

Feedback form link: <https://goo.gl/forms/uZ0ualu8o0UIKAFz1>

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.

PLEASE HELP MAKE THE PLANS BETTER FOR EVERYONE AND
PROVIDE FEEDBACK IF YOU USE THIS TRAINING PLAN here

<https://goo.gl/forms/uZ0ualu8o0UIKAFz1>

Lesson plan – Speaker roles

A. Goal of the lesson

The goal of this lesson is to make clear the distinction between the speakers in terms of their individual burden and their role in fulfilling the team burden.

B. Activities

In order for students to understand the individual speaker roles, they need to understand broader concepts. Given that speaker roles are an essential area of consideration and are thus likely to be discussed early on in the training, it is advisable to begin with a **brief introduction** to the structure of the format and the team roles at large.

Lecture 1: British Parliamentary (30 - 40 min)

Begin with a guided explanation of the chart under **F. Theory A**

Give an overview of each speaker role, with a particular focus on PM, MG, MO and Whip speeches.

PM: A distinctive burden of the Prime Minister's speech is providing a **model** and a **framework**. Make a distinction between the two.

Model: refers to the specific way in which a policy is to be implemented. This includes the role of relevant bodies in the implementation, as well as quantifications such as those of time and resources. Note: a model is only required in policy debates i.e. debates which most often take the 'This house would' format. Example: Warsaw EUDC 2016 open final, an excellent PM speech with a clear model

<https://www.youtube.com/watch?v=9Y6WKhKcFkg&t=1559s>

Framing: A more complex concept. Framing refers to a general contextualization i.e. literally providing the frame in which the debate takes place. The following workshops might be useful to watch prior:

'Framing' by Alex Harris: <http://training.scottisheudc2018.com/article/6/>

'Contextualization' by Roel Becker: <http://training.scottisheudc2018.com/article/56/>

DPM/DLO:

Watch: Deputy Speeches in Depth by Duncan Crow

<http://training.scottisheudc2018.com/article/40/>

MG/MO: The second half of the debate is closely tied to the closing teams' novel contribution, namely the extension. The biggest burden on introducing and developing that extension falls on the Member speeches. Therefore, an effective discussion on extensions, or a separate lecture prior to the one on speaker roles, would suffice in introducing the role of these speeches.

Whip: The Whip's role is mainly centered around impacting, reiterating and solidifying the team extension. The Whip speech is also largely comparative in nature, meaning that a significant part of it should be dedicated to comparing one's team to the other teams in the debate (the part of the speech conventionally known as 'a summary')

Watch: Whip Speeches by Danny DeBois <http://training.scottisheudc2018.com/article/61/>

Exercises BP (20 min)

1. Model

Give a sample motion (come up with your own or choose from the list below) and discuss a potential model with the students

THW legalize the selling of human organs

THW place content restrictions on social media

THW make voting compulsory

THW lower the legal drinking age

THW allow buying and selling of votes

THS the creation of feminist political parties

2. Summary

A. Start a plenary discussion on the motion chosen for exercise 1 (or another one) and appoint one or more students to follow the discussion, take notes if needed, and at the end present the main **clash points**.

B. The same format under A, but instead of just presenting the clash points, encourage the students to tell you which side of the clash was more convincing and why.

The aim of exercise 1 is to practice modelling and the aim of exercise 2 is to practice Whip strategies

3. Mock debate

Organize a condensed mock debate, either with shorter speech lengths or only the top half (preferably the former so that all speeches can be included). Follow the students' performance closely and discuss the extent to which they fulfilled their speaker roles at the end of the debate. (Note: due to time constraints choose either exercises 1 and 2 or exercise 3)

The aim of exercise 3 is practicing the fulfillment of all speaker roles

Lecture 2: World Schools (30 min)

Speeches in WS can be compared to speeches in BP. Since WS is likely to be taught earlier on in the training, it can be useful to refer to WS speaker roles when introducing BP speaker roles.

Begin with a guided explanation of the chart under **F. Theory B**

Read chapter '[Speaker roles](#)'

C. Preparation

For BP:

- Watch <http://training.scottisheudc2018.com/article/6/>

- Watch <http://training.scottisheudc2018.com/article/56/>
- Watch <http://training.scottisheudc2018.com/article/40/>
- Watch <http://training.scottisheudc2018.com/article/61/>
- Refer to https://www.dropbox.com/sh/wkwqc8mthl1tyfs/AADns1-6JYYsNWIHFxUrj0ea/Manuals%20and%20Training%20Materials?dl=0&preview=speaker+roles+brit+parli.pdf&subfolder_nav_tracking=1 (Chart summary on BP speaker roles)

For WS:

- Read pages 50-56 & 210-216 in [Debating in Worlds Styles, Simon Quinn](#), excluding 'The Structure of a Reply Speech' (Modeling and reply speeches respectively):
- Read chapter on Speaker Roles in [English Speaking Union World School Guide](#) (general overview)

Prepare slides for both trainings, you can use some of the [content](#) here.

D. Hints

Contrary to popular belief, the number of arguments per speaker is not set in stone. Arguments should be formed with the aim of systematizing the team's message, rather than for their own sake. Presenting 3 arguments is not necessarily better than presenting only 1, especially if they are underdeveloped. Quality should be preferred over quantity.

As a rule of thumb and especially in BP, the most important arguments should appear early on (in the first speech). This ensures fairness by giving the other team(s) ample time for engagement. If important arguments are left for the second speech, they should at least be flagged by the first speaker.

Rebuttal is an implied role of every speaker, except for A1 in WS and the Prime Minister in BP. A3/N3 and Whip speakers should make sure that all residual standing points from the other team(s) are rebutted.

Some of the time should be allocated to discussing restrictions in terms of new content that can be brought in Whip, A3/N3 and Summary speeches (refer to the workshop above).



F. Theory

A

Opening Government (OG)	Opening Opposition (OO)
<u>1. Prime Minister</u> Model, framing Argument(s)	<u>2. Leader of Opposition</u> Rebuttal (Reframing) Argument(s)
<u>3. Deputy Prime Minister</u> Rebuttal Argument(s)	<u>4. Deputy Leader of Opposition</u> Rebuttal Argument(s)
Closing Government (CG)	Closing Opposition (CO)
<u>5. Member of Government</u> Rebuttal (first half overview) Extension	<u>6. Member of Opposition</u> Rebuttal Extension
<u>7. Government Whip</u> Rebuttal Extension (impacting, reiterating) Summary	<u>8. Opposition Whip</u> Rebuttal Extension (impacting, reiterating) Summary

B

Affirmation (Proposition)	Negation (Opposition)
<u>1. A1</u> Definitions (Model) Arguments	<u>2. N1</u> (Alternative) Rebuttal Arguments
<u>3. A2</u> Rebuttal Arguments	<u>4. N2</u> Rebuttal Arguments
<u>5. A3</u> Rebuttal (extensive) Arguments (minor, flagged)	<u>6. N3</u> Rebuttal (extensive) Arguments (minor, flagged)
<u>8. A4</u> Summary (Reply)	<u>7. N4</u> Summary (Reply)

