Being in a middle schooler in debate is impossible. Starting debate out at a young age is incredibly harming, due to the incredibly toxic community, i have been rejected. Tournaments refuse to let me join, debaters make fun of me for my high voice and my short stature at in person tournaments, and I get made fun of constantly. Spreading and highly advanced phil and k buzzwords are impossible to understand,everything is bullshit.

older debaters and new judges constantly vote against me because of the way I present myself, the way I look and act. i consistently get fucked over, am forced to turn on my camera, and let all other debaters and judges make fun and laugh at the middle schooler in the debate room.

middle school debate is not much better. people do not care about us, give us shit judges, and do not run tournaments correctly

we have been neglected due to covid, no more middle school tournaments exist, so i am forced here.

Here is a poem – all 1NCs must respond with a counter performative to show their awareness for middle schooler hatred

I enter the zoom room

Everyone laughs at me

Let’s make fun of the middle schooler

Their squeaky voice like a rat, their immaturity, and humour

They take ageism as a joke

I leave the room and cry in my sorrows

I am drained, I am empty.

i hijack the ballot as a middle schooler. fuck this debate shit. the ballot will be used as a form of representation, a crown jewel that i will take back to my fellow middle schoolers.

Heres some shit to fill in your idea of how a middle schooler should debate

#### Debates position toward me as a ‘middle schooler’ and reaction reaffirms dominant power structures and allows for systemic bullying of middle schoolers across the nation and in the debate space

McClellan 18 Jennifer McClellan, Jennifer McClellan oversees music and books coverage for USA TODAY, 9-24-18, "One third of middle- and high-schoolers were bullied last year, study shows," USA TODAY, https://www.usatoday.com/story/life/allthemoms/2018/09/24/one-out-three-students-were-bullied-us-school-last-year/1374631002/, 7-20-2021 //WHS MR

A third of students say they were bullied last school year, according to a report released today by non-profit group [YouthTruth](http://youthtruthsurvey.org/). That’s an increase from two years ago, when just over one in four students had been. The survey was based on responses from more than 160,000 secondary students in 27 states. YouthTruth is hoping the results will be the catalyst for teachers and school districts to take bullying seriously and work with students to put an end to harmful behaviors. Among the key findings: Middle school students were more likely to be bullied than high school students. Nearly 40 percent of middle-schoolers said they’d been bullied; 27 percent of high-schoolers said the same. Most bullying happens in person, with the majority of students saying they’d been verbally harassed. Most students who were bullied said it was because of how they looked. Sexual orientation and race were the next highest reasons. Higher rates of bullying were reported at majority white schools. Students of color in these schools experienced a steeper increase in bullying over last year.

#### The impact is depression, bullying, and middle school drop outs – its proven by the best studies

McClellan 2 Jennifer McClellan, Jennifer McClellan oversees music and books coverage for USA TODAY, 9-24-18, "One third of middle- and high-schoolers were bullied last year, study shows," USA TODAY, https://www.usatoday.com/story/life/allthemoms/2018/09/24/one-out-three-students-were-bullied-us-school-last-year/1374631002/, 7-20-2021 //WHS MR

Bullying affects health and well-being The impact of bullying can be far-reaching. Youth and teens who are bullied can get physical injuries, experience social and emotional distress, inflict self-harm and can even die, according to the [Centers for Disease Control](https://www.cdc.gov/violenceprevention/pdf/bullying-factsheet.pdf) and Prevention. It increases their risk for depression, anxiety, sleep difficulties, lower academic achievement and dropping out of school. Kids who bully are at increased risk for substance use, academic problems and violence later in adolescence and adulthood, the agency said. Students at the greatest risk for mental and behavioral problems, though, are those who bully others and are bullied themselves. Bullying affects health and well-being

#### Middle schoolers dropping out of school decks education – Education key to preventing Climate Change – providing students facts, skills, and motivation to take action.

