



SASKATCHEWAN ELOCUTION AND DEBATE ASSOCIATION

ASSOCIATION D'ELOCUTION ET DES DEBATS DE LA SASKATCHEWAN

DEBATE GAMES AND ACTIVITIES GUIDE

Index The Edible Argument – Battle Bars Four Corners Debate Listening to Historical Speeches & Listening Guide Persuasive Speaking – Historical Monologue Clash Builders <ul style="list-style-type: none">• Devil's Advocate• Two Person Clash Suggested Meeting Plans Guided Research or Assisted Highlighting, with articles Triple-Speak Impromptu Speeches Impromptu Speech topics and Critique Sheet	Consensus Builders <ul style="list-style-type: none">• Talking Circle• Consensus Crunch Pass the Buck! More Fun Debate Strategies Chairperson's Debating Script with Class Participation Inferences and Conclusions <ul style="list-style-type: none">• Ranking arguments• The Drawbridge Conundrum Selecting Evidence for Support <ul style="list-style-type: none">• "Experts: Man Fit Killer Profile"• "You don't have to smile"
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SEDA

The Saskatchewan Elocution and Debate Association (SEDA) is a non-profit organization that promotes speech and debate activities in English and French. The Association is active throughout the province from grade 6 through grade 12, and at the University of Regina and the University of Saskatchewan. The Association co-ordinates an annual program of speech and debate tournaments and other special activities, including a model legislature.

SEDA's staff, along with printed and audio-visual materials, are available to assist any individual or group interested in elocution and debate. SEDA is a registered charitable organization. Charitable No. 11914 0077 RR0001.

For further information:

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SEDA PATRONS

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- Celebrate Canada Committee for Saskatchewan
- Luther College High School
- Official Minority Language Office, Department of Education
- Mrs. Morris Shumiatcher
- Olivia Shumski

Affiliations

- Canadian Student Debating Federation
- SaskCulture Inc.



The Edible Argument – Battle Bars ***Grade Level:** 6 – 12**Subject(s):**

- Language Arts/Debate
- Language Arts/Writing

Duration: 50 minutes

Description: This lesson can be used to teach the beginning stages of argument to high school or college level English composition classes. Students use their writing skills to describe how their group's Snickers are a better buy than another group's Kit Kats, while the other group describes how its Kit Kats are a better buy than Snickers. Students use examples of price, advertising appeal, ease of consumption, appearance, dangers, nutrition facts, feel, smell, and taste to support their topic.

Objectives:

1. Students will be able to develop a thesis statement and two paragraphs which support that thesis statement using appropriate forms, conventions and styles to communicate ideas and information to an audience (for the purposes of persuasion and argumentation).
2. Students will be able to write a paragraph identifying one opposing viewpoint and write another paragraph that attempts to challenge that viewpoint.

Materials:

- a 20-piece bag (approx.) of Snickers Fun Size candy bars
- a 20-piece bag (approx.) of Kit Kat Fun Size candy bars
- chalkboard or dry erase board and chalk/marker
- writing utensils and paper

Procedure:

Inform students that they are to begin a unit about argumentation. Find out how many students like to argue and how many do not. Tell them that they are going to argue about something very important today -- candy bars! Inform students that the class is going to be split down the middle, and students on one side will receive Kit Kats while students on the other side will receive Snickers. [**Author's Note:** You may allow students to choose sides, but you must have (closely) equal representation on each side. Also, tell students **not** to eat the candy bars.]

Lay a candy bar on each student's desk, or pass the bags around and allow the students to choose their own. Tell the students that they need to imagine that there are only two brands of candy bars in the world -- the ones being discussed. Tell them that their candy bar is the best value, and it is their job to come up with as many "logical" reasons why their candy bars are the best value. Tell them not to consider that the other group is working on doing the same project for another brand. Rather, have them just focus on the question, "Why is my candy bar the best value?" Encourage them to work together to make a list of the top 10 points for why their candy bars are the best.

After they have come up with their lists, have each group elect a representative to write their 10 reasons on the board. The result will be a split board with Kit Kat best-buy points on one side and Snickers best-buy points on the other side. Next, have students vote on which of their side's three reasons best represent

why their respective candy bars are the better value. Erase all the others. This will result in a split board with three strong points for each side. Then, tell the groups that they are to individually, or in teams of two or three, write a thesis statement which expresses the idea that their candy bar is the best value. Then they are to craft two short paragraphs of three or more sentences (the paragraphs must be linked with transitional expressions) for each point they've chosen for their side. While students are working, assist each group and view their progress. The result will be a thesis statement and two paragraphs which support it. Allow students to eat their candy bars if they choose at this time. (Sugar may help them write faster!)

After the paragraphing is complete, tell the students how important it is when arguing to be fair and to demonstrate that others may have differing opinions. Then, direct them to individually, or in teams of two or three, assume the position of the other side and identify what they consider to be that side's strongest point about why they have the best value bar. Kit Kat groups will write a paragraph supporting Snickers and vice versa. Encourage students to spend a few minutes in discussion with members of the opposing groups, so they can adequately explain and support their points. Kit Kat members will solicit information from Snickers members and vice versa. While they are working, assist each group and view their progress. The result will be one paragraph, linked to the first two, which demonstrates the opposing position. If students request an opposing side's candy bar, allow them to have one (if there are ones left) to eat.

Finally, explain to students that their job after identifying a strong differing opinion is to directly and convincingly challenge it. Using what they know about candy bars, nutrition, packaging, and logic, they must try to construct one short paragraph (including transitional element) to disprove the other side. Kit Kats will challenge Snickers' strongest point and vice versa. While students are working, assist each group and view their progress. The result will be one challenge paragraph linked to the previous three paragraphs. Encourage students to share their completed paragraphs.

