MAKING THE MOST OF YOUR GREAT DEBATE EXPERIENCE

Midwest Great Debate
July 6-11, 2016
Augustana College
Rock Island, Illinois
# 2016 GD Briefing Book
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2016 MIDWEST GREAT DEBATE
OFFICIAL PROGRAM CHECK LIST

REQUIRED ITEMS
- $20.00 KEY DEPOSIT (Check or Cash)
  IMPORTANT NOTE: If key is NOT returned prior to departure on July 11 (lost key, misplaced, etc.), the key deposit will not be returned and the family will be billed the remaining replacement fee for the room key. Families that do not submit a key deposit will be billed for the full amount to replace a lost or damaged key.
- MEDICAL & PARENT RELEASE FORM (Please check your account online or confirm with NHI)
- MEDICATION PERMISSION LETTER – Please email letter with details along with parent signature to admissions@nhimail.com by June 10, 2016. (Please put Medication Permission in Subject Title)
- NHI 3rd Reality: Crafting a 21st Century Latino Agenda
  E-Book ($11.75) https://www.smashwords.com/books/view/317967
  Paperback ($17.39) http://www.amazon.com
  KEYWORD: Third-Reality-Crafting-Century-Latino

DRESS CODE – CLOTHING

Dress Code: Great Debate students are showcased as the best and brightest of the Latino community. Students must dress accordingly during sessions and activities. Students may change into casual attire every evening after sessions and program activities. The dress code during sessions & activities is as follows:
- Business Formal Attire: MALES: suit/blazer or trousers/slacks & tie/dress shirt with dress shoes
  FEMALES: trousers/slacks/dress/skirt & shirt or dress top/dress with closed-toe shoes

- Business Casual Attire: Slacks/khakis/dress jeans, polo’s, casual dress shirts, casual dresses, etc.
  (NO short shorts, NO tight shirts, NO baggy pants, NO profanity/ inappropriate language on clothing.)

  Day 1-Casual  Day 2- Business Casual  Day 3- Business Casual
  Day 4-Business Attire  Day 5-Business Attire & Dance  Day 6- Casual

DORMITORY ITEMS & LINENS

BASIC LINENS ARE PROVIDED - Bed Sheets, bath towel, and washcloth will be provided by Augustana College. Blanket, and pillow WILL NOT BE PROVIDED.

Do Not Forget To Bring…
- Sleep attire
- Work out attire and gym shoes
  Toiletries (shampoo, soap, toothpaste/brush, sunscreen, deodorant, brush/comb)
  Flip Flops/Shower shoes

Other/Optional Items
- Hair Dryer
- Camera/Memory Card/Batteries/Charger
- Cell Phone Charger
- Iron/Steamer
- Spending Money (Optional): Students may choose to order pizza or food in the late evenings, purchase snacks at vending machines, or buy Augie apparel or NHI gear (t-shirts, backpacks, etc.).

We Discourage Students From Bringing:
- Computers, iPads, Gaming Systems, or any other expensive technology
- Expensive jewelry

IMPORTANT NOTE: NHI is not responsible for lost item
2016 MIDWEST GREAT DEBATE
TRAVEL INFORMATION

Augustana College, 3151 12th Avenue, Rock Island, IL 61201
Quad City International Airport (Moline, IL)
Airport Code – MLI
Via Greyhound – Davenport, IA
Via Burlington Trailways – Davenport, IA
Arrival Date – July 6, 2016
Departure Date – July 11, 2016

Directions to Campus

Traveling on Interstate 88
Head west on I-88 W. Continue onto IL-5 W. Take the ramp onto IL-5 W/46th Ave/Blackhawk Rd. Turn right onto 38th St. Turn left onto 14th St. Turn right onto 32nd St. Park in Lot L

Traveling on Interstate 80 and Interstate 7
Head west on I-80. Continue onto I-280 W/I-74 W. Take exit 5A to merge onto I-74 W/US-6 W toward Moline. Take exit 4A to merge onto IL-5 W/John Deere Rd/John Deere Expy. Take the ramp onto IL-5 W/46th Ave/Blackhawk Rd. Turn right onto 38th St. Turn left onto 14th St. Turn right onto 32nd St. Park in Lot L

Traveling east on Interstate 80 and south on U.S. 61
Head east on I-80 E. Take exit 295A to merge onto US-61 S toward Brady St.Take US-61/Brady St through Davenport until 4th St. Turn right, go four blocks to Gaines St. Turn left on to Gaines St and travel across the Centennial Bridge (entering Illinois). Turn left onto 5th Ave. Continue onto 38th St. Turn left onto 14th St. Turn right onto 32nd St. Park in Lot L

PLEASE READ THE FOLLOWING INFORMATION CAREFULLY
IMPORTANT TRAVEL DISCLOSURE: All students are individual responsible for making their travel arrangements to and from their respective program. NHI will ask for detailed travel information to ensure quick and safe pick from the airport, train, or bus stations. On registration day and departure day NHI and university staff will be present and accessible to greet students and guide them through registration. In the information provided, NHI indicates the city and designated airport(s) for student pick up.

