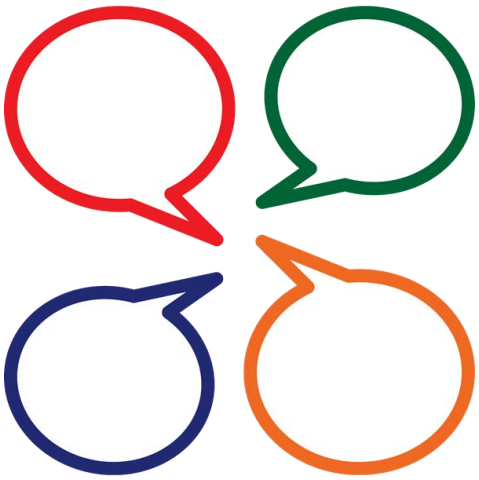
This is a preview. The number of pages is limited. Some pages are omitted.
TechnoDebate is available for Google Slides and Office Online.
https://www.technokids.com/store/middle-school/technodebate/classroom-debate.aspx

TECHNODebate

Teacher Guide

Lessons for Middle & High School Students: Grades 6 - 9



Technology Course using

Google Slides

Create an animated debate.

TechnoDebate is a creative blend between an argumentative essay and a debate. It has the written component of an essay, combined with exchange of ideas found in a debate. This unique approach to exploring a controversial issue allows students to develop critical thinking skills, persuasive writing techniques, and an appreciation of multiple viewpoints.

In this course, students collaborate with a partner to create an animated debate in Google Slides. Using clip art characters and callout bubbles, each side states their resolution, presents a constructive speech, delivers a counter argument in a rebuttal, and summarizes their position. Cross-examination is done at the end of the debate by audience members using the commenting feature. Optional extension activities are included for participants to cross-examine opponents and for a judge to select a winner.

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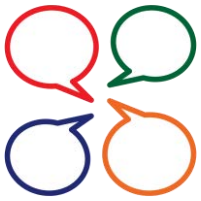

Introduction

This section provides valuable information about teaching TechnoDebate. It includes an overview of the course. In addition, there are ideas for implementation and technology integration.

For additional guidance, open the course in TechnoHub and select Get Started to access preparatory steps, resource list, and scheduling timetable.

- TechnoDebate Overview
- TechnoDebate Course Outline
- Technology Integration Ideas

TechnoDebate Overview

In this course, students collaborate with a partner to create an animated debate in Google Slides. Using clip art characters and callout bubbles, each side states their resolution, presents a constructive speech, delivers a counter argument in a rebuttal, and summarizes their position. Cross-examination is done at the end of the debate by audience members using the commenting feature. Optional extension activities are included for participants to cross-examine opponents and for a judge to select a winner.

Students complete the following tasks:

- In Session 1, students explore the practical applications of debates. They review a sample digital debate to understand how a slideshow can be structured to present both sides of a controversial issue. They then collaborate with a peer to choose a topic for their own debate. It could be a school policy, an environmental issue, or even a lighter topic such as the superiority of cats or dogs as pets. An optional activity is available to help students brainstorm debate ideas.
- In Session 2, students conduct research on their chosen side of a controversial topic. They use an organizer to gather evidence that supports three key points of their argument. If needed, a supplementary activity offers tips for conducting research. Following this, students open Google Slides and share the file with their partner. Together, they develop a title slide to practice collaborating online.
- In Session 3, students collaborate with a partner to design an animated debate using Google Slides. Each side, representing either the pros or cons of the topic, selects a character to present their arguments. They can refer to an optional activity for guidance on saving a suitable image from the Internet to represent the debater. Next, students create a slide stating their 'resolution', with a callout offering a brief statement summarizing their position. Following this, each side delivers a 'constructive speech' consisting of three slides that argue their viewpoint, using evidence to persuade the audience.
- In Session 4, students counter their opponent's position in the debate. To prepare, they review each of their partner's slides to identify any weaknesses in the arguments presented. Next, they conduct online research to find a fact that contradicts one of their opponent's key points. This information is used to construct a rebuttal slide. Sentence starters assist in framing their response. Following this, they create their final slide, which serves as a summary and a persuasive appeal to the audience. An optional activity involves students digitally cross-examining their opponent by posing a question that must be answered.
- In Session 5, students animate the dialogue to simulate a lifelike debate. They add an entrance effect to the speech bubbles to control when a character speaks. After both partners have finished, students reorganize the slide order to control the sequence. If time allows, they can also include transitions between slides to indicate which side is speaking. Once completed, students use a checklist to review the debate and make any needed revisions.
- In Session 6, students deliver their arguments to an audience. They share the digital file with a small group of peers who watch the debate and engage in cross-examination afterward. Using the commenting feature in Google Slides, audience members can pose questions, to which the debaters respond. An optional activity involves audience members acting as judges to determine the winner of the debate.

