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IPPF IN THE CLASSROOM:

A Standards-Aligned 10-Day Unit on Global Education and Persuasive Writing

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Introducing the IPPF

Founded in 2001 by the Brewer Foundation and now jointly administered by New York University (NYU), the International Public Policy Forum (IPPF) is a global debate competition. Open to high school students worldwide, the IPPF blends the rigor of research-based essay writing with the energy of oral debate.

Each October, teams submit a 3,000-word essay affirming or negating a public policy resolution. This year, the IPPF challenges students to tackle the complex issue of how to equitably fund universal, high-quality education. Judges review the qualifying round essays and select the Top 64 teams to move into a single-elimination written debate tournament conducted via email. In each round, teams submit essays arguing a side of the resolution, with the winner advancing.

By March, the final eight teams are announced. These teams earn an all-expenses-paid trip to New York City to compete in the IPPF Finals at NYU School of Law, where they debate in front of distinguished judges from the worlds of law, academia, business, and public policy. The winning team takes home the Brewer Cup — and a \$10,000 grand prize.



A Resource for Educators

This document offers a standards-aligned outline of classroom activities that support participation in the IPPF or the development of persuasive writing skills more broadly. Whether students are submitting an essay or simply engaging with the ideas, the unit helps educators guide students through key steps of the process, from brainstorming and research to drafting, editing, and final submission.

Importantly, this is not a rigid ten-day curriculum. Many teachers may stretch the sequence over several weeks or even a full month, depending on their classroom goals and student needs. Others may adapt and personalize the activities entirely. The plan is designed as a ladder of instructional support — a framework teachers can climb and shape to fit their own context.

Why Participate?

One valuable aspect of the IPPF is the feedback students receive from our judges. Essays are evaluated by a panel of collegiate debaters, academics, and professionals from across industries. This real-world feedback sharpens students' arguments and deepens their understanding of audience, voice, and clarity, providing a powerful incentive for participation beyond grades or classroom expectations.

Whether students enter the competition or not, this unit cultivates critical thinking, evidence-based writing, public speaking, and global citizenship — skills that matter in every classroom, and far beyond it.



A Note from William A. Brewer III

Chairman, Brewer Foundation

When we founded the IPPF in 2001, we set out to create something new in the world of debate — a contest that combined the rigor of academic writing with the dynamism of oral advocacy. What began as a U.S.-based competition quickly grew into something much larger: a global platform for students to engage with complex policy questions, sharpen their communication skills, and discover the power of persuasive argument.

From the beginning, our vision was guided by a simple belief: that students everywhere should have the opportunity to engage in meaningful public discourse. The IPPF asks students to build a case on paper — and for those teams that advance to the oral rounds — to defend it aloud before judges who are leaders in law, policy, business, and academia.

This curriculum represents a continuation of that mission. Whether or not your students ultimately compete, we hope that these lessons provide them with lasting tools: research literacy, structured thinking, and confidence in their voice.

We are grateful to educators who bring debate into the classroom and challenge students to think critically about the world around them. Thank you for being part of the effort to promote advocacy, civil discourse, and academic excellence. These are values that matter now more than ever.

THE 2025-26 IPPF TOPIC:

Resolved: The Group of 20 Nations should levy a global education tax equal to 1% of each member country's gross domestic product to establish a dedicated international organization that supports the provision of universal, free, quality primary and secondary education.



UNIT OVERVIEW

Global Education Tax Debate Essay

- Essential Question: *How should the world equitably fund universal, high-quality schooling?*
- Culminating Tasks:
 - 2,500–3,000–word IPPF–style argumentative essay in MLA format; and
 - 5–minute oral presentation + Q&A
- Core Skills: research literacy, evidence-based argument, formal speaking, MLA citation & document design
- Common Core State Standards (CCSS) for ELA at the 11th and 12th-grade levels: RI.7, RI.8, W.1, W.4–5–7–8–9–10, SL.1–4–6, L.1–2
- Assessment Flow: daily formative checks → peer-review workshop → final essay & presentation rubric

The following ten lessons walk students from resolution analysis to publication. Each lesson contains a timed agenda, a targeted MLA mini-lesson, and differentiation cues.

