

## Analysing different types of motions

### A. The goal of the lesson

The goal of this lesson is to make the students understand the different types of motions that they will encounter in debates and moreover understand the requirements and burdens that different motions will set. This will help students to prioritize the content they will choose to present in future debates.

### B. Activities

#### 1. Discussion (15 minutes)

Have a discussion about how students use their prep time and which questions do they keep in mind while putting together their cases.

Questions to keep in mind for the discussion?

- a) **If you are given a motion, what is the first thing that you think about?**
  - a. Why are we talking about the motion?
  - b. Who is influenced by the motion?
  - c. What is the change that will happen as a consequence of this motion?
  - d. What needs to be proven under this motion?
- b) Why are these things helpful for prep?
- c) How do students use the questions?

*This activity will help students to do a small reflection of their own practices and share practises with peers.*

#### 2. Lecture (25 minutes)

Provide students with an overview of different type of motions with examples and explain the differences of the approaches that they should take while debating these. Explain the burdens of proof, actors and perspectives that they should focus on and make sure that they understand the comparative differences between motions that are somewhat similar in their wording.

For example:

Policy debate	This House Would ban dogs
Actor debate	This House as cats would ban dogs
Analysis debate	This House Supports dogs This House Opposes dogs This House Believes That dogs are good This house Believes That cats should seek to get

	<p>along with dogs</p> <p>This House Believes that dogs bring more harm than goods</p> <p>This House Prefers cats to dogs</p> <p>This House Regrets dogs</p>
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### 3. Exercise (30 - 60 minutes)

Pick 3 motions that are similar but each from a different category (one policy, one actor and one analysis debate). For example:

- This House Would Ban Pornography
- This House Believes that Pornography Should Be Banned
- This House As The Feminist Movement Would Actively Advocate To Ban Pornography

Conduct initial brainstorming with each motion one by one. Depending on the size of the group you can do it all together or divide student into groups. Make notes on the board about the arguments/frames/etc

Looking at the first motion:

- a) What is the burden of proof for Prop?
- b) How would you build up the case?
- c) Do we need a plan/model?
- d) Which kind of arguments would you run?
- e) Etc.

Looking at the second motion:

- a) What changes compared to the first motion?
- b) What is the burden of proof?
- c) What would be wrong if we ran the same arguments as under the first motion?
- d) How would you build up your case now?
- e) Etc.

Looking at the third motion:

- a) What is different compared to the previous motions?
- b) What is the burden of proof?
- c) Can we use the same arguments we used previously?
- d) What needs to be changed so the arguments could be used under this motion?
- e) How would you build the case?
- f) Etc.

*With this exercise students practise their case building skills and understand the different requirements of motions.*

Alternative: If you have a limited amount of time and a large number of students you can divide them into 3 groups and provide each one with a motion, ask them to prepare the case, present it to the group and then conduct the analysis of why these motions are different and how well-chosen were the approaches that the students took

### **C. Preparation**

- Read WUDC debating and judging manual about motion types (p. 20-21)  
[https://debate.uvm.edu/dcpdf/WUDC%20Malaysia 2014 Debating and Judging Manual.pdf](https://debate.uvm.edu/dcpdf/WUDC%20Malaysia%202014%20Debating%20and%20Judging%20Manual.pdf)
- Prepare materials to visualize theory you are presenting to the students
- Think about the examples and arguments that you are using
- Prepare the motion and be ready to present arguments and explain the differences and importance of those.

### **D. Hints**

- Be ready to explain what are the differences between the motion types
- While guiding the exercise does not only focus on the general issues – but also make sure to talk about the nuances in arguments and be ready to ask further questions if the students remain on the general level. The differences may not become clear if the arguments are too general

### **E. Verification**

- Has the content of the workshop been clear for the participants?
- Do you have any clarifying questions?
- How will you use the knowledge that you got from this session in your future debates?
  
- 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?
- Did I avoid/prevent the biggest problem which occurred the last time? If no, why?