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TechnoDebate Course Outline

Purpose: Create an animated debate that presents a persuasive argument justifying a position on a controversial issue.

Objectives: (see Appendix A Skill Summary)

- understand the purpose of a debate
- examine different perspectives
- select a position on a controversial issue
- research to develop a logical argument
- concisely and clearly express a viewpoint
- support argument with relevant evidence
- evaluate ideas to rebut an argument
- make an intellectual or emotional appeal
- use persuasive language to sway opinions
- respect others' ideas
- work collaboratively to produce a debate
- share a file and set permissions
- insert and format slide objects
- animate slide objects
- adjust slide order to sequence a debate
- post, read, and reply to comments

Preparation:

- Sign up for a Google Account
- Share *Debate* folder with students
- Prepare *TechnoDebate* folder for Google Drive *(optional steps for Assignment 1)*
- Download and print Flashcards and Tool Summary from TechnHub (optional)

Materials:

- Assessment Tools:
  - Debate Checklist
  - Debate Individual Marking Sheet
  - Debate Judging Sheet
  - Debate Rubric
  - Debate Skill Summary
- Parent Letter and Certificate (optional)
- Debate folder
  - Sample Debate – bike lanes, school food
  - Argument Planner template (optional)

Summary of Activities:

- Gain an understanding of the purpose of a debate. View sample debate and answer questions.
- Partner up. Brainstorm to select a controversial issue for the debate, then pick a position.
- Investigate topic to develop argument. Research to find evidence to support three main points.
- Invite partner to share a Google slides file. Make the title slide together.
- Create a new slide that states position using a clip art character and callout bubble.
- Make a series of slides that present a persuasive argument.
- Prepare a rebuttal. Identify the opponent's weakest point and refute claim in a counterargument.
- Summarize ideas to convince the audience to agree with a particular viewpoint.
- Animate callout bubbles to produce an animated conversation. Apply transitions to divide debate.
- Complete a debate checklist.
- Invite audience members to view debate and pose questions using Comments.
- Reply to audience questions to defend position.

Extension Activities:

- Debate Topics: Activities to select a controversial issue to debate.
- Cite the Source: Using the internet to search for information. Cite the source.
- Insert a Character Workshop: Discover multiple methods to insert images onto slides.
- Cross-Examine your Opponent: Have each side ask their opponent a question.
- Judge Debate: Declare a "winner" of the debate. Who made a more convincing argument?

Assessment:

- Self-Evaluation (Debate Checklist – Assignment 10)
- Teacher Evaluation (Individual Debate Marking Sheet, Debate Rubric, Debate Skill Summary)

Notes:

- If you are a classroom teacher, have students create a debate on a controversial issue that is subject-related.
- If you are a computer teacher, have students build a debate on a school-related topic, pop culture, or area of interest.

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Technology Integration Ideas

TechnoDebate integrates into curriculum. This course can be used to develop critical thinking, persuasive writing techniques, collaboration skills, and an appreciation of multiple viewpoints. Students can debate on a wide range of topics. You may wish to include course activities as part of a social studies, language arts, history, or science unit. Below are some suggestions:

- *Citizenship Debate:* Care about where you live. What does your community require? How can you help people in need? What action will improve the quality of life for others?
- *Democracy Debate:* Become a stakeholder and state your perspective. Should a law pass? Is a rule fair? Should development proceed? Who should pay for an initiative?
- *Ethical Debate:* Analyze a moral dilemma to understand diversity in values and beliefs. Is an action right or wrong? Are you for, or against, an issue? Are the motives of people good or bad? Is a decision justified or unwarranted? Is it helpful or harmful?
- *Advocacy Debate:* Highlight a problem with the status quo. Why is there a need for change? What makes the current situation unacceptable?
- *Proposal Debate:* Determine which course of action is the best. Why is Plan A better than Plan B? What are the advantages to a new plan? Why is the current system ineffective?
- *Literature Debate:* Discuss events that happened in a story. Was the decision made by a character, right? Did the character deserve to win? Were the actions of a character fair? What choice should a character make? Should a character have done that action?
- *Historical Debate:* Think like a historian. Investigate a time in history to gain a better understanding of the people and events. What evidence suggests current understanding of a historical event is wrong? Was a historical decision fair to all stakeholders? What would a significant person say in a debate about an issue during their time?
- *Environmental Stewardship Debate*: Discover the balance between human needs and the sustainability of the environment. Is economic growth or nature more important? How should humans adjust their behavior to protect the environment? Who should have access to natural resources? What needs to change to protect the environment for future generations?

Tips for Topic Selection:

- ✓ *Review Topics:* Once your students have selected a topic make sure it is appropriate for a school environment and will not insult an individual student.
- ✓ *Original Debate Ideas:* The Internet has many online debate websites that have pro/con arguments posted. To encourage critical thinking have students debate an original topic such as a local issue, current event, or school policy. This will prevent copying other people's ideas.