LESSON PLANS

DAY 1:

Unpacking the Resolution & Topic Primer

- **Objective:** Decode the IPPF resolution and map essay components.
- **Materials:** IPPF Topic Primer, IPPF scoring rubric, sample MLA-formatted essay, Google Doc outline template.

Time	Learning Sequence	Teacher Moves	Student Work
30 min.	Read and Annotate the IPPF Topic Primer	Create small groups to review the IPPF Topic Primer. Ask students to highlight key terms, checkmark important claims, and include margin notes.	Read and annotate the Topic Primer. Discuss key takeaways. Turn in annotated copy.
10 min.	Mini-Lesson: IPPF Structure + Scoring	Discuss how IPPF debates are structured and scored. Provide IPPF scoring rubric as a handout.	Annotate the handout to mark the most important scoring criteria.
10 min.	Reflection: Which part of the resolution seems hardest to argue? Why?	Put the prompt on the board. Give students a few minutes to jot down their thoughts. Call on three students to share out loud.	Write a short reflection (about three sentences) identifying the hardest part of the resolution to argue and why.
10 min.	MLA Spotlight #1: Page Layout & Header	Give a live demonstration in Google Docs. Set 1" margins. Insert running header. Use Times New Roman, 12 pt. font. Format double-spacing.	Replicate the correct MLA setup in personal file.

- **Exit Ticket:** Upload outline (Google Classroom).

DAY 2:

Research Fundamentals & Source Credibility

- **Objective:** Locate, evaluate, and log sources using MLA Works Cited entries.
- **Materials:** Library database access.

Time	Learning Sequence	Teacher Moves	Student Work
15 min.	Think-Aloud: Lateral Reading Demo	Project a statistic or claim from an online article. Model fact-checking live: open new tabs, check who published the info, compare across multiple sources. Think out loud about each step so students hear the reasoning.	Observe, noting the teacher's moves. Ask questions about why certain sources are trusted or not.
30 min.	Guided Practice: Essay Blueprint	Explain the skeleton outline of an essay (intro, body paragraphs, conclusion). Walk the room providing small group coaching.	Draft skeleton outline. Focus on building a clear thesis and placing claims/evidence in the right spots.
15 min.	MLA Spotlight #2: Works Cited Entries	Model three citation entry types (book, article, website). Discuss "auto-citation" tools.	Add at least two correctly formatted entries based on sources they're using.

DAY 3: Global Education Landscape

- **Objective:** Analyze barriers to education; synthesize statistics for essay context.
- **Materials:** UNESCO data sheets, infographic creator (Canva).

An **Infographic** is a visual image such as a chart or diagram used to represent information or data.

Time	Learning Sequence	Teacher Moves	Student Work
25 min.	Data Dive: Jigsaw of Five Regions	Assign groups and provide guiding questions to help look at the statistics or data for their assigned region, such as, “What % of children in the region attend primary school?” Check in with groups as they work.	Examine the regional data, noting sources. Record findings in regional stat tracker (like a graphic organizer or chart).
20 min.	Group Synthesis: Canva Infographic	Explain that groups should illustrate what they’ve learned, creating an infographic in Canva (or similar platform). Note that included data must have a citation caption (e.g., an MLA-style figure caption beneath the graphic).	Build infographic with MLA figure caption.
15 min.	Gallery Walk & Feedback	Display the infographics digitally or printed). Facilitate structured peer feedback: one positive note, one suggestion for growth.	Review three peer infographics and provide one positive comment and one suggestion for improvement.

DAY 4:

Taxation & Macroeconomics

- **Objective:** Evaluate economic pros/cons of a 1% GDP tax.
- **Materials:** GDP tables, case studies of social taxes.

