

STEPPING STONES

Week 4 - KIND PERSUASION



Hello, friends!

The Greek storyteller Aesop wrote compelling fables that illustrated life lessons. Such is the tale of "The North Wind and the Sun."

The North Wind and the Sun had a quarrel about which of them was the stronger. While they were disputing with much heat and bluster, a Traveler passed along wrapped in a cloak.

"Let us agree," said the Sun, "that he is the stronger who can strip that Traveler of his cloak."

"Very well," growled the North Wind, and at once sent a cold, howling blast against the traveler.

With the first gust of wind the ends of the cloak whipped about the Traveler's body. But he immediately wrapped it closely around him, and the harder the Wind blew, the tighter he held it to him. The North Wind tore angrily at the cloak, but all his efforts were in vain.

Then the Sun began to shine. At first his beams were gentle, and in the pleasant warmth after the bitter cold of the North Wind, the Traveler unfastened his cloak and let it hang loosely from his shoulders. The Sun's rays grew warmer and warmer. The man took off his cap and mopped his brow. At last he became so heated that he pulled off his cloak, and, to escape the blazing sunshine, threw himself down in the welcome shade of a tree by the roadside.

The moral of the story is clear: *Gentleness and kind persuasion win where force and bluster fail.*

Whether we are writing platform speeches or constructing debate cases, we too must learn the art of kind persuasion. By engaging our audience with winsome arguments, sound support, compelling stories, and even humor, we can ensure that our listeners receive our message.

You have a story to tell, and your story just might change someone's life.

In His Grace,
Amy Joy Tofte
NCFCA Director of Education

A note to parents and coaches: In his book *The Greatest Salesman in the World*, Og Mandino writes, "If you have a point, find a story." As you listen to the rough outlines of speeches and debate cases, encourage your students to find stories for their points. Need an example of effective storytelling? Just turn to the gospels and observe the greatest storyteller of all time, Jesus.

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Week 4 - KIND PERSUASION



Platform Speech (Big Idea: How do I engage my audience?)

Student	<p>REVIEW Platform Module C: A Well-Rounded Speech (Speech Competitor's Handbook)</p> <p>WATCH Summit Session 3: Engaging Your Audience (Free Resource) Intensive Session 2: Making it Memorable (Log in at NCFCA.org, NCFCA Shop) Intensive Session 3: Building a Connection (Log in at NCFCA.org, NCFCA Shop)</p> <p>COMPLETE Platform Module C: Identify Assumptions Worksheet (Speech Competitor's Handbook) Platform Module C: Compelling Communicator Checklist (Speech Competitor's Handbook) Add stories and support. Identify your theme and develop a word picture and mantra.</p> <p>PREPARE TO SHARE A story or support along with your theme, word picture, and mantra.</p>
Coach	<p>CONSIDER Matthew 13:1-17 "Why do you speak in parables?"</p> <p>WARM-UP Tell Me a Story.</p> <p>SHARE A story or a piece of outside support along with your theme, word picture, mantra.</p> <p>DISCUSS Ask students to evaluate:</p> <ul style="list-style-type: none"> • Was the story/support clear and compelling? What would add to its effectiveness? • Did the word picture and mantra effectively communicate the theme? <p>PREVIEW Elocution (Speech Competitor's Handbook) 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 & click Research Library. Not yet affiliate? Create an account & click Affiliate Now.</i></p>

STEPPING STONES

Week 4 - KIND PERSUASION



Policy Debate (Big Idea: How do I address the issues that matter to most people?)

Student	<p>READ Lesson 4: Stock Issues Part 1 (Policy Competitor's Handbook)</p> <p>WATCH Intensive Session 2: Stock Issues (Log in at NCFCFA.org, NCFCFA Shop)</p> <p>REVIEW Evidence Citation Guidelines (NCFCFA Public Resource Library)</p> <p>RESEARCH What are the current policies governing EU Immigration? CEAS (Dublin Regulation), GAMM, European Agenda on Migration, etc.</p> <p>"10 Questions that Explain the European Union's Migration Policy." https://thecorrespondent.com/93/10-questions-that-explain-the-european-unions-migration-policy/12299086041-3a16f02d</p> <p>"Policies." European Commission. https://ec.europa.eu/home-affairs/what-we-do/policies_en</p> <p>"A European Agenda on Migration." https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/background-information/docs/communication_on_the_european_agenda_on_migration_en.pdf</p>
Coach	<p>CONSIDER Proverbs 18:2 and 18:15 ("A fool takes no pleasure in understanding; the ear of the wise seeks knowledge.")</p> <p>WARM-UP Four Corners</p> <p>DISCUSS Stock Issues (For discussion questions, see Policy Coach's Manual, Lesson 3) EU Immigration Policies Case Ideas</p> <p>PRACTICE Activity 4.1 Identifying Stock Issues (Policy Coach's Manual) Activity 4.2 Case Discussion (Policy Coach's Manual)</p> <p>*The Coach's Manual recommends having experienced students share case ideas. If your club does not have experienced students, you may find case ideas in Intensive Session 5: Resolution Background or in the table of contents for casebooks (also called source books). NOTE: Please heed the warning from Mrs. Shipe on p. 91 of the Coach's Manual. Casebooks and briefs may be used as a starting point, NOT a substitution, for research.</p> <p>PREVIEW Lesson 5: Stock Issues Part 2 (Policy Coach's Manual)</p>

STEPPING STONES

Week 4 - KIND PERSUASION



Value Debate (Big Idea: How do I define the round fairly?)