The cost of travel to the program destination is not included in the program tuition ($645USD). Additionally, the tuition does not include transportation from the airport to the university. NHI will coordinate and arrange for shuttle service from the airport to the university for a shuttle fee of $40 (roundtrip). This fee will also ensure transportation service with accompanied NHI staff member if the student is delayed, has an unexpected flight change, or arrives before or after the regular shuttle service schedule. NHI staff will be in the baggage claim area during the designated times wearing colorful t-shirts that say “Great Debate”. They will also have signs that
say “NHI” and/or “Great Debate”. NHI and university shuttles will run regularly during designated times that are indicated. Please be aware that if your student is arriving before the designated time he/she may have to wait 1 – 2 hours for an NHI staff person to arrive. We recommend that they locate an eatery and wait in the terminal before heading to baggage claim or contact NHI about other possibilities. Students and families may also make private arrangements to and from the university and airport/train/bus station, we ask that you inform us of those plans so that we are prepared to welcome your child. Also, if you know that your child will arrive outside of the times of the regular shuttle service, we also recommend you communicate with us so that we can capture all the details and make arrangements. Finally, we are not able to provide a one way option for the shuttle fee, therefore all students whether they use the shuttle only one way or on both travel days have a set rate of $40. Please let us know of any questions you have.

DESIGNATED TRAVEL TIMES ARE:

ARRIVALS: NHI will pick up students at designated airports and bus stations between 11:00 AM and 3:00 PM.

DEPARTURES: NHI will drop off all students no earlier than 10:00 AM. Departing flights should be scheduled after 12:00 PM in order to provide ample time to check baggage, pass security, etc.

It will be the responsibility of the student and family to arrange for a shuttle or taxi to and from the university should you schedule your arrival or departure outside of our designated times or if you fail to advise NHI of your travel arrangements by the deadline of May 16, 2016.

Your space will only be confirmed once your file is complete and your tuition is paid in full. For this reason, do not make any travel purchases until your space is confirmed.

WHAT IS THE NEXT STEP?
After you have made your travel arrangements, log back into your registration to submit your travel information at www.nationalhispanicinstitute.org.

If you have additional questions please contact NHI headquarters at 512-357-6137.
2016 MIDWEST GREAT DEBATE
CONTACT PHONE NUMBERS

National Hispanic Institute Director of the Midwest
Karla Martinez
Cell 847-373-5275
Email karla@nhimail.com

National Hispanic Institute Main Office
512-357-6137 [office]
512-357-2206 [fax]
Office Hours: M-F, 9:00am – 6:00pm CST

Augustana College Office of Conference Services
Rita Gustafson
309-794-7253 [office]
RitaGustafson@augustana.edu

Midwest Great Debate Head Coaches

Natalia Flores North Central College
Christopher Fonseca DePaul University
Jonathan Garcia Loyola University Chicago
Marlen Gomez Augustana College
Luis Jauregui Augustana College
Vanessa Ocampo Northeastern Illinois University
Xavier Ontiveros University of Dubuque
Daisy Ortiz Concordia University Chicago
REGISTRATION

Erickson Hall Residence Hall: 3151 12th Avenue Rock Island, IL 61201 11:00AM-2:00PM
To all of you first time participants in the National Hispanic Institute, including parents, we extend our best wishes and most sincere gratitude for your trust and willingness to be part of this important journey.

Our community is growing and with this growth also comes the need to increase the supply of future community leaders. What better candidates to enlist in this endeavor than young men and women who have strong academic credentials, intend to go to college, and have the right attitude for future community leadership roles? When people hear that we were not dealing with school drop-outs, delinquents and young people with other problems, more often than not they are surprised. Our response is always simple and to the point: the future of our community is reliant upon the access we have to young people with the capacities to be strong, thoughtful and knowledgeable leaders.