Assessment: Collect students' paragraphs to assess completeness and students' ability to logically demonstrate argumentation in writing.

Special Comments: If you have further questions about this lesson plan, which uses food as a base for understanding, please do not hesitate to contact: Mark A. Schneberger, Adjunct Professor of English, Oklahoma City Community College.

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School/University/Affiliation: Oklahoma City Community College

Date: November 20, 2001

Four Corners Debate***Grade Level:** 7, 8, 9, 10, 11, 12**Subject(s):**

- Language Arts/Debate

Duration: 45 minutes**Description:** This activity introduces students to persuasion. By the end of the lesson, students are able to express their positions, as well as opposing arguments, on a particular issue.**Objectives:**

1. Students will work in groups to clearly verbalize their positions on a specific issue/topic.
2. Students will practice listening skills while other groups present their positions.
3. Students will be able to use convincing arguments to sway others' opinions.
4. Students will write a 5-paragraph persuasive essay that presents point of view clearly and addresses opposing positions.

Materials:

- 4 large pieces of paper with these words written on them: Strongly Agree, Somewhat Agree, Strongly Disagree, Somewhat Disagree

Procedure:

Post the four pieces of paper in the four corners of the classroom. Write a controversial topic on the board (for example: Schools should eliminate report cards). Have students move to the corner that best matches their position (Strongly Agree, Somewhat Agree, Strongly Disagree, Somewhat Disagree). If social cliques are a problem, have students write their choice on a card first in order to ensure honest reactions. Each corner will have 2 minutes to discuss and solidify their reasoning/logic. Each group selects a spokesperson to express the group's position. He/she has 30 seconds to express thoughts concisely and persuade their classmates. Other groups must listen intently. After the first corner presents, invite those who have been persuaded to move to the appropriate corner. Direct each group to present their group's position in turn. Allow students to move to the appropriate corners if they have changed their minds.

Assessment: Each student will write a 5-paragraph persuasive essay. In order to receive a maximum score, the student must express his position clearly, use appropriate logic, and address opposing viewpoints.

Special Comments: My students *love* this debate exercise! In fact, they bring up new issues almost daily and want to have a go. This is an excellent opportunity for the teacher to instruct on debate etiquette (ie. no put-downs, one speaker at a time, respect other viewpoints, etc.).

* **Submitted by:** Lisa M. Shearer

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School/University/Affiliation: Home Street Middle School, Bishop, CA

Listening to Historical Speeches

Grade: 6 – 12

Subject: Language Arts & Social Studies

Duration: 1 – 2 classes

Description: Students will listen to archival historical speeches and identify the main points of argument, persuasive elements and overall significance.

Objectives:

1. Students will develop their listening skills.
2. Students will appreciate the art of elocution and be able to identify the structure of a speech.
3. Students will be able to summarize the main arguments of the speech.
4. Students will be able to explain the historical significance of the speech.

Materials:

- Selection of Speeches (*see attached recommended websites*)
- Internet access

Procedure:

The teacher may elect to pre-select the speeches according to the class and ability or have the students select their own from the list of web sites provided. The students listen to the audio files of the speeches and record their observations on the listening sheet. A little research may have to be conducted to discover the context of the historical speech and its significance. Have students share their speeches and research with the class.

Evaluation: Completed Listening Guide and Presentation to class.

Extention: You may want to ask students to recreate the historical moment by re-delivering the speech. Attention to delivery, drama and costuming could create quite an experiential moment in your lessons!

Recommended Sites:

Canada Speaks <http://collections.ic.gc.ca/canspeak/>

- Canada Speaks is a collection of speeches by Canadian Prime Ministers. It represents an enormously rich resource for students of Canadian public policy, biography, history and society. The collection includes speeches, in English and French, by Prime Ministers dating back to Confederation. Speeches for every Prime Minister are not yet available on this site. The collection is under development and the location and conversion of speeches is on-going.

Gifts of Speech <http://gos.sbc.edu/>

- Women's Speeches from around the world.

History Channel <http://www.historychannel.com/speeches/speeches.html>

- This archive has an extensive and impressive collection of audio files. The list is predominantly American in focus but does have a few world historical figures of interest.

Historical Speech Listening Guide



Historical Figure:	
Speech & Date:	
Significance to Canadian or World History:	
Main Arguments:	<ul style="list-style-type: none">•••••

Persuasive Speaking - Historical Monologue

Purpose: To apply research skills. To assume a role. To speak persuasively.

Size: Individual

Structure: Students are assigned a key historical or public figure. Each student researches the figure and chooses a key accomplishment to highlight. A monologue of 3-5 minutes is written and performed for the class.

Topic: The people are selected by the teacher and might include characters like Trudeau, Emily Carr, JFK, Pearson, and Gretzky etc.

Clash Builders

1. Devil's Advocate

Purpose: To provide opportunity to speak in a direct clash environment. One person speaks, and advocate clashes or raises a related point.

Size: This can be played by a group of 4 people up to an entire class. The advocate takes one side, and everyone else in the group takes the other.

Structure: A moderator controls who has the right to speak and when. The moderator alternates between the big group and the advocate. The advocate can be a teacher or a student who likes to argue.

Topic: The topics vary. It might be a student issue like gum in the classroom, or a controversial issue like capital punishment. Using a debatable issue within a unit theme is the most common choice.

2. Two Person Clash

Purpose: To give each student practice with directly opposing another's argument in a non-threatening environment. To practice listening and note taking skills.

Size: Played by the entire class simultaneously, in groups of two.

