***

- Free resources in the Public Resource Library. (<https://www.ncfca.org/resources/>)
- Additional resources in the Affiliate Resource Library. ([Create an account](#), click Affiliate Now, visit Resource Library)
- NCFCA Comprehensive Guides to Speech, Policy, and Value Debate  
(Visit <https://www.ncfca.org/resources/curriculum> to buy now.)
- NCFCA Online Intensive Recording Bundle (Log in at [www.NCFCA.org](http://www.NCFCA.org). Visit the NCFCA Shop to buy now.)

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## SPEECH: SORT IT OUT

- *Ask students to stand in the center of the room.*
- *Read the options below and ask students to "sort" themselves by choosing from two options. Those who choose option 1 should move toward one side of the room. Those who choose option 2 should move toward the other side of the room.*
  - Do you prefer cats or dogs?
  - Do you prefer city life or country life?
  - Do you prefer books or movies?
  - Do you prefer science or literature?
  - Do you prefer sweet or salty snacks?
  - Do you prefer to be on the stage or in the audience?
- *After students have sorted themselves, ask two students to explain "why" they prefer one option or the other. Are their reasons the same or different?*
- *After several topics above, throw out a general category and ask students to move around the room, finding others who share their opinions.*
  - Favorite season (winter, spring, summer, fall)
  - Least favorite chore
  - Favorite school subject
  - Favorite holiday
  - Favorite candy bar
- *SCALE: Ask advanced students to share 2 or 3 reasons for their preference.*
- *IMPACT: Just as we sorted ourselves, we need to sort our ideas and provide reasons for them!*
- *EXTEND: How could you sort your ideas? See Platform Module B2.2 for additional ideas.*
  - Exposition: Claim + 3 aspects/examples
  - Description: Claim + 3 aspects vividly described
  - Narration: Statement that sets up action + beginning, middle, and end
  - Evaluation: Claim + 3 strengths/weaknesses
  - Compare and Contrast: Claim about 2 objects + 3 similarities/differences
  - Cause and Effect: Claim about effect + 3 causes (or claim about cause + 3 effects)
  - Argument: Statement of position + 3 reasons/proofs

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## SPEECH: CONNECT THE DOTS

- *Cut the noun cards and place them in a basket. Feel free to add your own or ask students to write down 3 nouns each on slips of paper.*
- *Invite one student to come to the front of the room and select 3 cards.*
- *Ask the student to share a story (real or fictional) that connects the three nouns convincingly.*

airplane	coat hangers	ice cream	q-tips
automobile	coffee	kites	revolving doors
band-aid	computer	kleenex	rubber bands
basketball	contact lenses	kool aid	safety pin
battery	cotton candy	legos	sandwich
bicycle	crayons	life savers	scissors
blue jean	diaper	light bulbs	Scotch tape
board game	doughnuts	lighthouses	screwdriver
books	eyeglasses	lollipops	shoes

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braces	facebook	meters	silly putty
bubble gum	ferris wheel	money	slinky
cameras	fireworks	movies	soda pop
can opener	fly swatters	paper	telephone
carpet	french fries	parking	toilet paper
cell phone	hats	pencils	tooth fairy
chapstick	hula hoop	play-doh	vacuum
chia pet	hot air balloons	popsicles	velcro
clock	hot dogs	potato chips	yo-yo
bubble gum	ferris wheel	money	slinky
cameras	fireworks	movies	soda pop



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## DEBATE DRILL: TAGLINES

- *Print the news articles below or print your own.*
- *Divide students into groups of two.*
- *Have students read the article out loud and each choose a tagline.*
- *Ask students to provide a verbal citation and to read the quote*
- *Then have each student present his or her tag and vote on which one is more compelling.*
- *SCALE: If your group is large, break into smaller groups of 4-8 students and have a parent facilitate each group.*
- *IMPACT: Tags should be fitting and memorable. (Avoid power-tagging or vague metaphors)*
- *EXTEND: What tags were the most memorable and compelling?*