Young Latinos and Latinas in high school who earn top grades are the ones most likely to eventually make substantial contributions to the community. We need to work with them now to prepare them for the eventualities of becoming strong impact players.

In the beginning of NHI, there didn’t seem to be funds readily available for young people who were doing well in school, who cracked the books studying at night and wanted to lead productive lives. Eventually we stopped looking for these funds and preferred instead to rely on the enthusiasm of young minds, young people with amazing imaginations and the stamina to succeed.

So there you have it - NHI 35 years later. There are 90,000 alumni living all over the world: doctors, lawyers, teachers, architects, elected leaders, writers, musicians, actors and the list go on endlessly. Today 98% of NHI students enroll in college after high school. Approximately 90% graduate in 4-5 years and better than 67% continue into advanced studies. In other words NHIers are all expected to attend the best colleges in the world and become life-long learners. So you will shortly become part of the largest network of professionals that the Latino community has ever had before--young people bound together by the NHI experience.

A LITTLE BACKGROUND ON THE GREAT DEBATE

The Great Debate goes back to 1985 in Texas, when the Texas Rio Grande Valley team won the very first tournament. Back then only Houston, Austin, and the Rio Grande Valley participated. We then put the program on the shelf and kept it there for nearly four years until we tried again in 1989 at St. Mary’s University in San Antonio, Texas. This time the city of El Paso got involved along with Lubbock.

The Great Debate has not stopped growing since then; serving over 1,000 ninth grade students from 17 regional communities covering six states, Puerto Rico, and three nations. Get excited because you are joining a smart, bright and intelligent group of young men and women, who will become your life-long friends and with whom you will share the discovery of your leadership talents.

WHAT MAKES THE GREAT DEBATE IMPORTANT?

In tomorrow’s world of fierce competition, knowing how to handle communications is key to your success. Before too long, maybe as soon as 36 months from now, you will be interviewing for admission to college. Shortly thereafter, you will be interviewing for admission to graduate studies, negotiating the purchase of a car, maybe even buying a home or finding a job somewhere. Think about it. Between now at 14-15 years of age and just 10 short years, you will finish college and move into the world of adulthood. Things will for certain change. Learning how to handle the way you communicate, the way you articulate ideas and concepts, and the way you compete with others in the work place and the world around you will spell the difference between success or perhaps falling short of your goals.

But that’s only communication at a personal level. What happens if you become part of a committee at a community level, run for school board or city council, or perhaps even governor of the state? Will communications
play a role then? Most definitely! People who communicate with confidence create following among others. They are able to move agendas, tackle difficult human issues and make change possible. Now, however, you are in the business of leadership and that is also the business of the National Hispanic Institute. Our job is to start right now, while you’re about to enter your sophomore year of high school. We will introduce you to communications as a means of differentiating yourself from others, learning to make ideas work, expressing yourself in ways that inspire, and being intellectual enough to eventually make substantive contributions in changing the lives of others. All will come in due time, but the first step is to start with the basics.

INTRODUCTION TO THE GREAT DEBATE

Annually, the National Hispanic Institute sponsors a summer leadership challenges for rising 10th grade students. Over 1,000 participants across the U.S. and Latin America convene for a “Great Debate”; in other word an exchange of ideas. Whether you participate in the 4-day experience that is coupled with spring semester local training or the at-large wholly onsite 6-day program, all NHI scholars will harness and develop arguments and ideas related to a central theme.

As with all NHI learning experiences, the competition, event layout, theme and topic, and group learning sessions, serve as platforms for young leaders to further their capacities in self-inquiry and introspection. In the Great Debate experience, there is a particular focus on communication and the influence gained by effectively presenting, defending, and convincing others of your opinions, ideas, and proposals for the future. The game component places the learner in a series of environments where they not only have to speak out on a particular subject within a given structure and time format, but also have to critically listen to their opponent in order to challenge their argument with quality questions.

NHI annually chooses abstract themes from which event topics are developed. Opportunities, trends, issues, and social forces from within or affecting the Latino community provide the context for healthy conversation and intelligent debate. Whether participants are multi-generational U.S. Latinos, citizens of a Latin American nation, or non-ethnically Latino, NHI believes that having knowledge about the Latino community is not only relevant and essential for any aspiring future Latino leader, but also to any active citizen living in the 21st century Western hemisphere. NHI’s theme and debates are designed to be future-based, forward-looking, or present an imagined future reality. Thus, they are not charged with responding to or solving a “problem.” One objective for all student learners, coaches, trainers, and parents is to spend the bulk of their time imaging and envisioning future trends, opportunities, or challenges.