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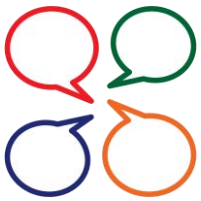


Session 1
What is a Debate?

In this session, students explore the practical applications of debates. They review a sample digital debate to understand how a slideshow can be structured to present both sides of a controversial issue. They then collaborate with a peer to choose a topic for their own debate. It could be a school policy, an environmental issue, or even a lighter topic such as the superiority of cats or dogs as pets. An optional activity is available to help students brainstorm debate ideas.

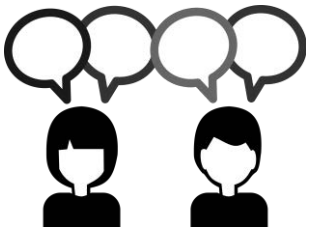
Assignment 1: What is a Debate?

Assignment 2: Brainstorm a Topic for Your Debate

Session 1 Extension Activity: Debate Topics

Assignment 1: What is a Debate?

In this course, you are going to design an animated debate that presents convincing arguments for both sides of an issue.



What is a Debate?

A debate is a structured argument between two sides about a controversial issue. It is an exchange of ideas. One side is *for* an issue and the other side is *against* the issue. The purpose of the discussion is to convince the audience to agree with a particular point of view.

Typically, a debate is held face-to-face, in front of an audience. Each side is allocated a set amount of time to present their argument, ask or answer questions, highlight weaknesses in their opponent's position, and summarize their ideas.

What is the Purpose of a Debate?

Debates are part of a democratic society. They allow people an equal opportunity to state their opinion and ask questions about the ideas presented. A debate can be used to:

- emphasize the importance of an issue
- inform the public about a topic
- understand differing viewpoints
- engage people in the decision-making process
- defend or challenge a system, plan, policy, or action
- change the opinion of an audience
- showcase the abilities of the debater

What Skills make you a Good Debater?

A debater is opinionated, articulate, logical, respectful, quick-thinking, and persuasive.
What type of debater are you? For each question, answer what you do during most discussions.

Do you ☐ pick a side or ☐ find it difficult to take a stand?

Do you ☐ express your ideas clearly or ☐ struggle to find the words?

Do you ☐ offer examples about why you are correct or ☐ keep insisting you are right?

Do you ☐ listen to understand others' ideas or ☐ ignore ideas that differ from your own?

When questioned do you ☐ reply with a response quickly or ☐ take time to think?

Do you ☐ easily get others to change their mind or ☐ rarely persuade others?

Add up the checkmarks from the first box of each statement. What type of debater are you?
4-6 *Expert Debater* - You know how to communicate your ideas effectively.
2-3 *Great Debater* - You can usually persuade others. A few tricks will turn you into an expert.
0-1 *Rookie Debater* – Great news! The activities in this course will turn you into an expert.

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What Format will be used for the Debate?

In TechnoDebate, the exchange of ideas occurs digitally. The debate will use a format like a public debate:

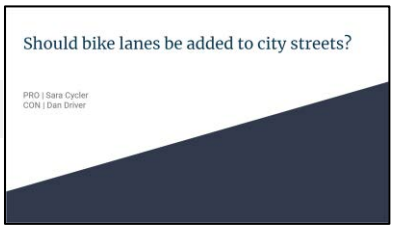
- Take a stand. Each side will state their position on the topic. This statement is called a *resolution*.
- Present a persuasive argument. Each side will build their case by presenting three arguments using evidence such as statistics, expert opinion, or observations to support their ideas. This is called a *constructive speech*.
- Prepare a rebuttal. Each side will examine the arguments made by the opposition to find weaknesses. They will explain why the ideas presented by their opponent are flawed. This is called a *rebuttal*.
- Summarize ideas. Each side will summarize their main points and emphasis why their position is correct. The *summary* should make an appeal to the audience.
- Invite audience participation. The presentation will be shared with audience members. The audience will ask questions to which the debaters will respond to defend their position. This is called a *cross-examination* or *crossfire*.
- Judge debate (optional). The teacher, panel of peers, or audience members will determine which side presented the strongest arguments and were the most persuasive.

Study a Sample Debate

▷ Ask your teacher how to view the bike lanes debate.
Click to read the callout bubbles in the debate.

1. The affirmative, or PRO, side of a debate is "for" the topic.
What character is used for the pro side?

boys and girls riding bikes



2. The negative, or CON, side of a debate is "against" the topic.
What character is used for the con side?

boys and girls driving cars

3. What three arguments does the PRO side make for having bike lanes on city streets?

reduce air pollution | decrease traffic congestion | increase cyclist safety

4. What three arguments does the CON side make for not having bike lanes on city streets?

too expensive | restrict traffic flow | help only a few people

5. Each side of the debate *rebuts* or explains why their opponent is wrong. Which side did a better job highlighting flaws in their opponent's argument? Why do you think so?