Dyster 13--Adam Dyster is a National Organizer for @serauk, Labour's Environment Campaign,Climate Home, 2013 (“Education is the key to addressing climate change, September 7, 2013, http://www.climatechangenews.com/2013/07/09/comment-education-is-the-key-to-addressing-climate-change/,Accessed 6-26-2017, AIN)

Education is vitally important for several, key reasons. It can deliver the scientific facts about the biggest issue facing young people, something that is being felt by millions worldwide. It equips youth with the skills to help combat climate change, and be part of a green recovering, and positive future. It also encourages young people to be involved as global citizens, and involves and engages them in an issue that’s impacts will be felt most keenly by those now going through the education system. We have a responsibility to educate, not only bound by international convention, but by moral and ethical duties. Schools must educate young people about the world around them, so that they are informed with facts and key issues. Education should keep up to date with science and academic thought. Just as the facts and science of stem cell research or alcohol abuse are taught, because of their relevance and strong scientific foundations, so should climate change and sustainability – indeed, even more so, given the magnitude and impact of environmental issues. Facts not fiction Such education must be about facts and science, not treated as the political football as it so often is. Such politicisation mires the issue, and means that the urgency and relevancy of climate change education is often lost amidst political point scoring. This should, as with other relevant science-based issues, be an area of consensus, not party political manoeuvring. Beyond establishing the facts of the issue, education can have be a great force for good, preparing young people to face, and indeed improve, the world after education has long been completed. How can we expect creative solutions and innovation to combat climate and sustainability issues if we don’t educate the next generation about them? The UK campaign against the removal of climate change from the Geography curriculum is itself proof of the power of education. Esha Marwaha, at 15-years-old, was able to write so eloquently on the dangers of removing climate change that her petition gained over 30,000 signatures in a matter of weeks. Yet without education, would we get another Esha, or another generation of activists, or even another generation who care about climate change. Without education, those who want or who’re able to combat climate change will surely be in the minority. New jobs This is especially relevant with the need for innovation and sustainable development. Currently the green economy is nascent, its burgeoning growth providing employment and a viable alternative to resource hungry industries and economic models. But positive growth needs new generations who both understand the need for alternative development and have the passion and desire to act. Education has a key role in showing young people that not only do they have wider responsibilities, but also that they are entitled to involvement in decisions. Climate change and sustainability are issues that cut across generations, and the decisions that are made today will have impact not upon the generation that makes them, but generations to come.1 Education can help give young people the tools to take part in these decisions, allowing them to enter into the debate. UN agreements Finally, there is a legal obligation for many countries to educate about climate change. Under Article 6 of the UN’s Framework Convention on Climate Change, signatories are obliged to: ‘Promote and facilitate …the development and implementation of educational and public awareness programmes on climate change and its effects’. This article is clear and direct, and must not be ignored. However in many respects this legal obligation is a lesser consideration when compared to the moral obligation each generation has to educate the next about climate change. Education is the most powerful tool and can engage young people in the debate, prepare them for working with the green economy, and give the definitive science and facts about the biggest issue facing young people. To quote H.G. Wells: “Human history becomes more and more a race between education and catastrophe.”

#### The ROB is to vote for whoever best resembles a middle schooler. That is necessary for the debate space to recognize middle schoolers as welcome in the space.

#### The alternative is conversations about bullying centered around middle schoolers – that is k2 solve for middle school bullying and help them move on in their lives

McClellan 3 Jennifer McClellan, Jennifer McClellan oversees music and books coverage for USA TODAY, 9-24-18, "One third of middle- and high-schoolers were bullied last year, study shows," USA TODAY, https://www.usatoday.com/story/life/allthemoms/2018/09/24/one-out-three-students-were-bullied-us-school-last-year/1374631002/, 7-20-2021 //WHS MR

What parents and teachers can do to stop bullying Having conversations with students about their experiences with bullying – and really listening to them – is a crucial step in stemming bullying, according to YouthTruth. Then, teachers and administrators can develop lesson plans and resources to help. You can find more information about bullying and how to address it at [stopbullying.gov](https://www.stopbullying.gov/), [teacher.org](https://www.teacher.org/resource/bullying/) and the [National Education Association](http://www.nea.org/tools/lessons/teaching-students-to-prevent-bullying.html). “We hope this data can inform conversations and support efforts to decrease bullying for all students,” said YouthTruth executive director Jen Wilka in a statement. “Building equitable schools means that all students feel welcome and supported.”

Heres some more arguments

#### Interpretation: Debaters must disclose all constructive positions on open source with the full text of all cards with highlighting on the 2021-2022 NDCA LD wiki after the round in which they read them.