<b>Tag</b>	
<b>Citation</b>	Hooper, Ben. September 11, 2020. "Idaho man breaks state record with 42-inch flathead catfish." UPI. <a href="https://www.upi.com/Odd_News/2020/09/11/Idaho-man-breaks-state-record-with-42-inch-flathead-catfish/3961599851886/">https://www.upi.com/Odd_News/2020/09/11/Idaho-man-breaks-state-record-with-42-inch-flathead-catfish/3961599851886/</a>
<b>Quote</b>	<p>An Idaho man set a new state record for catch-and-release fishing when he reeled in a flathead catfish that measured 42 inches long. The Idaho Department of Fish and Game said Jared Holt was fishing in the Snake River when he reeled in the "monster catfish."</p> <p>The department said the fish, caught in Owyhee County, beat the previous record of 38.5 inches, which was caught in 2018 by angler Scott Turner. Idaho is home to several species of catfish, but flathead catfish are found only in the Snake River, predominantly in the Brownlee Reservoir area, the department said.</p>

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<b>Tag</b>	
<b>Citation</b>	Hooper, Ben. September 10, 2020. "Police chase confused raccoon through Florida home." UPI. <a href="https://www.upi.com/Odd_News/2020/09/10/Watch-Police-chase-confused-raccoon-through-Florida-home/4531599768441/">https://www.upi.com/Odd_News/2020/09/10/Watch-Police-chase-confused-raccoon-through-Florida-home/4531599768441/</a>
<b>Quote</b>	<p>Police in Florida said they responded to a home to help eject an unusual "masked intruder" -- a lost and confused raccoon. Paula Tyler said a light fixture fell at her Tampa home and she soon discovered a raccoon climbing on her curtains.</p> <p>Tyler said the raccoon had apparently entered her home through the attic and couldn't find its way back out...Tyler said she called a wildlife trapper but found out it would cost her \$300 for a house call. She called the Tampa Police Department's non-emergency line and two officers soon responded.</p> <p>"After much effort, coordination and chasing the masked bandit around the home, the raccoon finally ran out. One officer was nipped in the hand, but is doing OK," the department said.</p>

<b>Tag</b>	
<b>Citation</b>	Mazza, Ed. September 8, 2020. "Disorderly Goat Takes Over Cp Car, Head-Butts Deputy and Eats All the Paperwork" <i>Huffington Post</i> . <a href="https://www.huffpost.com/entry/goat-takes-police-car_n_5f5722f6c5b6578026d26ad4">https://www.huffpost.com/entry/goat-takes-police-car_n_5f5722f6c5b6578026d26ad4</a>
<b>Quote</b>	<p>A sheriff's deputy in Georgia had a run-in with the baddest of the bad last week when she returned to her cruiser to find a goat had taken over. The Douglas County Sheriff's Office said the unnamed deputy was serving civil papers at a home during the encounter. She typically leaves her car door open as she's had to retreat from "vicious dogs" in the past.</p> <p>Footage from the hairy situation showed the goat in the front seat and was busily eating the deputy's paperwork. Then, after leaving the vehicle with a mouthful of delicious papers, the goat delivered a head-butt to the deputy's knees, knocking her down before hoofing it from the scene of the crime.</p> <p>"Even though she was knocked to the ground she was not physically harmed in the incident," the department wrote.</p>

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<b>Tag</b>	
<b>Citation</b>	<p>Domonoske, Camila. August 10, 2020. "Aquarium Is Washing Old Wishes to Pay Bills During Pandemic." <i>NPR</i>.  <a href="https://www.npr.org/2020/08/10/901014658/aquarium-is-washing-old-wishes-to-pay-bills-during-pandemic">https://www.npr.org/2020/08/10/901014658/aquarium-is-washing-old-wishes-to-pay-bills-during-pandemic</a></p>
<b>Quote</b>	<p>For many businesses, the coronavirus pandemic has created a coin shortage. All the sheltering at home put a crimp in the normal circulation of pennies, nickels, dimes and quarters, and now some retailers are asking customers to pay with exact change.</p> <p>But a lack of coins is no problem at the North Carolina Aquarium at Pine Knoll Shores. The aquarium — which is soon to enter its sixth month of mandated closure because of the coronavirus — has come up with a pandemic project that can pass the time <i>and</i> help pay the bills. They've drained a large waterfall at the facility and dredged up all the coins thrown in by wishful visitors.</p> <p>"About 100 gallons of coins were cleaned and sorted and will go toward the general care of the aquarium and animals during this time," the aquarium said in a Facebook post last week.</p>