6. The purpose of a debate is to convince an audience to agree with a viewpoint.
Do you think the PRO or CON side had a more persuasive argument? Why?

If you want to see another sample, view the school food debate.

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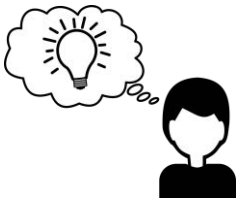
SAMPLE

Session 1 Extension Activity: Debate Topics



Are you having difficulty picking a topic to debate?
Complete this activity to get your creativity flowing!
Make a list of possible debate topics. Which idea do you like the most?

1. Rate your level of interest in a topic area:

	not interested	somewhat interested	very interested
school policy			
community activities			
environmental issues			
animal rights			
current events			
government policy			
scientific research			
health and wellness			
technology			
sports			
fashion			
pop culture			

Which areas did you select as *somewhat interested* or *very interested*?

For each one list possible issues you could debate:

2. Still need a question to debate? Complete each sentence.
Do you like any of these ideas?

Which is better _____ or _____ ?

Is _____ more harmful than good ?

Are _____ a better option ?

Do you agree or disagree that _____ should be changed ?

Should _____ be banned ?

3. Are you still having trouble picking a topic? Use the words below to trigger an idea.

gun control	social media	standardized testing	better or worse
censorship	internet privacy	drugs or alcohol	good or bad
cosmetic surgery	cloning	offshore drilling	start or stop
eating habits	space exploration	stem cell research	keep or change
beauty pageants	pet care	stereotypes	necessary or optional
role models	urban development	climate change	permit or ban
reality TV	celebrities	ethics	increase or decrease
curfews	free trade	drones	right or wrong

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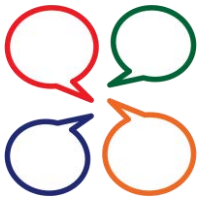

Session 2
Research a Controversial Issue

In this session, students conduct research on their chosen side of a controversial topic. They use an organizer to gather evidence that supports three key points of their argument. If needed, a supplementary activity offers tips for conducting research. Following this, students open Google Slides and share the file with their partner. Together, they develop a title slide to practice collaborating online.

Assignment 3: Plan Arguments

Assignment 4: Invite a Partner to Debate

Session 2 Extension Activity: Research and Cite the Source

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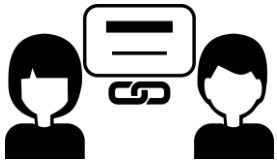
SAMPLE

Assignment 4: Invite a Partner to Debate



You and your partner will work together to create an animated debate. You will work on the SAME file at the SAME time. Follow the instructions to share a Google Slides file. The person on the PRO or "for" side of the debate will create and share the file with the CON or "against" side.

Log into Google Drive

Create a Presentation and Rename the File (PRO side)

- ▷ Click *New*. Select *Google Slides*.
- ▷ Select a theme from the *Themes* pane.
- ▷ In the top LEFT corner replace *Untitled presentation* with the *Debate Topic*. Press ENTER.

If the *Themes* pane does not appear, select *Change theme...* from the *Slide* menu.

Introduce the Debate Topic on the Title Slide (PRO side)

- ▷ In the *Click to add title* box type the *Debate Topic* or a debate question.
- ▷ Format the font, size, style, color, and alignment of the title.

Set the typeface by choosing an option from the *Font* menu.

Set letter size manually, from the menu, or adjust by point size.

Click *Bold* to make letters appear darker.

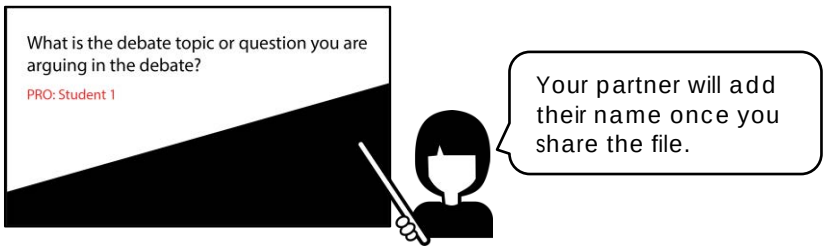
Click *Italic* to make letters slant to the right.

Click *Underline* to add a horizontal line below text.

Choose a text color from the palette to change the color of letters.

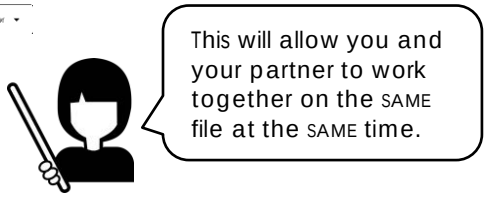
Align text to the left, center, or right of the text box margin.

- ▷ In the *Click to add subtitle* box type PRO: Your Name.