Methodology of training and coaching is also unique in NHI learning environments. NHI programming was created to provide bright young minds with a space to create, imagine, and explore new concepts and ideas. Therefore, employing traditional instruction practices, lectures, guest speakers, read PowerPoint presentations, “boot camp” techniques, or other types of servile learning pedagogies are not a good fit with NHI programming.

In an NHI learning environment, students are provided challenges to respond and react to. These are the moments where students evaluate, assess, and make decisions. NHI learning experiences use time pressures, audio and visual tools, are highly social, analytical, always use the future to provide context, competition, and place the participants in the driver’s seat of their own development by providing a collection of experiences that provide them memories and references to guide them in the future. Education Directors, Project Administrators, coaches, and counselors always employ action learning principles, constructivist methods, and inquiry based learning modalities. Students are always at the center of their own learning and always provided a platform where they can construct knowledge, test their ideas, and ultimately reflect on the failure or success of their decisions.

The Great Debate experience provides participants with both a team and an individual based approach to personal development. Honing in on communication skills it creates a dynamic where participants have to be highly analytical and critical of how they express their ideas in a written and verbal format. Using a trend, challenge, or opportunity within the future Latino community to respond to provides the context for the sharing and expressing of opinions, beliefs, perspectives, and original ideas. The annual theme from which the topics are derived provides a focus area framing conversations and debates.
2016 GREAT DEBATE THEME

“At a young age, NHI participants were already starting to feel the enormous burdens of dual cultural expectations while also being challenged to become future community leaders while they still lived in mainstream environments that neither embraced them nor saw them as equals...In order for the Institute to create a role for itself, another alternative had to be found, something more profound than the first two choices. NHI needed a compelling rational for the future, an attractive choice for young people to become involved and to experiment with different possibilities. “

- Ernesto Nieto, Third Reality: Crafting a 21st Century Latino Agenda, Chapter 9

Annually, members of the Latino community confront a dichotomy presented to them at every level of American life whether in high school, in college, in the workforce and even among close friendships and family. This dichotomy is presented to our young leaders, both inside and outside of the United States border, in the form of a choice; adapt to the cultural framework of and adopt the values of the American mainstream in order to acquire economic stability and social relevance, or react and reject the mainstream by living life surrounded by language, culture, and belief systems directly opposed to it in an effort to preserve the integrity of the Latino identity. This choice extends far beyond the realm of individual decisions, for even Latin American nations are boxed into choosing between worldviews and economies that are either pro-America or anti-America. At this moment in history, when the opportunity for self awareness, self ownership, and self creation is so ripe for the taking, current and future leaders must decide whether this binary interpretation of our trajectory as a community is still adequate to account for the development of the multiple generational, national, ethnic, and spiritual interest of the Latino community. They must consider if it should even remain relevant in crafting the vision for an emerging, advancing Latin American community.

At the 2016 Great Debate competitors will have to analyze the validity and veracity of this perceived binary trajectory confronted by Latino community members, and also consider a third option, an unexplored reality that is neither a compromise nor reconciliation between these two life paths.

Our youngest members, in particular high school students and undergrads, are constantly presented with opportunities to affiliate with organizations, join groups, and choose social communities. Social pressures can box Latinos into selecting between only two recognized alternatives: a mainstream life or a Latino life. Mainstream being a life that is cultureless, postethnic, all inclusive, consumer driven, career driven, and universal. The supposed alternative, Latino life, which is classified as nonwhite, cultured, value centered, noble or purpose driven, family focused, and ethnically separated, divided, segregated or different. In the world of this dilemma, leaders are pushed to choose “a sell out, rich, profit making life” or “raza-centric, cause driven, and antiestablishment”.

The dichotomy present in the workplace is one of either choosing to adhere to the established corporate culture or be loud, hyper ethnic, and obviously different. In the civic world, leaders are challenged to express their legitimacy by choosing reform of existing systems or advocacy for past wrongs, or be cast as compromised, negotiated, or a ‘sell out’. Even in Hollywood, actors who ‘deny their culture’ to play all characters are contrasted by ‘true Latinos’ who only play their ethnicity. Might there be identities, realities, and community priorities that exist beyond only these proposed options?