Structure: The students break into pairs. One person rises and states a series of opinions for up to 2 minutes. The other one makes a flow sheet (see attached). When person number one sits down, the second person stands and directly attacks all the arguments of the first speaker for up to two minutes. While this happens, the first speaker completes a flow sheet. Then the first speaker stands again, and directly argues for one minute. The class will need about 5 minutes preparation time to think of arguments and decide a topic. Since all the pairs do the activity at the same time, students are less self-conscious.

Topic: The topics vary. Students may choose topics themselves by searching for something they disagree about. Alternatively the teacher may provide the topics and students select the sides.

Suggested meeting plans

Day	Activities	Objectives	Evaluation	Materials	CELS
1	<ul style="list-style-type: none"> - to introduce debate - give notes on structure and style of debate - do bad speech, brainstorm problems - do sample speeches 	SWBAT basic debate terminology in oral discussion	- teacher evaluates through questioning	- debate notes	COM, CCT
2	<ul style="list-style-type: none"> - finish sample speeches - practice to fix one element - decide on topic, choose teams and roles - plan what each person will research 	- SWBAT develop and articulate a defensible point of view on an issue	- peer-evaluations through comments on speeches	- debate notes	CL, PSVS, COM
3-4	- research periods in library	- SWBAT pursue a research goal through a variety of mediums	- class time use evaluated by teacher per group /15	- book library, pre-conference with librarian	TL, IL, CCT
5	- work period in class	- SWBAT cooperatively discuss controversial issue	- teacher evaluates through circulation	- research materials	COM, CCT, PSVS
6-7	- work on other units	- see other unit	- see other units	- see other unit	- see other unit
8	- debate and debriefing	- SWBAT give a prepared talk on a researched topic	- debate /5		COM, CCT

Guided Research or Assisted Highlighting***Grade:** 6 – 9**Subject:** Language Arts, Social Studies, Science**Duration:** 1 – 2 classes**Description:** To teach the idea of “reading with a purpose” that characterizes research.**Objectives:**

1. Students will learn to read with purpose.
2. Students will learn the judicious and purposeful use of a highlighter.
3. Students will learn to identify arguments.
4. Students will learn to write a *tag*.

Materials:

- Short Article (*related to debate or thematic study*) Examples provided.
- Overhead of article
- Highlighter (*2 different colours - optional*)

Procedure:

Provide students with a short article (the shorter the better) on a topic which they will be debating. Move through the article, sentence by sentence, either individually or as a class, and discuss whether a particular idea, fact, or quotation would be useful for a debate. You may decide to have the article on a overhead projector and identify which arguments and statements are worthy of highlighting. Depending on the grade and ability, you may choose to have students identify PRO arguments in one colour highlighter and CON arguments in another highlighter. When students have identified specific claims which the research would support, they must be able to summarize that argument in one sentence (sometimes called a **tag**) orally and in written form. You may elect to work through a article together as a class and then assign an article individually.

* Courtesy of Ken Broda-Bahm, Communication Studies at Towson University & Modified by Nicola Bishop-Yong

Student Handout #1**Soft drinks to be pulled from schools**

CTV.ca News Staff Updated: Wed. Jan. 7 2004 1:07 AM ET

The Canadian soft drink industry says it will voluntarily withdraw its carbonated pop from Canadian elementary schools by the beginning of the next school year, according to a published report.

Refreshments Canada, the lobby group that represents some 30 soft drink makers says the industry, is making the move in response to the concerns of parents.

In place of carbonated drinks in elementary and middle school pop machines and cafeterias, companies such as Pepsi and Coke will stock school vending machines with their own brands of fruit drinks, water and sports drinks.

Several beverage makers are in the process of rewriting their contracts with school boards to remove pop from their agreements so the plan can come into place by September 2004.

"Those contracts will not include carbonated soft drinks," said Calla Farn, director of public affairs for Refreshments Canada.

Despite the concessions, the industry insists all of its products are suitable for school children. It says physical fitness and overall diet are important in keeping kids healthy and "no single food or food ingredient is responsible for health problems."

Nevertheless, the organization says it has read the mood of Canadian parents.

Monday's announcement was applauded by Ontario's Liberal government, which promised during last year's election campaign to remove junk food vending machines from schools.

"It's a good development," Education Minister Gerard Kennedy said Tuesday, though added: "It's obviously just one small part of an overall healthy schools policy."

Kennedy said Ontario will continue its push to get junk food out of elementary schools and replace it with healthier foods.

"Our goal is to have a complete ban on junk food in elementary schools," he said.

Dietitian Lynn Roblin told CTV Newsnet this was "a good first step." But she'd prefer to see no machines in the schools at all.

She says vending machines are a problem because kids will often opt for what is in the machines rather than more nutritious choices like water, milk, or 100 per cent juice.

Roblin suggests parents and schools to get more involved with what their children's eating habits. "I think parents need to encourage their kids to eat healthy and that schools should provide that environment as well."

Boards had expressed concern that they could face hefty fines if they unilaterally banned the soft-drink products from schools.

Kennedy said that since the companies are voluntarily withdrawing those soda pop products, there will be no financial penalties to Ontario school boards, many who have signed long-term contracts with soft-drink companies.

Student Handout #2**Cloned embryo renews human cloning ban debate**

Canadian Press

Updated: Thu. Feb. 12 2004 8:55 PM ET

SEATTLE — In a clash of politics and science, the first successful cloning of a human embryo -- and the extraction of stem cells from it -- has ignited new calls for a ban on all forms of human cloning in the United States.

The cloning announcement by South Korean scientists on Thursday prompted members of U.S. Congress and church leaders to ask for immediate legislation. "Cloning human beings is wrong. It is unethical to tinker with human life," said Republican Representative Joe Pitts. A ban must be passed "before this unethical science comes to our shores," he said.

The Bush administration favours such action and referred reporters to a statement by the president calling for "a comprehensive and effective ban."