Share the File with Partner (PRO side)

- ▷ From the File menu, click *Share*.
  - o Pick *Share with others*.
  - o Type in your partner's email address. Press TAB.
  - o Click the permission arrow and set it to *Editor*.
- ▷ Click *Send*.

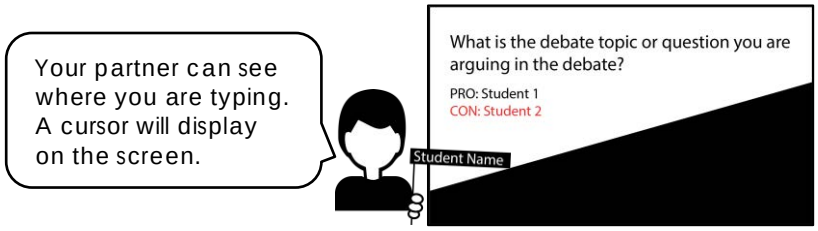


Open the Shared File (CON side)

- ▷ Sign into Google Drive.
- ▷ Click *Shared with me*.
- ▷ Open the debate file shared by your partner.
  or view your email and click on the hyperlink in the message.

Add Student Name to the Title Slide (CON side)

- ▷ Press ENTER after your partner's name and type CON: Your Name.



TIP: *About Sharing*

Do not overwrite your partner's work. Before adding text or a picture, look for a marker to show where your partner is working.

Log Out of Google Drive

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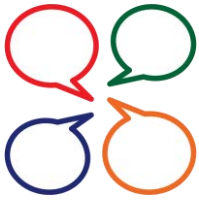
SAMPLE



Session 3
Argue Your Position

In this session, students collaborate with a partner to design an animated debate using Google Slides. Each side, representing either the pros or cons of the topic, selects a character to present their arguments. They can refer to an optional activity for guidance on saving a suitable image from the Internet to represent the debater. Next, students create a slide stating their 'resolution', with a callout offering a brief statement summarizing their position. Following this, each side delivers a 'constructive speech' consisting of three slides that argue their viewpoint, using evidence to persuade the audience.

Assignment 5: Take a Stand

Assignment 6: Present a Persuasive Argument

Session 3 Extension Activity: Insert a Character Workshop

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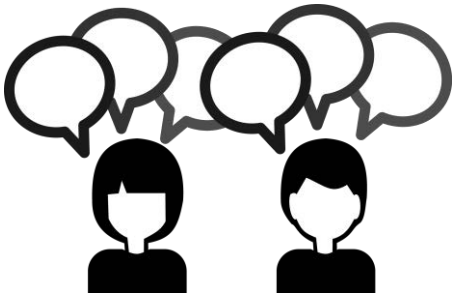
SAMPLE

Assignment 6: Present a Persuasive Argument



You and your partner will make three slides each that present arguments using evidence to suppport a position. The argument is called the *constructive speech*. Your goal is to convince an audience your side of the debate is correct.

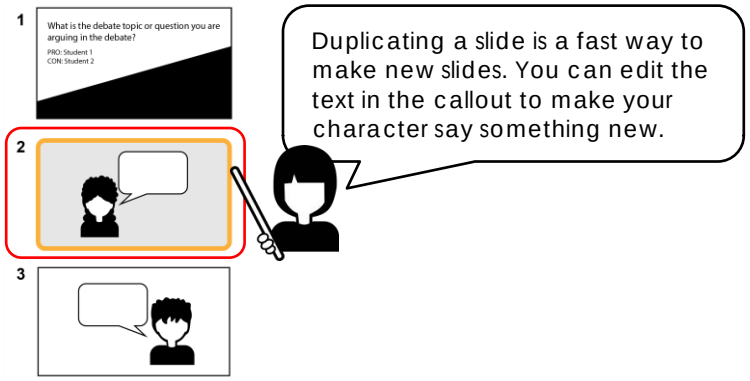
You and your partner will:

- ✓ duplicate a slide
- ✓ flip character on slide
- ✓ edit text in callout to present arguments
- ✓ position slides in the debate

Log into Google Drive and Open the Debate

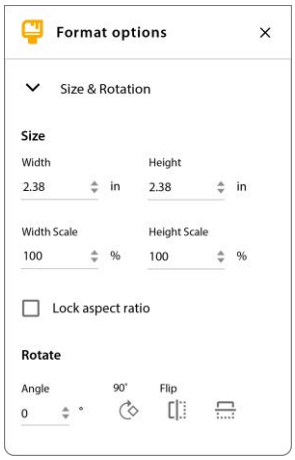
Duplicate a Slide

- ▷ In the Filmstrip, right click on the thumbnail of the slide you created in the previous assignment.
  Select *Duplicate slide*.



Flip a Character

- ▷ Make sure you are working on the duplicated slide.
- ▷ Select the character.
- ▷ Click *Format options* on the toolbar. Format options
- ▷ Expand the *Size & Rotation* area from the pane.
  Flip the image horizontally.