Is the path of Latino leadership a choice between the prioritization of academic and professional success, versus living a culture filled, family centered life in the Latino community? Is Latino community leadership a choice between achieving financial success through the mainstream or living humbly conducting social and charity work? What makes us adopt these as the only alternatives? Who makes us believe that they are? Are these paths in actuality the only choices available, or simply those established by history, custom, and practice? What does an alternate choice look life? What community values, standards, and common social purpose would drive the creation of a third choice that would successfully replace the previously established value system based on race, bloodlines, ethnicity, or the promise of the modern-day individualist consumer vision? Responses, analyses, and presentations will require in depth conversations with community members coupled with self-examination of one’s own beliefs about future life trajectories.
REQUIRED READING - Third Reality: Crafting a 21st Century Latino Agenda

In order to complement local and site based training, as well as student-led research, the text Third Reality: Crafting a 21st Century Latino Agenda is considered required reading for all participants and coaching staff. Third Reality uses personal essays and stories from Ernesto Nieto’s life. However, be cautioned that the book is not an autobiographical account of the NHI founder. The book should be used to identify and discuss beliefs that shape the social lenses and outlooks used in interpreting the world. In other words, the book should be read for its symbolic rather than its literal representation, and as an important first step in learning to infer meaning both from the written and spoken word. The book offers personal accounts of moments of success, failure, loss, achievement, and struggle. Several stories pose deep life questions about purpose, identity, life direction, personal mission, and community vision. All of us have our own stories and histories from which we can draw from in order to process life challenges and opportunities. With stories that span over 50 years and a variety of subject areas addressed, studying the text and trying to interpret various meanings provides another layer of critical analysis.

Methods of covering the learning lessons of this reading are left entirely to the student development staff in collaboration with the Project Administrator or Educational Director. It should not, however, be addressed using a classroom methodology, but instead through discussion groups where the participants first read the information and then attempt to interpret its symbolic meaning with the intent of finding examples in their lives were similar beliefs, truths, and outlooks may be shared.

WHAT ABOUT THE DIFFERENT CATEGORIES?

In Cross Examination, the “resolve” is always phrased in a way that calls for change in the status quo. The role of the Affirmative is to definitely demonstrate the extent and scope of damage and harm that can be caused to a community, the environment or an entire society if an existing condition, policy, or practice remains unchanged. In point to the damage or harm being caused, the Affirmative must not only articulate and describe the problems, but also do so in a way that is convincing, compelling, and provable.

The role of the Opposition is NOT to present a different case, but instead to prove that the argument presented by the Affirmative is not strong or sufficient enough to support a call for change. It is in dismantling the argument for change where the Leader of the Opposition must concentrate. And the same goes for the Member of the Opposition who conducts the cross examination.

On the other hand, the Affirmative can do one of two things: a) dismantle the arguments of the Opposition through the strategic use of questions to weaken its contentions; b) or, challenge the Opposition to admit and support the contentions of the Affirmative.

All too often first time debaters find themselves arguing altogether different points without ever listening to each other’s points of view. This tends to happen when memorization or cueing is substituted for learning the art of argumentation. So be careful with this because this year judges will either downgrade a presentation or dismiss a case altogether without anyone being given points at all.

In Mock Trial, the Attorney for the Plaintiff always argues for judgment based on evidence that clearly shows that the case in question has indeed caused injury or harm to the plaintiff. The expert Plaintiff Witness provides testimony that supports the contentions of the Plaintiff’s case. Different from Cross Examination, the Defense Attorney opposes the case being made by the Plaintiff by showing evidence to the contrary or by presenting her/his own case on behalf of the Defendant. As in the initial example, the Defense Witness is to provide expert testimony supporting the Defendant’s case. What marks the difference between two opposing sides is the way the attorneys pose questions to expose weaknesses in the arguments being presented. For instance questions that are designed for “yes” or “no” responses should first be peppered with already pre-established outcomes. Questions designed to contradict arguments being made by either side should be phrased in a manner that cause either the attorney or witness to fall into traps that they cannot defend afterwards, admissions or concessions that they cannot take back without either weakening or altogether destroying their own case.
In **Extemporaneous Speaking** a participant gets 30 minutes to think, react, and construct a response to an impromptu question. Their response must deliver a point of view that makes sense, is compelling and persuasive. Extemp is not an experience where the participant is required to either be right or wrong. Extemp allows the contestant to break down a question into tiny bits with the intent of constructing a response that reflects sound and logical thinking. In other words it’s not about sounding pretty with flowery words; it’s about delivery a point of view that has substance.