Time	Learning Sequence	Teacher Moves	Student Work
20 min.	Concept Mini-Lesson: What is Gross Domestic Product (GDP)?	Explain GDP in simple terms. Teach the difference between progressive and regressive taxes, using visuals to illustrate. Connect to education funding (e.g., “If a country taxed 1% of its GDP, how much money would that free up for schools?”)	Take Cornell notes: write key points on the right, questions or cues on the left, and a short summary at the bottom. Sketch the visuals in their notes to reinforce understanding.
20 min.	Debate Flash-Round: Pro vs. Con	Split students into two sides. Set short time limits for each speaker. Moderate to keep pace moving and ensure equal time.	Give quick arguments in support of assigned side. Jot down the strongest points.
20 min.	MLA Spotlight #3: In-text Statistics Citation	Model parenthetical vs. narrative style	Add two cited statistics to Works Cited page.



DAY 5:

From Thesis to Detailed Outline

- **Objective:** Transform preliminary outline into full sentence outline with MLA scaffold.
- **Materials:** Sentence-outline template with embedded citation cues.

Time	Learning Sequence	Teacher Moves	Student Work
15 min.	Review: What Makes a Strong Thesis?	Lead a short review on the qualities of a good thesis (arguable, specific, clear). Use Socratic questions: “What makes this thesis too broad?” or “How could we make this more precise?”	Rework their own thesis statement using the qualities discussed.
30 min.	Workshop: Populate Body Sections (Claim, Evidence, Commentary)	Remind students of the three parts of a strong body paragraph (claim, evidence, commentary). Confer one-on-one, providing feedback.	Work on drafting or outlining their body paragraphs. Insert proper parenthetical citations to credit their sources.
15 min.	Peer Swap: Outline Audit	Provide a checklist of what a strong outline should include (thesis, body sections, parenthetical citations, Works Cited). Have students swap outlines with a partner and get feedback.	Exchange outlines. Use the checklist to give feedback. Flag any missing MLA elements.

- **Exit Ticket:** Upload outline.

DAY 6:

Crafting Compelling Introductions & Conclusions

- **Objective:** Write engaging hooks and purposeful conclusions.
- **Materials:** Hook bank, conclusion strategies chart.

Time	Learning Sequence	Teacher Moves	Student Work
25 min.	Mini-Lesson: Strong Introductions	<p>Model three intro styles:</p> <ol style="list-style-type: none"> 1) Anecdote: a short story or example; 2) Statistic: a surprising number or fact; and 3) Question: asking the reader something to grab attention. <p>Provide example introductions and color-code the hook, context, and thesis.</p>	Watch and note how each part of an intro fits together. Write their own short introduction using one of the three styles.
15 min.	MLA Spotlight #4: Title Formatting in Prose	Show examples of how to handle long titles (italicizing or shortening properly in text) and acronyms (introducing them the first time, then using the shortened form).	Revise their current draft to reflect correct formatting.
20 min.	Conclusion Frames Practice	<p>Provide sentence stems like: “In conclusion...”, “This shows that...”, “The most important point is...”</p> <p>Model how to use them to wrap up an idea clearly.</p>	Draft conclusion using one of the sentence stems.

- **Assessment:** Submit intro + conclusion to shared folder.

DAY 7:

Developing Evidence-Rich Body Paragraphs

- **Objective:** Compose body paragraphs integrating quotations, paraphrases, analysis, and MLA citations.
- **Materials:** Paragraph mentor texts, color-coded citation key.

Time	Learning Sequence	Teacher Moves	Student Work
15 min.	Model Paragraph Deconstruction	Highlight: 1) Claim: the main idea; 2) Evidence: the quote, fact or detail that supports it; and 3) Analysis: explanation of how the evidence proves the claim.	Annotate (mark up) the example paragraph by labeling claim, evidence, and analysis.
30 min.	Writing Sprint (Two paragraphs)	Set a clear timer with checkpoints (15 min. per graph).	Draft two body paragraphs. Self-highlight drafts to check for: claim, evidence, analysis, and accurate parenthetical citation(s).
15 min.	Quick Conference Rotation	Give micro-feedback.	Take notes on teacher feedback. Note next steps for revising their draft.

- **Exit Ticket:** Paragraphs in doc, comment: "Next step I need..."