TIP: *Replace a Character and Keep Formatting*

Select the image with the desired formatting. From the Format menu, select *Image - Replace image*. Choose *Search the web*. Use your skills to find a suitable image. Click *Replace*.
Click *Crop* and drag the handles to adjust scaling.

This is a great way to pretend you have more than one person on your debate team. When replacing images find new images that are a similar style.

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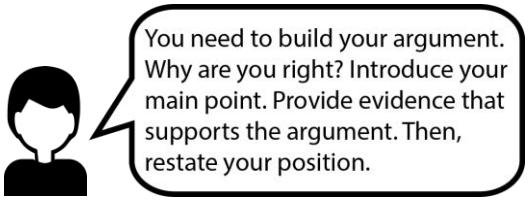
Present Arguments to Support Position and Prove you are Right

- Replace the text in the callout with your first argument. It should be your strongest point!



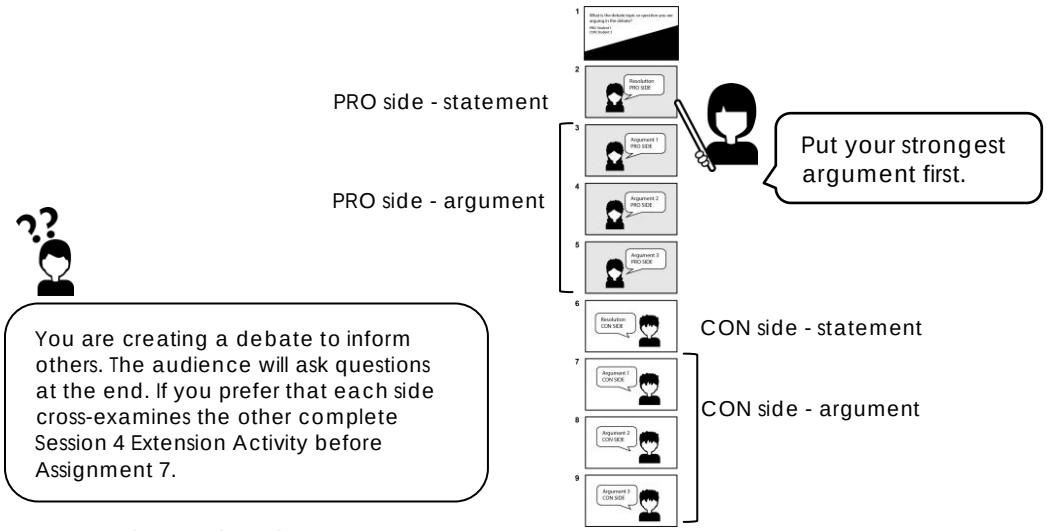
- Use your skills to make two more slides that present your remaining arguments. Be logical! Explain each argument clearly to convince an audience your position is right.

Sentence starters:

One of the main reasons…	For my first argument…
A major benefit to…	The most important thing…
Consider the following evidence…	Expert X states…
It is important to realize…	In my opinion…
There are many examples, for instance…	It is often said that…
It is for this reason that…	It is time to recognize…
The time has come to…	Therefore, there is a need to…
The fact is…	We all know that…
Yet another reason to…	Another issue with…
Furthermore…	Moreover…
My next point…	Let us now consider…

Position Argument Slides in Filmstrip

- Click on a slide thumbnail. Drag it to change the order of the slides.



Log Out of Google Drive

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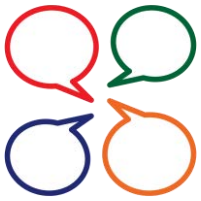
SAMPLE



Session 6
Host a Public Debate

In this session, students deliver their arguments to an audience. They share the digital file with a small group of peers who watch the debate and engage in cross-examination afterward. Using the commenting feature in Google Slides, audience members can pose questions, to which the debaters respond. An optional activity involves audience members acting as judges to determine a winner of the debate.

Assignment 11: Invite Audience Participation

Assignment 12: Respond to Audience Questions

Session 6 Extension Activity: Judge Debate

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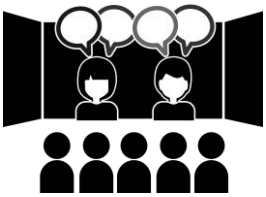
Assignment 12: Respond to Audience Questions

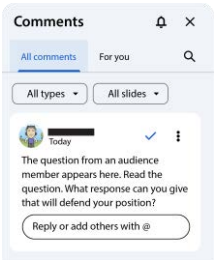
The audience has asked their questions. Now you and your partner need to defend your positions by providing answers. Audience members will be able to read your reply.



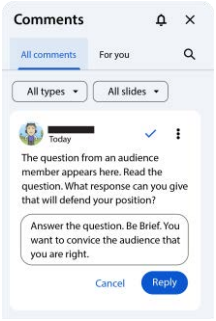
Log into Google Drive and Open the Debate

Read Comments and Reply to Answer Questions

- ▷ Click *Show all comments*.
- ▷ Pick *All comments*. Any comments will be displayed.