<b>Tag</b>	
<b>Citation</b>	<p>Greenfield, Charlotte. September 4, 2020. "With songs and sedation, experts aim to rescue Kaavan the Islamabad elephant." <i>Reuters</i>.  <a href="https://www.reuters.com/article/us-pakistan-elephant/with-songs-and-sedation-experts-aim-to-rescue-kaavan-the-islamabad-elephant-idUSKBN25V22A">https://www.reuters.com/article/us-pakistan-elephant/with-songs-and-sedation-experts-aim-to-rescue-kaavan-the-islamabad-elephant-idUSKBN25V22A</a></p>
<b>Quote</b>	<p>The trick to calming an unhappy elephant? Sing him Frank Sinatra songs, according to one of the vets tasked with assessing whether Kaavan can be moved from poor conditions in a zoo in Pakistan's capital to a sanctuary in Cambodia.</p> <p>Amir Khalil, a vet who has worked in war zones to rescue animals, is now in Islamabad with welfare organisation Four Paws to determine whether Kaavan is safe to travel after a Pakistan court ruled in May that all animals at Islamabad's zoo must be set free or transferred to a better environment.</p> <p>"When we arrived 10 days ago ... I started to train him and to sing to him and he accommodated me so we have a relationship," he said, adding he chose Sinatra's hit "My Way".</p>

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<b>Tag</b>	
<b>Citation</b>	Reuters Staff. August 31, 2020. "Girl, 3, Survives Wild Skyride Caught in a Giant Kite." <i>Reuters</i> . <a href="https://www.reuters.com/article/us-taiwan-kite-child/girl-3-survives-wild-skyride-caught-in-tail-of-giant-kite-idUSKBN25R0Q3">https://www.reuters.com/article/us-taiwan-kite-child/girl-3-survives-wild-skyride-caught-in-tail-of-giant-kite-idUSKBN25R0Q3</a>
<b>Quote</b>	<p>A three-year-old girl entangled in the tail of a giant kite survived a terrifying ride after being swept more than 100 feet (30 metres) into the air during a kite festival in Taiwan, video footage posted on social media on Sunday showed.</p> <p>Horrified spectators screamed as the girl was catapulted high above them, where she was spun helplessly at the end of the kite's long orange streamer as it soared and swooped in the high wind. It took some 30 seconds before the girl's nightmare ended and she was pulled back to the ground by members of the crowd as the kite was brought back under control.</p> <p>Identifying the girl solely by the surname Lin, local news reports said she amazingly only suffered minor cuts.</p>

<b>Tag</b>	
<b>Citation</b>	Reuters Staff. August 19, 2020. "New dog walking rule in Germany leaves owners scratching their heads." <i>Reuters</i> . <a href="https://www.reuters.com/article/us-germany-dogs/new-dog-walking-rule-in-germany-leaves-owners-scratching-their-heads-idUSKCN25F27M">https://www.reuters.com/article/us-germany-dogs/new-dog-walking-rule-in-germany-leaves-owners-scratching-their-heads-idUSKCN25F27M</a>
<b>Quote</b>	<p>A new rule forcing Germans to take their dog for a walk twice a day has unleashed a debate on whether the state can decide what is best for the country's 9.4 million pet canines.</p> <p>Agriculture Minister Julia Kloeckner announced this week she had taken expert advice and was introducing a law to ensure dogs go for a walk or run in the garden at least twice a day for a total of an hour.</p> <p>"Pets are not cuddly toys - their needs have to be considered," said Kloeckner, adding pets must get sufficient exercise and not be left alone for too long. With almost one in five German homes owning a hound, the new "Animal Welfare Dog Regulation", which also sets limits on the transportation of farm animals in hot weather, affects a significant proportion of the population.</p> <p>"Compulsory Walkies for Dog Owners? Rubbish!" wrote the top-selling Bild newspaper in an opinion piece on the new decree.</p>