Student	<p>READ Lesson 4: Introduction, Definitions, and Analysis (Value Competitor's Handbook)</p> <p>Learning Logic 4: Categorical Syllogisms (Value Competitor's Handbook)</p> <p>WATCH Intensive Session 5: Definitions (Log in at NCFCFA.org. Visit NCFCFA Shop to buy.)</p> <p>RESEARCH Candidate Privacy</p> <p>"Candidate Privacy." Rebecca Green. 3 Feb 2020. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3531189</p> <p>"The Right to Privacy and the Public's Right to Know: The "Central Purpose" of the Freedom of Information Act. by Fred H. Cate, D. Annette Fields, and James K. McBain</p> <p>What is the FOIA? What was its purpose?</p> <p>How did SCOTUS respond in <i>United States Department of Justice v. Reporters Committee for Freedom of the Press</i>?</p> <p>What values ought to drive our decision-making when considering right to know? (ie. democracy, legitimacy)</p>
Coach	<p>COMPARE Proverbs 18:2 and 18:15 ("A fool takes no pleasure in understanding; the ear of the wise seeks knowledge.")</p> <p>WARM-UP Four Corners</p> <p>DISCUSS Definitions (For discussion questions, see Value Coach's Manual) What definitions have you found for "right to privacy" and "right to know?" Which definitions are best? Which could be accepted by both positions?</p> <p>PRACTICE Activity 4.1 Analyzing Definitions (Value Coach's Manual) Activity 4.2 Where's the Conflict? (Value Coach's Manual) Activity 4.3 Topic Discussion (Value Coach's Manual)</p> <p>* Sourcebooks are sometimes used as a starting point for discovering cases, but they should never be used as a substitution for research.</p> <p>PREVIEW: Lesson 5: Standard (Value / Criterion) Intensive Session 6: Standard</p>

STEPPING STONES

Week 4 - KIND PERSUASION



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. Visit the NCFCA Shop to buy now.)

STEPPING STONES

Week 4 - KIND PERSUASION



SPEECH: TELL ME A STORY

- Cut the cards and place them in a basket.
- Say, "Stories effectively convey messages that facts alone cannot. Stories can make people laugh or cry, and your personal story can connect your listener with your message. Today, we're going to practice finding and delivering stories with an intended purpose. As you draw a card, notice the purpose and topic listed. You'll have 4 minutes to outline a 90-second fiction or non-fiction story about your topic that accomplishes the purpose listed. Then you'll take turns sharing your stories and asking the audience to guess your purpose."

1

Make 'em laugh.

Vacation

2

Touch their hearts.

Overcoming hardship

3

Share your story.

Mistakes

4

Make 'em laugh.

Food

5

Touch their hearts.

Making a difference

6

Share your story.

Perseverance

7

Make 'em laugh.

Old people

8

Touch their hearts.

Seizing the moment

9

Share your story.

Friendship

10

Make 'em laugh.

Money

11

Touch their hearts.

Grieving loss

12

Share your story.

Common Sense

STEPPING STONES

Week 4 - KIND PERSUASION



DEBATE GAME: Four Corners

- *Place 4 signs in the corners of the room: strongly agree, somewhat agree, somewhat disagree, strongly disagree.*
- *Present the topics below or create your own. Consider the age and experience of your students to determine which topics would be best.*
- *Ask students to move to the corner that best how they feel.*
- *Ask the groups to discuss the reasons for their decisions and share them with the group.*
- *SCALE: If your group is large, break into smaller groups of 4-8 students and have a parent facilitate each group.*
- *EXTEND: What motivates your decision-making? Facts, stories, experiences, values?*
- *IMPACT: We all have reasons for the decisions we make. In policy debate, most people consider the "stock issues" when reaching a decision. In value debate, most people weigh the values when reaching a decision.*

1. Sunday is the best day of the week.
2. It is important to eat healthy foods, exercise daily, and sleep at least seven hours per night.
3. Money can buy happiness.
4. Climate change is real.
5. Politicians forfeit their right to privacy when they enter the public arena.
6. College is essential for future success.
7. Violence is never acceptable.
8. Parents should limit screen time for children under age sixteen.
9. People rarely change their values and beliefs unless influenced by a traumatic event.
10. Homeschoolers should be allowed to play public school sports.
11. People with realistic goals tend to be more successful than those who put little thought into their futures.

STEPPING STONES

Week 4 - KIND PERSUASION



12. Love can conquer even the greatest evil.
13. Freedom cannot exist without personal responsibility.
14. The U.S. government is trustworthy despite what media portrays.
15. Participation trophies hurt children.
16. Civic minded citizens should wear masks to protect both themselves and others.
17. Social media has improved the feeling of connection among teens.
18. The media is a trustworthy, unbiased source of information.
19. Social media should have a minimum age requirement.
20. Women should be allowed to fight on the front lines alongside men.
21. Great leaders are always outgoing.
22. Children of illegal immigrants are entitled to a public education.
23. Websites like Google and Facebook should actively thwart "fake news."
24. "To have a right to do a thing is not at all the same as to be right in doing it." G.K. Chesterton, "The War of the Usurpers," *A Short History of England*
25. "Worry does not empty tomorrow of its sorrow; it empties today of its strength." (Corrie ten Boom)
26. "Those that can give up essential liberty to gain a little temporary safety deserve neither liberty nor safety." (Benjamin Franklin)
27. "God whispers to us in our pleasures, speaks to us in our conscience, but shouts in our pain. It is His megaphone to rouse a deaf world." (C.S. Lewis)