- ▷ Click in the *Reply* box and type your answer.
- ▷ Click *Reply* to post the response.



If the audience member opens the debate and clicks *Show all comments*, they will see the response(s).

Tips and Suggestions:

- o Be brief.
- o Stay on point.
- o Do not provide information that is not related to the question.

Sentence starters:

It is important to realize…	A recent study shows…
Although this may be the case…	An example is…
Yes, I think this because…	There is evidence to suggest…

Log out of Google Drive

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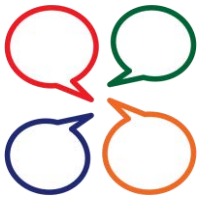

Appendices

Refer to the appendices for additional resources:

Appendix A: Assessment Tools

Appendix B: Contact Information

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SAMPLE

Debate Rubric

Student Names

Topic:

	Poor – 1	Fair – 2	Good – 3	Excellent – 4
Statement	Position is unclear and/or arguments are missing.	Position is stated with some arguments outlined.	Position is stated with arguments outlined.	Position is clearly stated with arguments outlined.
Constructive Speech	Many arguments are illogical and lack evidence or have major inaccuracies.	Most arguments are logical but a few lack evidence or are inaccurate.	Arguments are logical and provide relevant, accurate evidence.	Arguments are logical and provide a range of evidence that is relevant, accurate, and convincing.
Rebuttal	Counterargument is unrelated to opponent's claims.	Counter argument identifies a weakness in opponent's argument but lacks relevant evidence to refute claim.	Counter argument identifies a weakness in opponent's argument and provides relevant evidence to refute claim.	Counter argument identifies a weakness in opponent's argument and provides relevant evidence to refute claim using persuasive logic.
Summary	Summary lacks a review of arguments and does not justify position to an audience.	Summary provides a review of some arguments but does not justify position to an audience.	Summary provides a concise review of arguments that justifies position to an audience.	Summary provides a concise review of arguments that justifies position to an audience, using phrasing that appeals to their intellect or emotion.
Cross-Examination	Response to audience questions provides information that does not adequately defend position.	Response to audience questions provides information that somewhat defends position.	Response to audience questions provides information that adequately defends position.	Response to audience questions provides information that strongly defends position.
Organization	Ideas lack organization and debate is not well sequenced.	Ideas are somewhat organized and/or debate is not sequenced correctly.	Ideas are organized and debate is sequenced correctly.	Ideas are very well organized, and debate is sequenced correctly.
Knowledge	Debate demonstrates a poor understanding of topic.	Debate demonstrates a limited understanding of the topic.	Debate demonstrates a proficient understanding of the topic.	Debate demonstrates an in-depth understanding of topic.
Design	The design does not enhance the message.	The design somewhat enhances the message.	The design enhances the message.	The design strongly enhances the message. Design is original and creative.

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RESOURCE

This course includes a sample of a completed project. Teachers can use this resource for demonstration purposes or as a source of inspiration.

Should bike lanes be added to city streets?

PRO | Sara Cycler
CON | Dan Driver

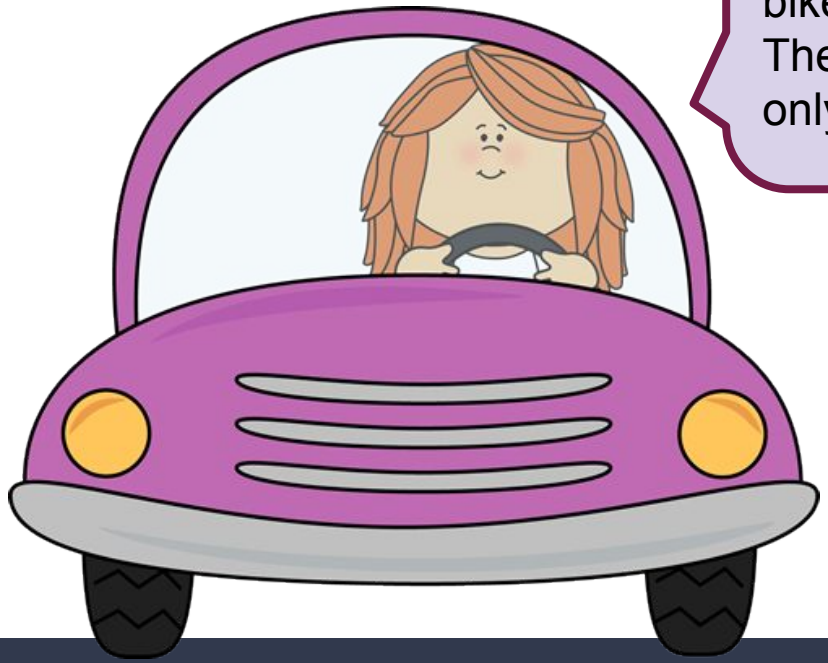
The purpose of this debate is to determine if bike lanes should be added to city streets. There is no doubt that bike lanes should be added. They help to reduce air pollution, decrease traffic congestion, and increase cyclist safety.

