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The following lesson plan is the result of the joined effort of an international team of trainers. Their focus is to improve quality of debate training. Therefore, an important part of this endeavour is the feedback users provide.

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Lesson plan – Advanced tactics – Offensive tactics

A. Goal of the lesson

At the end of the lecture, debaters will be able to identify advanced offensive tactics, which could be used during reinforcing team's arguments and their case as well. By using these tactics, debaters will be more able to present arguments in a more compelling and powerful ways.

B. Activities

Discussion (5 min)

Discuss tricks debaters know in terms of better presentation of arguments. Ask questions as:

- How does a good argument look like?
- What are the first words you use when presenting an argument?
- What do you need to do before explaining an argument?
- What are interesting approaches to presentation of arguments you have seen?
- Are there any tools we use to make our arguments stronger in debate? (searching for answers like values, principles, etc.)

When presented with ideas, write them on the blackboard so everyone can see them together. You may (but do not have to) refer to them later on.

At the end of this discussion, explain to debaters that it is important to find certain tactics they can use to present argument in more comprehensive and powerful way.

Lecture (25 min)

Use chapter on offensive tactics in book *Winning Debates: A Guide to Debating in the Style of the World Universities Debating Championships* by Steven L Johnson (p.199-212).

Focus on connecting this categorization to knowledge your debaters already have. They most certainly already know terms like values, framing, causal, etc. Most important is to be clear in explanation of every category and sub-categories. After every explanation, make sure people understand basic concepts of the lecture.

Basic concepts:

- Offensive tactics
 1. Capturing presumption
 - a. Frameworks





- b. Precedence
- c. Values
- 2. Establishing urgency
- 3. Employing objectivity
 - a. Principle
 - b. Causal
 - c. Analytic

There are two specific features of the chapter: 1. It comes in book about debating in British Parliamentary format; 2. It explicitly counts on audition's and judges' stance on the topic. Ignore both of them, they are not important in terms of logic of content, however could be confusing for high school trainers.

Exercise (30 min)

Form groups of max 3 people (as debate team in most high school debate formats). Give every group one of the offensive tactics. Then announce pre-chosen motion you want to use. Give the groups 20 minutes and then let them present answers to these questions:

- Which tactic they used?
- What were the most important points to explain from the start?
- How would they explain them? What do they need to explain so the case will make sense?
- Would you use this tactic in case of motion like that? Why?

C. Preparation

Read chapter on offensive tactics in book *Winning Debates: A Guide to Debating in the Style of the World Universities Debating Championships* by Steven L Johnson (p.199-212).

Prepare number of motions for exercise. Try to prepare motions on different topics, so you can give debaters opportunity to chose one, which every group will use. 5 different motions should be enough. Ideally not too hard one in terms of knowledge, but also do not hold yourself back with simple ones.

D. Hints

Think about the tactics for chosen motion before the lesson. It could be useful in case debaters will not be very successful with their handling of the exercise.

E. Verification

Do not forget, that good conclusion of every lesson is a key to success. Prepare yourself for short conclusion. For example series of simple questions like:

- What do we mean by term „offensive tactics“?
- What do we use them for? Why are beneficial in debates?
- What offensive tactics do we know?
- Which one do you find useful to use? Why?
- What should every trainer do to learn from the lesson for the future:
 - What activity/example/discussion produce best results at this lesson?
 - What was the biggest problem during the lesson? How can I avoid/prevent it in future?



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- Did I avoid/prevent the biggest problem which occurred the last time? If no, why?



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