Sometimes it is good to repeat the question asked by first describing the various ways it was considered. In other words, create a brief story out of the question. Describe the various alternative responses considered and provide a rationale for the preferred conclusion. The idea behind Extemp is to make a logical, organized and especially interesting response.

In **Oratory**, orators are given a topic and expected to construct a compelling presentation. The term “compelling” mean more than delivering words. Oratory allows the contestant to present a response that the judges can almost visualize. Powerful, dramatic presentations and the establishment of an emotional tone are always good points to consider when organizing a response. Of course the rules prohibit the participant from walking around beyond certain boundaries or using visual aids to assist with the presentation. The orator is invariably left with the goal of stringing words together to deliver certain ideas and concepts, using voice fluctuations and volume to highlight particular points, and relying on other gestures that include facial expressions, eyes and hands to deliver the argument. In a way Oratory is a like a short play where the stage is empty of props, where there is only a single person under the spotlight. Artful expression and carefully conceived ideas compel, engage and send a powerful message to the mind and heart of the audience is the goal of an oratory presentation.

**HERE’S SOMETHING TO KEEP IN MIND**

The entire Great Debate this year will revolve around the publication, **Third Reality: Crafting a 21st Century Latino Agenda**. This book was published in 2000 and represents the basic philosophy and view of the work of the National Hispanic Institute. The book is NOT a history of NHI or a personal memoir, but instead an individual’s journey through life and many encounters most of us meet along the way. Family, death, conflicts in identity, understanding of government, learning to let go and pursuing different pathways in life are addressed with the intent of providing the reader with feedback that can draw attention to the reader’s own life conflicts. In the end the story concludes that life is what we make of it, what we assume responsibility for in taking particular pathways and what we dedicate our efforts to becoming. In essence the story strongly suggests that we are the architects of the lives we design for ourselves.

Read this book carefully and take notes because all questions from the judges and in the finals will come from **Third Reality**.

**WHY IS THIS EXERCISE IMPORTANT FOR ME?**

Believe it or not life is not only about school, books, high school sports or college. As an adult, you will likely be part of the professional leadership world, and will constantly be competing in a world of ideas. How you communicate, how effective you are in constructing arguments and delivering thoughts will be key to your personal success and capacities to lead successful lives.

More than this NHI believes that you are part of our knowledge-base and thought leadership of the future Latino community. The world of tomorrow will rely heavily on imagination, invention and the capacities to craft ideas and concepts for which questions have not yet been asked. To help influence change in a population of people that will become 1 in 3 Americans in the U.S. by 2050, and growing populations in all parts of Latin American, you will need to not only speak Spanish and English, but also be a person with strong capacities to communicate ideas.

We want you to enjoy this program as a defining experience in your life. For certain you are one of the brightest students in your community. When you go to the Great Debate, you will meet even more students whom you will likely run into during college, in your future professions and as future community leaders. Have fun being around
bright young peers like yourself and begin preparing for the eventualities of a life that is forever changing. Congratulations on joining NHI. We look forward to another great summer!

CELEBRACIÓN

Celebración is an annual showcase event of NHI that invites the top students who attend its leadership programs during the summer. Conducted in the Rio Grande Valley, nearly 1,000 youth from throughout the United States and several Latin American countries will be in attendance. Unlike regular NHI summer programs, there is a NO TUITION requirement to attend. Students only pay a registration fee that covers the hotel, food, and special events. Parents are also welcomed. The event features three national competitions, workshops on leadership development, and an awards dinner for NHI alumni who are making a difference in the lives in the community through service to others. Overall, nearly 2,000 people are expected to be in attendance. Participants will have opportunities to meet the city Mayor, attend concerts, and enjoy making friends with peers from throughout the Latino world. So make plans to have your child in attendance if he/she is an award recipient or a special nominee pick. For more information on Celebración, email Karla Martinez at karla@nhimail.com.
2016 MIDWEST GREAT DEBATE
RULES & GUIDELINES

GREAT DEBATE – NO TOLERANCE RULE
We do not invite youth who want to make life hard on others. If it happens, however, we are always ready to respond. If a student takes unlawful drugs or consumes alcohol at the GD, parents are immediately informed and the students are turned over to the local police and arrested. They are also removed from NHI rosters and are never allowed to participate in future NHI programs. Smoking is also not permitted, nor is foul language, fighting, or hazing of other students. The spirit of the GD is one of placing students in positive and nurturing environments. Anything short of those goals is neither permitted nor tolerated.