"Human life is a creation, not a commodity, and should not be used as research material for reckless experiments," President George W. Bush said last month.

Democratic Senator Edward Kennedy, who voted against a bill passed last year by the House that called for a ban on human cloning, said there needs to be legislation that would prevent cloning of babies, but permit "lifesaving stem cell research to proceed under strict ethical guidelines."

Two South Korean scientists who announced the landmark achievement here Thursday said they have already been the target of street demonstrations and egg-throwing incidents in Seoul, even though their work is directed at treating diseases and not at making cloned babies.

Woo Suk Hwang, lead author of the study, admitted at a news conference that the technique developed in his lab "cannot be separated from reproductive cloning" and called on every country to prevent the use of the technology in that way.

He said the work was controlled and regulated by the Korea Stem Cell Research Centre "to prevent the remote possibility of any uncontrolled accidents such as human reproductive cloning."

Shin Yong Moon, a co-author of the study, said the work must continue because of its great promise for treating conditions such as Parkinson's, Alzheimer's, diabetes and spinal cord injury. But he said a new law passed in Korea will now require his group to get a government licence before proceeding with their research.

The medical use of stem cells derived from cloning will require at least another decade of research, he said.

Both Hwang and Moon are researchers at the Seoul National University.

Their experiment would be illegal under Canada's Assisted Human Reproduction Act, which received second reading in the Senate on Thursday, a spokeswoman for Health Canada confirmed.

The bill, which sparked fierce controversy in the Commons, would allow the retrieval of embryonic cells from embryos left over from infertility treatments, but would prohibit cloning.

Donald Kennedy, editor of the journal *Science*, which published the study, said the work is not a recipe for cloning babies.

""There is much difficulty that would remain for anybody who tried to use this technology as a first step toward reproductive cloning," Kennedy told a news conference Thursday.

Hwang, Moon and their team created the human embryo after collecting 242 eggs from 16 unpaid, anonymous volunteers. They also took cells from the ovaries of each woman. To attempt male embryo cloning, they used cells taken from the earlobes of adult men.

The researchers extracted the nucleus from each of the eggs and then inserted the nucleus from the other cells.

The eggs were then nurtured into blastocysts, an early stage of embryo development, and the stem cells were extracted.

Hwang said the group had a 43 per cent success rate in making cloned embryos, but was successful only in making one colony of stem cells. Only the embryos made using both the nucleus and the egg from the same woman successfully matured enough to make stem cells, he said; eggs that received nuclei from adult male cells or from adult cells of women other than the egg donor failed to produce stem cells.

Hwang, a veterinarian, developed the cloning technique on animals and then teamed with Moon for the human embryo experiment.

Embryonic stem cells are the source of all tissue. Researchers believe they can be coaxed to grow into heart, brain or nerve cells that could be used to renew ailing organs.

In the experiment, Hwang and his team said, the embryonic stem cells formed muscle, bone and other tissue after undergoing 70 cell-divisions.

Using cloned embryonic stem cells for therapy would avoid the problem of tissue rejection. Cloned stem cells, in theory, would be an exact genetic match to the cell donor and would not be attacked by the immune system.

Regulations approved by Bush permit federal funding of stem cell research, but only on cell lines created from embryos destroyed before Aug. 9, 2001. The approved cell lines were not created by cloning, however.

Kennedy said the restrictions are handicapping U.S. researchers.

"There is no question that the degree of restriction has given other nations some significant advantage," he said.

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Triple Speak

Grade: 6 – 12

Duration: One Class

Description: An exercise in impromptu speaking using three ‘topics’ (person, place & thing) which the speaker must link together in a cohesive speech.

Objectives:

1. The student will be able to connect three dissimilar topics in a coherent speech.
2. The student will perform an organized speech with introduction, reasoning and conclusion.
3. The student will speak fluently for 3 – 5 minutes in length.

Size: Full Class or Small Group

Structure: One Speaker, One Moderator which may or may not be the Teacher and Time Keeper.

Materials:

- Topics that are *Person*, *Place* and *Thing* – An example is attached but please modify this list to the grade, subject and ability level.
- Three topics copied on different coloured paper
- Optional: Time Keeper with timer & time cards (numbers ½ - 10 and STOP)

Procedure:

Explain the purpose of Triple Speak is to connect three dissimilar topics (person, place & thing) into a coherent, logical and entertaining speech. Remind students that in order to speak coherently and fluidly for 3 – 5 minutes they will need to elaborate on the topics and think quickly on their feet. The grade and ability level will determine how long the students will have to speak on each individual topic. Typically, each topic is handed to the student between 45 seconds to 90 seconds. If handing the topic to the student mid speech is too much of a distraction, having the student pre-selecting the three topics and laying them face down is an alternative. Rotate through class.

Special Comments: Depending on the group time may or may not be emphasized. A humorous technique to employ is to begin a sentence and finish the sentence with the next topic. This technique will be familiar with students who have watched the popular television show “Whose Line is it Anyway?”.

Triple Speak: Person Topics

Doctor	Lifeguard	Police Officer
Best Friend	Sibling	Jean Chretien
Homer Simpson	Father	Rock Star
Lawyer	Mother	Teacher
Super Model	Bart Simpson	George Bush

Triple Speak: Place Topics

Garbage Can	In the Snow	On a Submarine
Ottawa	Farm	In a Airplane
Underwater	In a Parachute	The Moon
North Pole	On the Bus	In a Cupboard
Under the Desk	In a Cloud	On Airforce One

Triple Speak: Thing Topics

Rope	Microscope	Curling Broom
Thread	Tupperware	Microphone
Gavel	Computer	Watch
Ball	Button	Tractor
Lunch Box	Pacemaker	Book

Impromptu Speeches***Grade:** 6 - 12**Subject:** Language Arts, Social Studies, Science**Duration:** 20 – 60 minutes**Description:** To help students practice developing and organizing thoughts quickly and clearly.**Objectives:**

1. Students will be able to speak fluidly on an unprepared topic confidently.
2. Students will speak in a persuasive manner.