DAY 8:

Peer Review Intensive

- **Objective:** Provide and apply targeted feedback on argument logic and MLA accuracy.
- **Materials:** Peer-review rubrics, MLA quick-check sheet.

Time	Learning Sequence	Teacher Moves	Student Work
10 min.	Calibration: Score a Sample Paragraph	Distribute a sample paragraph and the scoring rubric. Facilitate discussion until the class reaches consensus on the score.	Engage in discussion using the rubric to analyze and score the paragraph.
35 min.	Peer Review Carousel	Organize students into a carousel rotation (each student passes their work to three different peers). Monitor and redirects to keep feedback on-task and constructive.	Review peers' drafts. Leave comments using the rubric. Specifically check for MLA formatting issues (citations, Works Cited, titles).
15 min.	Revision Planning	Model how to make a priority list (e.g., thesis clarity first, then citation fixes, then word choice). Encourage students to focus on 2-3 specific revision goals.	Draft their own personal revision plan based on peer feedback and rubric notes. Decide which changes they'll make first when revising.

- **Assessment:** Completed rubrics + revision plan.

DAY 9:

Final Revision & Formatting

- **Objective:** Polish essay for submission; ensure MLA perfection (header, spacing, Works Cited).
- **Materials:** Final checklist, Grammarly/Word tools.

Time	Learning Sequence	Teacher Moves	Student Work
20 min.	MLA Spotlight #5: Works Cited Polish	Give a live demonstration showing how to create a hanging indent in the Works Cited page and how to alphabetize entries. Point out common mistakes to avoid.	Open their Works Cited page. Apply hanging indents and alphabetize their entries correctly.
30 min.	Self-Edit Stations	Set up 3–4 “editing stations” with prompt cards (e.g., Grammar & Mechanics, Clarity & Coherence, MLA Formatting, Strong Conclusions). Explain how much time to spend at each station and signal rotations.	Rotate through the editing stations. Focus on one skill at a time while revising their draft.
10 min.	Submit Essay	Remind students of the required file naming convention (e.g. LastName_Essay1.pdf).	Export essay. Upload the final draft with the correct file name.



DAY 10:

Presentation & Reflection

- **Objective:** Deliver persuasive oral presentations; reflect on learning.
- **Materials:** Presentation rubric, cue-card template.

Time	Learning Sequence	Teacher Moves	Student Work
10 min.	Rehearsal Tips	Gives students last-minute tips to polish delivery. Models quick “do/don’t” examples of presenting (e.g., speaking too fast vs. steady pace, reading slides vs. eye contact, cluttered slides vs. clean design).	Final practice.
40 min.	Presentations + Q&A	Keeps time for each presentation. Facilitates Q&A after each group or individual, prompting thoughtful audience questions. Scores presentations with rubric.	Deliver presentations. Field audience questions, responding clearly and thoughtfully. Engage as audience members, asking questions when prompted.
10 min.	Optional: Written Reflection Prompt	Distributes or projects a reflection prompt: “How have your writing skills grown during this project?” Collect responses.	Write a short reflection. Submit before leaving.

MLA MINI-LESSON SUMMARY

Day	Focus	Focus / Student Product
1	Page Layout & Header	<p>Focus: Teach students to set up 1" margins, double spacing, and a running header in Google Docs or Word.</p> <p>Student Product: An MLA-formatted document ready for drafting.</p>
2	Works Cited Entries	<p>Focus: How to format citations for books, articles, and websites.</p> <p>Student Product: A Works Cited draft with at least two correctly formatted sources.</p>
4	In-Text Statistics Citation	<p>Focus: Practice weaving a statistic into writing and citing it properly.</p> <p>Student Product: A short paragraph with one statistic integrated and cited correctly.</p>
6	Title Formatting in Prose	<p>Focus: Teach how to handle long titles and acronyms inside the text (italicizing, quoting, and abbreviating properly).</p> <p>Student Product: An edited introduction with titles and acronyms formatted correctly.</p>
9	Works Cited Polish	<p>Focus: Final formatting details: hanging indents, alphabetizing entries, consistent punctuation.</p> <p>Student Product: A clean, final Works Cited page.</p>





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