One of the reasons bike lanes should be added to city streets is that this will help the environment. Cycling is an environmentally friendly way to travel. The *Green Earth Group* states that vehicles are a top contributor to air pollution by emitting carbon monoxide, nitrogen oxides, and hydrocarbons into our air. These toxins have been linked to health issues such as cancer and respiratory problems. Bike paths will make cycling an attractive option for travelling. Instead of driving a car, people will ride bikes. This will benefit the environment and people. The city needs to get started right away adding bike lanes.

Another reason the city should add bike lanes to city streets is they will reduce traffic on streets. Instead of commuting by car, people will ride their bikes. Studies in similar cities with a network of bike paths have found bike lanes increase the number of cyclists. For example in Cycle Town, the addition of bike lanes increased the number of trips by bike by 40%. This will happen in our city once bike lanes are added.

One of the major benefits of bike paths is that they provide a safe way for cyclists to travel. In our city there are three bike-car accidents a week. Bike paths will prevent death, injury, and property damage. There is an urgent need to protect people's safety. For this reason, building the bike paths needs to happen now!

Bike lanes on streets in an important issue for the people living in our city. It is my opinion that bike lanes should not be added to city streets. They are too expensive, restrict traffic flow, and only help a few people living in the city.



One of the main reasons not to add bike lanes to city streets is the high cost. The one mile bike lane along Cycle Street was $800,000. It will cost another $200,000 each year to maintain.This is too much money for a bike lane that is only a short distance. Imagine the costs for a network of bike lanes!

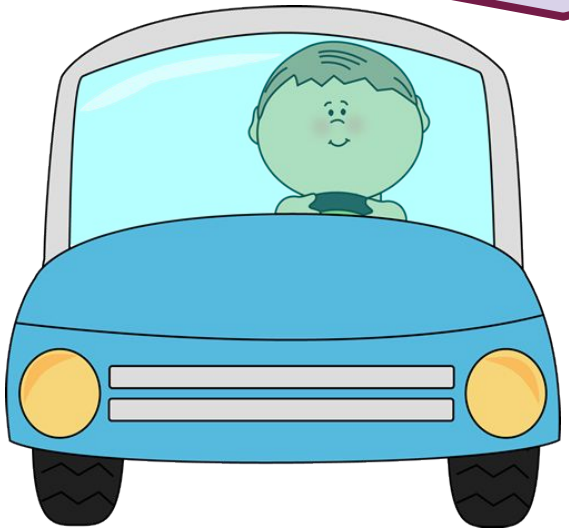
Too Expensive!

It is important to consider another major problem with bike lanes on city streets. The bike lanes take away road space for cars. This causes delays at intersections and creates traffic congestion. People need to be able to drive through the city quickly and easily. For this reason, bike paths should not be added to city streets.

Another issue with bike lanes on city streets is how few people they benefit. There are over 500,000 people living in the city. The majority commute each day by bus or car. To build bike lanes for only a few cyclists does not make sense. For example, the existing bike lane on Cycle Street is used by less than 1% of the population. To add even more bike lanes does not help enough people.

The point has been made that bike lanes on city streets do not help enough people. This argument ignores the fact that a car is a luxury many parents cannot afford. In our city, one quarter of children and youth live in poverty. Bike lanes offer families living in poverty a means to get to work and school. The bike lanes will improve the lives of many people living in our city.

My opponent has stated that bike lanes will increase the number of cyclists. Since more people will be riding bikes, there will be less cards on the streets, which will reduce traffic congestion and air pollution. This argument ignores an important factor - weather! In our city, the winter months have lots of snow and freezing temperatures. Very few people are going to ride their bikes in this type of weather. Our city does not have the climate that encourages a daily commute to school and work using bikes.



Many arguments have been presented for and against bike lanes. What must remain at the forefront of this debate is how important bike lanes are to the people living in this city. Bike lanes on city streets improve safety for cyclists which makes cycling a more attractive commuting option. When more people ride their bikes instead of drive cars, traffic congestion decreases and harmful emissions that create air pollution are reduced. In summary, bike lanes are environmentally friendly, improve the health of citizens, and increase traffic flow. Say "yes" to bike lanes on our city streets!

It is difficult to ignore the problems bike lanes on our city streets will create. The opposition has tried to convince you that bike lanes will increase the amount of cyclists and reduce the amount of drivers on streets. This won't happen! Our climate does not support year-round commuting by bike. To build expensive bike lanes that create traffic congestion and benefit only a few people in the city does not make financial sense. I am sure you will agree, bike lanes on city streets are a waste of money.