HEALTH & SAFETY CONSIDERATIONS
It is the responsibility of the student and parents to advise the National Hispanic Institute of recent medical and safety concerns prior to registration at the GD. In the event of a recent change in the medical condition of the student, such as a contagious ailment, the family should inform NHI immediately. In such cases, clearance by a physician is required before registration at the GD program site. It is in the interest of all students and families to also inform NHI of any other behavior or incidents (such as drug use or pregnancy) that may adversely affect the participation of the individual student or other participants. Families are held liable for withholding information that may affect the health and safety of participants. Students on doctor-prescribed medication should notify NHI during registration.

FIREARMS, LIQUOR, & DRUGS
Firearms, liquor, and drugs are strictly forbidden while participating in the GD. Possession of such items constitutes grounds for immediate dismissal and notification to local authorities. Parents are contacted to make immediate travel arrangements for their son or daughter.

VIDEO/AUDIO RECORDING & CELL PHONE USE
It is prohibited for students to video/audio record any part of the GD program. Only parents are allowed to videotape Awards and Closing Ceremonies. In addition, it is prohibited for students to use cell phones during official play of the GD. Not abiding by these rules are grounds for confiscation of equipment.

HOUSING QUARTERS
Living quarters are separate for males and females. Students are required to respect all rules and regulations of the university dormitories, especially the RESTRICTION of females in male dormitories and males in female dormitories. Refer to the list of items you need to bring for your dorm room. All items are listed in the checklist section.

GREAT DEBATE BOUNDARIES
The boundaries of the Great Debate are limited to the activity areas of the campus. Participants are NOT allowed off the campus premises except for authorized or supervised trips involved with the GD program. Violations are cause for immediate dismissal. This includes leaving the dorms after curfew hours. All off-campus activities are fully supervised by NHI Senior Staff.

DAMAGES TO UNIVERSITY PROPERTY
The property where you are staying belongs to the university. All students are held responsible for damages they incur and are billed accordingly by NHI. Damages are assessed for tampering with fire systems, equipment, or emergency call systems; removal or tampering of window screens; lost keys and meal cards (if applicable). When checking into your room, immediately report existing damages to your counselor. All participants are expected to keep their rooms and beds in order at all times.

KEY DEPOSITS
A key deposit of $20.00 is required of all students. This deposit is refunded at checkout when keys are returned. Students are responsible for paying for any lost keys prior to their departure from the program. Students should insure safekeeping of their personal belongings and money at all times. NHI does not assume responsibility for lost items.

**HOSPITAL & MEDICAL ATTENTION**
Hospital and medical attention are available around the clock. General inquiries about students feeling sick are held daily. Illness should be reported at first sick call. The GD carries Group Camp Insurance on all registered participants NOT COVERED by their own insurance. Students covered by family insurance are asked to reimburse NHI for medical expenses incurred. NHI encourages students to drink lots of water throughout the program to avoid dehydration.

**UNIVERSITY & EMERGENCY PHONE NUMBERS**
Parents should record the appropriate telephone number of the GD host university the student will attend. These numbers are located on the Parent Weekend Schedule that is sent to each student. The NHI office may also be contacted at 512-357-6137 for these numbers. NHI Office hours at the central office are 9:00am - 6:00pm Central Standard Time, USA. While at the program, messages may be left with the Operations Director to be given out to students daily.

**VISITORS**
Visitors are not allowed during the GD with the exception of the Parents Weekend activities. This policy is in place for the safety of all students and volunteers participating in the GD.

**LAUNDRY**
Laundry facilities and ironing boards are available in the dorms. Please bring your own detergent and quarters for the machines. To ensure against lost articles of clothing, please label all items with your name or initials.

**ATTIRE**
Clothing should be sufficient to last you the entire week. Sports clothing should be used for recreational or informal events only. No shorts or sandals are permitted during official sessions. Scheduled meetings with guests, college recruiters and events such as the Legislative Session and Party Primary require business attire/clothing. Gentlemen must wear ties and/or coats. Ladies are encouraged to wear conservative business attire, preferably dresses or suits. All participants are expected to look neat, conservative, and well groomed at all times.

**THE AWARDS CEREMONY & CHAMPIONSHIP DANCE**
The Awards Ceremony and Championship Dance is a semi-formal to formal event. Ladies, if you have a formal dress, or can borrow one, please bring it. Tea length dresses are also popular. Young men are encouraged to wear suits. Due to insurance restrictions, an adult must accompany any child under the age of 12 for the Awards Banquet or Championship Dance.