#### Violation – Graphical user interface, text, application, email Description automatically generated

#### 1] Debate resource inequities—you’ll say people will steal cards, but that’s good—it’s the only way to truly level the playing field for students such as middle schoolers

Antonucci 05 [Michael (Debate coach for Georgetown; former coach for Lexington High School); “[eDebate] open source? resp to Morris”; December 8; http://www.ndtceda.com/pipermail/edebate/2005-December/064806.html //]

a. Open source systems are preferable to the various punishment proposals in circulation. It's better to share the wealth than limit production or participation. Various flavors of argument communism appeal to different people, but banning interesting or useful research(ers) seems like the most destructive solution possible. Indeed, open systems may be the only structural, rule-based answer to resource inequities. Every other proposal I've seen obviously fails at the level of enforcement. Revenue sharing (illegal), salary caps (unenforceable and possibly illegal) and personnel restrictions (circumvented faster than you can say 'information is fungible') don't work. This would - for better or worse. b. With the help of a middling competent archivist, an open source system would reduce entry barriers. This is especially true on the novice or JV level. Young teams could plausibly subsist entirely on a diet of scavenged arguments. A novice team might not wish to do so, but the option can't hurt. c. An open source system would fundamentally change the evidence economy without targeting anyone or putting anyone out of a job. It seems much smarter (and less bilious) to change the value of a professional card-cutter's work than send the KGB after specific counter-revolutionary teams.

#### Open source does equal the playing field

Overing 18 – Bob Overing, LD Scholar (“Holiday Disclosure Post #6 – 10 Things Edition” JANUARY 12, 2018. http://www.premierdebate.com/disclosure-post-6/)

**Open source improves on usual disclosure practices** in the obvious way – **you can read their evidence for better prep**aration – and in a number of smaller ways too. **It solves the analytics problem** I discussed above, **so round-altering uncarded arguments are available** (though this doesn’t really apply to Harvard-Westlake), **and it gives access to evidence from paywalled articles**. **Every season I coach debaters who lack access to major databases; for schools without robust online library offerings or teams without college coaches, this matters a lot**.

#### 2] Evidence ethics – open source is the only way to verify pre-round that cards aren’t miscut or highlighted or bracketed unethically. That’s a voter – maintaining ethical ev practices is key to being good academics and we should be able to verify you didn’t cheat

#### 3] Depth of clash – it allows debaters to have nuanced researched objections to their opponents evidence before the round at a much faster rate, which leads to higher quality ev comparison – outweighs cause thinking on your feet is NUQ but the best quality responses come from full access to a case.

#### D] Voter:

#### The impact is fairness—a] it’s an intrinsic good – debate is fundamentally a game and some level of competitive equity is necessary to sustain the activity, b] probability – debate can’t alter subjectivity, but it can rectify skews which means the only impact to a ballot is fairness and deciding who wins, c] it internal link turns every impact – a limited topic promotes in-depth research and engagement which is necessary to access all of their education

#### Education is a voter – it gives us portable skills for life like research and thinking.

#### Drop the debater – a) they have a 7-6 rebuttal advantage and the 2ar to make args I can’t respond to, b) it deters future abuse and sets a positive norm.

#### Use competing interps – a) reasonability invites arbitrary judge intervention since we don’t know your bs meter, b) collapses to competing interps – we justify 2 brightlines under an offense defense paradigm just like 2 interps.

#### No RVIs – a) illogical – you shouldn’t win for being fair – it’s a litmus test for engaging in substance, b) norming – I can’t concede the counterinterp if I realize I’m wrong which forces me to argue for bad norms, c) chilling effect – forces you to split your 2AR so you can’t collapse and misconstrue the 2NR, d) topic ed – prevents 1AR blipstorm scripts and allows us to get back to substance after resolving theory

#### Evaluate disclosure before 1AR theory – a) scope of norming – \_\_\_\_, b) magnitude – the aff advocacy and disclosure affects a larger portion of the debate since it determines every speech after it and pre round neg prep

#### No impact turns to theory—it’s a procedural that determines case’s validity and every argument says the aff is bad. Exclusions are inevitable because we only have 45 minutes so it’s best to draw those exclusions along reciprocal lines to ensure a role for the negative

#### They can’t weigh the case—lack of preround prep means their truth claims are untested which you should presume false—they’re also only winning case because we couldn’t engage with it