Procedure:

Prepare a number of possible topics. They may or may not be linked to a unit of study or class investigation.

Topics for beginning students could include:

- 📖 simple statements or topics ¹ - *what is your favorite book, what is your favorite movie, what is your favorite movie star, what is the worst food you've eaten*

Topics for experienced students could include:

- 📖 resolutions - general, issue based or off beat ²
- 📖 literary quotations & or characters
- 📖 historical characters or events
- 📖 artistic reproductions

Students draw a topic and have a short time to prepare (2-5 minutes) before giving a short speech (5 to 7 minutes).

The point in this exercise is not to have high-quality content (although that is good if it happens). Instead, the point is to emphasize the ability to think quickly, to divide a topic into two or more main points, and to apply one's present knowledge to a speech topic.

* Courtesy of K. Broda-Bahm, Communication Studies at Towson University & Modified by N. Bishop-Yong

¹ A simple class set of these statements written on popsicle sticks can be used over and over again and easily added to. They are a little more durable than photocopies or even laminated cards.

² A superb list of thousands of resolutions is contained at the Manitoba Speech and Debate Association website at <http://www.sjr.mb.ca/debate/debres.htm>

Impromptu Speech

Presentation Time: 1 to 3 minutes

Assignment: After choosing a topic, each student should give a short impromptu speech on the subject. Topics for impromptu speeches may be provided by the class. However, if preferred, you may cut out the following suggestions for topics, place them in a hat, and have each member draw one out for his or her speech.

Life on Other Planets	Watermelon
Pizza	Most Memorable Character
Coping with My Sibling(s)	Most Memorable Day
First Day of School	Mistakes I've Made
News Story I'm Tired of	A Memorable Book
A Memorable Movie	How to Improve School
Favorite Actor	Funniest Person Alive
Favorite TV Show	Favorite Sport
Bubble Gum	Favorite President
Elephants	The Best Pet to Have
Favorite Day of the Year	Marshmallows
The Best Way to Get Exercise	How to Make Lots of Money
What Makes Me Really Mad	If I Could Invent a Candy
How to Promote World Peace	What Food I'm Best at Cooking
The Best Car to Own	The Best City to Live In

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Impromptu Speech Critique Sheet

Speaker: _____

Evaluator: _____

Circle an evaluation mark in each category and add constructive comments in the provided space.

1—Superior 2—Excellent 3—Good 4—Fair

Delivery Technique:

Facial Expression (relaxed, animated, and responsive): 1 2 3 4

Vocal Expression (variance, rate, pitch, volume, intensity, inflection): 1 2 3 4

Diction, Grammar, and Word Usage (No “you know’s,” “um’s,” or “ah’s”): 1 2 3 4

Eye Contact (looks at audience, not overly dependent on notes): 1 2 3 4

Bodily Action and Gestures (relaxed, comfortable stance, no distracting movements, notes handled well): 1 2 3 4

Comments: _____

Organization and Content:

Introduction (attention step): 1 2 3 4

Body (followed organized outline and developed points): 1 2 3 4

Conclusion (summary and closing comments): 1 2 3 4

Comments: _____

Consensus Builders

1. Talking Circle

Purpose: To provide each student the opportunity to speak uninterrupted. To provide an opportunity for students to share ideas.

Size: The entire class.

Structure: Students sit in a circle so that everyone can see each other. An object is used to select who will speak. It is passed around the group in a continuous direction. When students have the object they choose if they would like to speak. The object is generally passed at least twice.

Topic: The topics are selected by the teacher and are generally either emotional in nature or a difficult issue the group must work through.

2. Consensus Crunch

Purpose: To allow students to structure their own speaking. To build teamwork skills. To teach the ability to compromise.

Size: Various

Structure: The teacher selects a topic designed to be divisive. The class is given a set time limit in which everyone must agree to a common opinion (agreeing to disagree does not count). The students structure how they will formulate their discussion and work to build the common opinion. The teacher observes, interfering as little as possible.

Topic: The topics are selected by the teacher and are designed to be difficult to reach consensus on.

Pass the Buck!**Grade:** 6 – 12**Subject:** Language Arts, Social Studies, Health, Science**Duration:** 10 – 30 minutes

Description: Students will listen to the portion of an impromptu speech of a classmate and be able to add to the speech in a logical manner. As opposed to a *Talking Circle* where participants may or may not share their ideas on the topic and their contributions may or may not be connected to that of previous students, the aim of *Pass the Buck* is to create one continuous speech within the group despite the many speakers.

Objectives:

5. Students will develop their listening skills.
6. Students will be able to logically follow an argument.
7. Students will be able to fluidly continue someone else's topic and argument.
8. Students will speak with confidence and ease.

Materials:

- Impromptu Speech Topics
- Fake Money or small object (one per group)

Procedure:

Divide the class into small groups of 3 – 5 students sitting in a circle. Designate a 'captain'. Teacher announces the topic for discussion to the team "captains" and gives them a 1 minutes preparation time. On teacher cue, the "captains" return to their groups, and without disclosing the topic, begin talking on the topic for 30 – 90 seconds (depending on class and ability). The teacher indicates by sound or cue that the time has elapsed and it is time for the next student in the circle to PASS THE BUCK and therefore to take over the speech begun by the 'captain'. Only the student with the BUCK may speak. The next speaker MUST build on the previous student's speech and continue developing it and so on and so on. The students are to behave as if one speaker is delivering the speech. After the final speaker has spoken, the Teacher reveals the topic and debriefs all the arguments that were evident in the groups.