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<b>Tag</b>	
<b>Citation</b>	Reuters Staff. July 29, 2020. "Lowly flies get super names as scientists find inspiration in Marvel." <i>Reuters</i> . <a href="https://www.reuters.com/article/us-taiwan-kite-child/girl-3-survives-wild-skyride-caught-in-tail-of-giant-kite-idUSKBN25R0Q3">https://www.reuters.com/article/us-taiwan-kite-child/girl-3-survives-wild-skyride-caught-in-tail-of-giant-kite-idUSKBN25R0Q3</a>
<b>Quote</b>	<p>Australian scientists said on Wednesday they have given five fly species scientific names that pay tribute to the Marvel comic universe, including one named for wise-cracking anti-hero Deadpool and another after superhero creator Stan Lee.</p> <p>The five flies were part of 165 discoveries named by the scientists over the past year, which included two fish, three subspecies of bird, and even a mite that lives on a lizard, the Commonwealth Scientific and Industrial Research Organisation (CSIRO) said in a report.</p> <p>Stan Lee's fly was named for characteristic markings that look like the comic titan's sunglasses and white moustache, while the Deadpool's fly has marks on its back that resemble the character's red-and-black mask, CSIRO said. All five species are robber flies, which are assassins of the insect world, according to CSIRO. The other three are named for Marvel characters Loki, Thor and Black Widow.</p>

<b>Tag</b>	
<b>Citation</b>	Norman, Greg. September 7, 2020. "Austrian man lasts more than 2.5 hours in box of ice to break own record." <a href="https://www.foxnews.com/world/austria-man-ice-box-record">https://www.foxnews.com/world/austria-man-ice-box-record</a>
<b>Quote</b>	<p>Josef Koeberl knows how to keep it cool.</p> <p>The Austrian has managed to spend two hours, 30 minutes and 57 seconds inside a custom-made glass box filled up to his shoulders with ice cubes – wearing nothing but swim trunks.</p> <p>"I'm fighting the pain by visualizing and drawing on positive emotions so I can dampen this wave of pain," Koeberl told reporters Saturday as a small crowd gathered in the town of Melk to watch the feat. "That way I can endure."</p> <p>Koeberl, the Associated Press says, beat his own record from 2019 by 30 minutes. It reportedly took more than 440 pounds of ice to fill up the box.</p>

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<b>Tag</b>	
<b>Citation</b>	Stephen Sorace (Reporter for Fox News). February 27, 2020. "Washington state 'road hazard' turns out to be lost 600-pound sea lion, sheriff says." <i>Fox News</i> . <a href="https://www.foxnews.com/us/washington-state-lost-sea-lion">https://www.foxnews.com/us/washington-state-lost-sea-lion</a>
<b>Quote</b>	<p>A 600-pound sea lion was found wandering along a forest road in Washington state Sunday, "a significant distance" away from any water, authorities said. The massive mammal was spotted on Garlock Road, outside of Castle Rock, a city just north of the Oregon border, the Cowlitz County Sheriff's Office said.</p> <p>Deputies, along with staff from the Humane Society and Cowlitz County Public Works, were at the scene for several hours until the Washington Department of Fish and Wildlife could come with a trailer, the sheriff's office said.</p> <p>The agencies worked together, using plywood boards to corral the "wayward" traveler and guide it into the trailer. But the sea lion didn't appear too happy, charging and barking at officials before staring them down outside the trailer in a video of the encounter. Once the sea lion was coaxed into the trailer, officials said it was safely transported back to the Columbia River.</p>