**CURFEW**
Curfew is based on the length of time involved in each major activity of the day. Because of the intensity of the program, we ensure that all students and staff volunteers receive adequate rest. Every effort is made to make the weekend enjoyable. For this to happen, one of the few rules that MUST be observed is to end each program of the day at a designated time. We ask that students adhere to this requirement in the spirit of cooperation for the benefit of all involved with the GD, as well as the other students enrolled in the university attending summer school. In some university towns, NHI must also abide by a city curfew for minors. Leaving the dorms after curfew hours is strictly prohibited.

**ABSENCE**
Absence from any session of the GD is strictly prohibited. From the moment a student registers until the Closing Ceremonies, the activity schedule is filled. Do not make requests that cannot be granted. If you are making plans to be gone temporarily with a parent/guardian, NHI must receive a signed parent permission slip at registration and confirmed with the Operations Director.
2016 MIDWEST GREAT DEBATE TENATIVE SCHEDULE

WEDNESDAY JULY 6, 2016
11:00am – 2:00pm  Student Check In*
1:00pm – 2:00pm  Parent Orientation*
3:00pm – 4:00pm  Opening Ceremony*
4:00pm – 5:00pm  Combine Introduction
5:00pm – 6:00pm  Dinner
6:00pm – 9:00pm  Rookie Camp
9:00pm – 9:30pm  Team Draft
9:30pm – 10:30pm Team Evening Chats
11:00pm  Lights Out

THURSDAY JULY 7, 2016
6:00am – 7:00am  Heath, Fitness, and Wellness Morning Activity *(Work out attire and gym shoes required)*
7:00am – 8:00am  Breakfast
9:00am – 10:00am Morning Session
10:00am – 11:30am Team Morning Session
11:30am – 12:30pm Theme Deliberation
12:30pm – 1:00pm  Team Theme Debrief
1:00pm – 2:00pm  Lunch
2:00pm – 3:30pm  Team Topic Lab
3:30pm – 4:30pm  Afternoon Session
4:30pm – 5:00pm  Team Debrief
5:00pm – 6:00pm  Dinner
6:00pm – 8:00pm  Team Evening Session
8:00pm – 9:00pm  Category Announcements
9:00pm – 10:00pm Team Evening Chats
11:00pm  Lights Out

FRIDAY JULY 8, 2016
6:00am – 7:00am  Heath, Fitness, and Wellness Morning Activity *(Work out attire and gym shoes required)*
7:00am – 8:00am  Breakfast
9:00am – 10:00am Morning Session
10:00am – 1:00pm  Category Development
1:00pm – 2:00pm  Lunch
2:00pm – 5:00pm  Team Afternoon Session
5:00pm – 6:00pm  Dinner
6:00pm – 7:00pm  Team Evening Session
7:00pm – 8:30pm  Competition Opening & Tournament Rally
8:30pm – 10:00pm  Team Evening Chats
11:00pm  Lights Out

SATURDAY JULY 9, 2016
6:00am – 7:00am  Heath, Fitness, and Wellness Morning Activity *(Work out attire and gym shoes required)*
7:00am – 8:00am  Breakfast
9:00am – 1:00pm  Rounds I & II
1:00pm – 2:00pm  Lunch
2:00pm – 5:00pm  Rounds III & IV
5:00pm – 6:00pm  Dinner
6:00pm – 8:00pm  Team Evening Session
8:00pm – 9:00pm  Sweet 16 Ceremony
9:00pm – 10:00pm  Team Evening Chats & Athenaeum Training
11:00pm  Lights Out

SUNDAY JULY 10, 2016
7:00am – 8:00am  Breakfast
9:00am – 12:00pm  Sweet 16 and Adjudication Rounds
12:00pm – 1:00pm  Lunch
1:00pm – 2:00pm  Final Four Rounds
3:00pm – 4:30pm  Final Debates*
4:30pm – 5:00pm  Tournament Close*
5:00pm – 6:00pm  Dinner*
7:30pm – 9:00pm  Awards Ceremony*
9:00pm – 12:00am  Dance
12:00am  Lights Out

MONDAY JULY 11, 2016
7:00am – 8:00am  Breakfast
9:00am – 10:00am  Closing Ceremony*
10:00am – 11:00am  Student Check Out*

*Parents are invited to attend