Extention: In experienced or beginning groups the teacher may eliminate the time frame and hence teacher cue to pass the buck and allow the students to determine when they wish to pass the buck. It may be entertaining to have one group perform in front of the larger group.

More Fun Debate Strategies

The following fun strategies can be used to engage students and vary the debate structure by involving the entire class in different ways:

- **Three-Card strategy** -- This technique can be used as a pre-debate strategy to help students gather information about topics they might not know a lot about. It can also be used after students observe two groups in a debate, when the debatable question is put up for full classroom discussion. This strategy provides opportunities for all students to participate in discussions that might otherwise be monopolized by students who are frequent participators. In this strategy, the teacher provides each student with two or three cards on which are printed the words "Comment or Question." When a student wishes to make a point as part of the discussion, he or she raises one of the cards; after making a comment or asking a question pertinent to the discussion, the student turns in the card. This strategy encourages participants to think before jumping in; those who are usually frequent participants in classroom discussions must weigh whether the point they wish to make is valuable enough to turn in a card. When a student has used all the cards, he or she cannot participate again in the discussion until all students have used all their cards.
- **Participation Countdown strategy** -- Similar to the technique above, the countdown strategy helps students monitor their participation, so they don't monopolize the discussion. In this strategy, students raise a hand when they have something to say. The second time they have something to say, they must raise their hand with one finger pointing up (to indicate they have already participated once). When they raise their hand a third time, they do so with two fingers pointing up (to indicate they have participated twice before). After a student has participated three times, he or she cannot share again as long as any other student has something to add to the discussion.
- **Tag Team Debate strategy** -- This strategy can be used to help students learn about a topic before a debate, but it is probably better used when opening up discussion after a formal debate or as an alternative to the Lincoln-Douglas format. In a tag team debate, each team of five members represents one side of a debatable question. Each team has a set amount of time (say, 5 minutes) to present its point of view. When it's time for the team to state its point of view, one speaker from the team takes the floor. That speaker can speak for no more than 1 minute, and must "tag" another member of the team to pick up the argument before his or her minute is up. Team members who are eager to pick up a point or add to the team's argument, can put out a hand to be tagged. That way, the current speaker knows who might be ready to pick up the team's argument. No member of the team can be tagged twice until all members have been tagged once.
- **Role Play Debate strategy** -- In the Lincoln-Douglas debate format, students play the roles of Constructor, Cross-Examiner, and so on. But many topics lend themselves to a different form of debate -- the *role-play debate*. In a role-play debate, students examine different points of view or perspectives related to an issue.
- **Fishbowl strategy** -- This strategy helps focus the attention of students not immediately involved in the current classroom debate; or it can be used to put the most skilled and confident debaters center stage, as they model proper debate form and etiquette. As the debaters sit center-stage (in the "fishbowl"), other students observe the action from outside the fishbowl. To actively involve

observers, appoint them to judge the debate; have each observer keep a running tally of new points introduced by each side as the debate progresses. Note: If you plan to use debates in the future, it might be a good idea to videotape the final student debates your current students present. Those videos can be used to help this year's students evaluate their participation, and students in the videos can serve as the "fishbowl" group when you introduce the debate structure to future students.

- **Inner Circle/Outer Circle strategy** -- This strategy, billed as a pre-writing strategy for editorial opinion pieces, helps students gather facts and ideas about an issue up for debate. It focuses students on listening carefully to their classmates. The strategy can be used as an information-gathering session prior to a debate or as the structure for the actual debate. See a sample lesson at Education World.
- **Think-Pair-Share Debate strategy** -- This strategy can be used during the information gathering part of a debate or as a stand-alone strategy. Students start the activity by gathering information on their own. Give students about 10 minutes to think and make notes. Next, pair each student with another student; give the pair about 10 minutes to share their ideas, combine their notes, and think more deeply about the topic. Then pair those students with another pair; give them about 10 minutes to share their thoughts and gather more notes... Eventually, the entire class will come together to share information they have gathered about the topic. Then students will be ready to knowledgably debate the issue at hand.
- **Focus Discussions strategy** -- The standard rules for a Lincoln-Douglas style debate allow students 3 minutes to prepare their arguments. The debatable question/policy is not introduced prior to that time. If your students might benefit from some research and/or discussion before the debate, you might pose the question and then have students spend one class period (or less or more) gathering information about the issue's affirmative arguments (no negative arguments allowed) and the same amount of time on the negative arguments (no affirmative arguments allowed).

Chairperson’s Debating Script with Class Participation

Write in the motion and fill in the names before start time.

Silence please. The motion being debated today is:

Be it resolved that _____

On my right, speaking for the motion are:

_____ and _____

On my left, speaking for the motion are:

_____ and _____

After the Proposer speaks

So, I now call on the proposer _____ to speak.

Thank you. I now call on the opposer _____ to speak.

Thank you. I now call on the proposer’s seconder _____ to speak.

Thank you. I now call on the opposer’s seconder _____ to speak.

After all have spoken

Thank you. I now open the debate to the class. You must raise your hand and may speak only when I say so. Please stand when speaking. You may make a statement about the motion or ask a question of any of the speakers who may answer you after you have finished and I give them permission to speak. Are there any questions or statements from the class?

After someone speaks

Thank you. Next question or statement from the class?

After everyone who wanted to has spoken

1. I now close the debate to the class. **One** person from each side will sum up, and I ask the proposer to start.

2. Thank you. I now ask the opposer to sum up.

3. Thank you. I will now re-read the motion which is: Be it resolved that

Write numbers

4. Put your hands up if you vote **FOR** the motion _____

5. Put your hands up if you vote **AGAINST** the motion _____

6. Put your hands up if you are neutral or abstain _____

Look at numbers

If **FOR** is larger →

Thank you. I declare that _____ voted for the motion and so the motion is carried. I declare the debate over. Thank you.

If **AGAINST** is larger →

Thank you. I declare that _____ voted for the motion and so the motion is defeated. I declare the debate over. Thank you.

Inferences and Conclusions

Part I – Ranking arguments

Rank the following arguments from 1-5 (5 being the best) as “reason” for taking an umbrella to school. First work as individuals then as a group.

- March is usually a rainy month, and this is the first day of March. It will probably rain today.
- I listened to three weather forecasters last night and they all predicted rain for this afternoon. It will probably rain today.
- Last week, one of the television weather forecasters said rain was a possibility for today. It will probably rain today, and I’m going to be carrying some books that I don’t want to get wet.
- The weather predictions on station WETT have always been accurate, and last night they said the rain will be heavy most of today. It will probably rain.

Now you develop your own series or reasons. Exchange them with another debater and compare how well you do on correctly ranking each others’ reasons. You can do this with your case arguments as well to determine the quality of our arguments.

Develop reasons for:

- Doing your homework
- Exercising
- Debating

Inferences and Conclusions

Part II - The Drawbridge Conundrum

As he left for a visit to his outlying districts, the jealous Baron warned his pretty wife, “Do not leave the castle while I am gone, or I will punish you severely when I return!”

But as the hours passed, the young Baroness grew lonely, and despite her husband’s warning, decided to visit her lover who lived in the countryside nearby.

The castle was located on an island in a wide, fast-flowing river, with a drawbridge linking the island and the land at the narrowest point in the river.

“Surely my husband will not return before dawn,” she thought, and ordered her servants to lower the drawbridge and leave it down until she returned.

After spending several pleasant hours with her lover, the Baroness returned to the drawbridge, only to find it blocked by a madman wildly waving a long and cruel knife.

“Do not attempt to cross the bridge, Baroness, or I will kill you,” he raved.

Fearing for her life, the Baroness returned to her lover and asked him to help.

“Our relationship is only a romantic one,” he said. “I will not help.”

The Baroness then sought out a boatman on the river; explained her plight to him and asked him to take her across the river in his boat.

“I will do it, but only if you pay my fee of five marks.”

“But I have no money with me,” the Baroness protested.

“That is too bad. No money, no ride,” the boatman said flatly.

Her fear growing, the Baroness ran crying to the home of a friend, and after again explaining the situation, begged for enough money to pay the boatman his fee.

“If you had not disobeyed your husband, this would not have happened,” the friend said. “I will give you no money.” With dawn approaching and her last resources exhausted, the Baroness returned to the bridge in desperation, attempted to cross to the castle, and was slain by the madman.

Using the list below, rank the characters from 1-6 in order of their responsibility for the death of the Baroness.

The Baron _____

The Baroness _____

The Boatman _____

The Friend _____

The Lover _____

The Madman _____

Selecting Evidence for Support

Part I - "Experts: Man Fit Killer Profile"

Answer the following questions regarding the article.

1. Provide a correct citation for the article.
2. I want to prove that mass murders have certain personality traits or characteristics in common. Which quote or passage from the article would provide the best evidence on this? (verbatim passage)
3. I want to show that mass murder incidents are increasing and becoming more serious each time. Which passage from the article would provide the best evidence of this?

"Experts: Man Fit Killer Profile"

Boston (AP) – The man who killed 22 people in a Texas eatery may be an increasingly familiar type in America, experts say: a loner seething with pent-up anger and ready to fly into a homicidal rage.

Jack Levin, sociology professor at Northeastern University and co-author of "Mass Murder: America's Growing Menace," said Wednesday that such killers usually have led lives of desperation.

- "the kind of frustration required to take 22 lives doesn't accumulate overnight," said Levin. "You don't get a "D" on your report card and then kill 22 people."

Shortly after noon Wednesday, George Hennard, 35, of Belton, Texas drove his pickup truck through the window of a crowded cafeteria in nearby Killeen and began methodically shooting people with a high-powered pistol. He shot himself to death after killing 22 people and wounding nearly two dozen others.

It was the deadliest mass shooting in US history, surpassing the July 18, 1984 slayings in San Ysidro, California, when James Oliver Huberty opened fire at a McDonald's restaurant, killing 21 before he was fatally shot by police.

- Levin and his co-author, James Fox, also of Northeastern, said the killers in almost every such case were sent into a homicidal rage by a triggering event.
- "It's usually a loss. Whether the loss of a job or a relationship, from the killer's point of view, it's catastrophic; it's the last straw," Levin said.
- Huberty was an out-of-work security guard.
- Pat Sherrill was a postal worker about to lose his job when he shot 14 people to death in Edmond, Oklahoma post office in 1986.
- Neighbours said Hennard was an unfriendly loner who had frightened people by running in front of their cars and making strange phone calls.
- One rambling letter he wrote to two young women referred to "mostly white, treacherous female vipers" he said had tried to destroy him and his family.
- "These guys have no place to turn when they get into trouble," Levin said. "They don't have friends and family, church and fraternal groups to support them, to get them through the bad times."
- Fox and Levin said many of the killers target people they know and kill others who get in the way. But some, as Hennard appeared to do, just kill at random.
- The best known of those was Charles Whitman, a student who shot and killed 16 people from a campus tower at the University of Texas in 1966.

Typically, a person who kills a group of strangers "might think there's a wide-ranging conspiracy against him," said Fox. Levin said, The more random the massacre the more likely it is (the killer) is insane, delusional, and paranoid." Fitting that type would be Marc Lepine, who killed 14 students at the University of Montreal in 1989, seeking revenge against feminists.

Levin said Hennard may have been just such a person. Witnesses said he yelled, "This is what Bell County has done me!" before he started shooting.

"Bell County is an abstraction," Levin said. "When you hear about a random public massacre you think the person is paranoid and is conspiratorial in his thinking. He thinks large numbers of people are out to get him and he seeks revenge."

Selecting Evidence for Support

Part II - "You don't have to smile"

Section 1

Read the following article on surveillance cameras. Locate passages from the article which would prove/support the following claims.

- Electronic surveillance is easier than ever before.
- Much electronic surveillance is unethical.
- Businesses use electric surveillance frequently.
- Electronic surveillance is common around the world.
- Fear of violent crimes makes Americans willing to accept electronic surveillance.
- Electronic surveillance is unregulated.
- Electronic surveillance invades one's privacy.
- Electronic surveillance is an effective crime fighter.

Section 2

Using one of the claims from above as your STATE in the SESIC model, build a fully developed argument. The passage you select will act as the evidence/support for your argument. Include the citation and appropriate headings/slugs for your evidence card.

This can be done for one or more arguments.

"You don't have to smile"

Technology: Surveillance cameras move into locker rooms, money machines, and lawsuits.

A male security guard uses store surveillance cameras to zoom in on the cleavage of an unsuspecting JC Penney sales manager as she works the floor. Police in the Chicago suburb of Rosemont can now spy 24 hours a day on visitors to the town's prized fountain and gardens who may be stealing random wallets...or moonlit smooches. More and more Americans are blindly mugging for hidden cameras as they sit in their offices, ring their neighbors' doorbells, or drive through traffic lights and tollbooths. As the electronic eyes shrink in size, Big Brother grows even bigger, leaving citizens with a dilemma: is more security worth less privacy? Are Americans willing to let government poke its lens into their business if it means more streets are safe for shopping?

The simple answer is, yes, at least for now. The fear of violent crime is too real, and the memory of terrorist attack is too fresh. A bank ATM camera filmed a Ryder truck outside Oklahoma City's federal office building just before the blast last April that killed 167 people. That cue helped police track down Timothy McVeigh. The same month a store camera captured the brutal slayings of two pawnshop employees in Wheat Ridge, Colorado. Within 24 hours after the film was aired on a local television station, the killer was identified. He was caught a week later. In an ironic twist, the convicted killer was ordered to live out consecutive life sentences with a copy of the videotaped murder in his cell, to conceivably be viewed over and over and over again. "A video camera can't change its testimony," says Brian Terrett, a spokesman for the country's office of district attorney. "A video camera can't forget what somebody looks like."

But if cameras help snag violent criminals, they can also turn into instruments of abuse. Workers at Boston's Sheraton Hotel discovered that a tiny lens lodged in a pin-size hole in one of their personal lockers was recording their every move. Bradley Fair, a waiter filmed with nothing on but his jockstrap, is one plaintiff in a pending lawsuit against the company for invasion of privacy. "I worked real hard for

them and went the extra mile,” says Fair. “Then I was spied upon. This really soils it all.” A lawyer for Sheraton defends the company’s action, saying that it was investigating suspected drug use by its workers.

In Concord, California, Katheryn Hernandez, the JC Penney sales manager, filed suit in August 1993 against the company when she discovered that a guard had shown a tape he made of her using the stores ceiling cameras. The case was settled out of court. Says Cliff Palefsky, Hernandez’s attorney: “They were zooming in on her breasts. It was like watching ‘Animal House’, so childish. Enough to give any woman the creeps.”

Creeping phenomenon: The wired workplace is a creeping phenomenon, says critics, because there are no federal regulations, no state statutes, no labour laws to protect workers against video surveillance. A bill was introduced in the US Senate two years ago that would require employers to inform workers about cameras in the bathrooms or locker rooms. It was first attacked by the business community and later stymied by congress. “This is all leading to a total-surveillance society,” says Craig Cornish, of the National Employment Lawyers Association.

That’s an exaggeration, but the industry is thriving. Closed-circuit television businesses will pull in an estimated \$2.1 billion in 1995, according to STAT Resources, Inc., a Brookline, Massachusetts research firm. Revenues by companies that make, install and service cameras are expected to increase 62 percent by the year 2000.

The business is growing, and the cameras are shrinking. Once fairly large and clunky, surveillance cameras now can be as small as a pair of dice. Like gadgets from James Bond’s cache, they can be lodged almost anywhere – in plants, books, fire detectors, exit signs and overhead in department store domes. Common household items like baseball caps, purses, ties, and flip-up cellular phones can also house the detective devices. Imminently available are badge-size cameras like the VSS (Personal Video Surveillance System), which projects images of arrests to video recorders in a patrol car.

The small cubes are longer stationary. They can pan, tilt, and zoom. More and more even film in colour. The units are like motion detectors. When activated, they click on the cameras that then feed images to monitors in another room. The next challenge is to shrink the camera even more – to the size of a computer chip – so it can be stuck in ever more private places. But the smaller cameras make for blurrier images. According to Albert Janjigian of STAT Resources, software is being developed to bring those fuzzy pictures into sharp focus.

This is not just an American phenomenon. In England, police use surveillance cameras in more than 90 town centres. Last week police in Liverpool switched on an elaborate system, featuring 20 cameras that can produce nighttime colour pictures, magnified up to 15 times. Police Superintendent Howard Parry told The Times of London that this “system’s like 20 officers on duty 24 hours a day will make a note of everything, never take a holiday and are very rarely off sick.” This is no surprise to listeners of soft-rock radio. As Sting sang when he was with the group Police, “Every breath you take, every move you make, I’ll be watching you.”