Closing Half Strategies (British Parliamentary)

A. The goal of the lesson

The goal of this lesson is to help students to improve their strategy and approaches to debating in the closing half of the debate.

B. Activities

<u>Discussion (10 min)</u>

- Why do students find closing half difficult?
- What is the main issue?
- How are they trying to overcome it?
- Are there any specific struggles that they want to focus on

This gives you an understanding of the expectation that the students have to come to training and you can focus on their needs better.

<u>Lecture (30 minutes)</u>

Give your students an overview of a couple of important factors regarding the extension speeches:

- What is the role of the extension speaker?
- Strategies to prep for closing debates.
- What to focus on in the debate?
- Different approaches that you can take to your arguments
- Selling the extension

<u>Exercise (30)</u>

Divide students into groups and give them alternative scenarios that have happened in the debate. Firstly discuss in groups, how should a reasonable closing half team react to the situation to maximize their outcome and then have a general discussion.

For example:

Motion: In areas of historic economic and academic neglect THBT educational charities should prioritise helping exceptional students, overall students

OG	OO
• Very unlikely that most people in these areas will buy into school → if try and help all, end up wasting a lot of resources • It is likely that by concentrating on a few exceptional students we will be able to help them • Exceptional students will return and donate to the places where they live or open businesses, helping everyone	• It is hard to measure how exceptional students are, especially in these areas → likely to make mistakes and lose out on the opportunity to help ppl • Charities likely to be run by ppl not from the community, or the most successful of that community → they are likely to misunderstand the problems that exist for the ppl struggling the most in the community and build a metric of success that leaves ppl behind

Ask students:

- Who is winning the debate at this point?
- Which arguments would they run?
- How would they sell their extension?

C. Preparation

-    Read the WUDC Debating and Judging manual regarding extension speeches
https://debate.uvm.edu/dcpdf/WUDC%20Malaysia_2014_Debating_and_Judging_Manual.pdf

-    You can get theoretical information from these presentations by Athens EUDC team
https://docs.google.com/presentation/d/17zraEPwEYkMAuvU61v3sYbk2HRIbKQabOyG0wkJyLng/edit#slide=id.g4933974674_0_29

https://docs.google.com/presentation/d/17q3OQaecy58bW9QVciXqd3ZpXx3iT7dZSL-lxiZp34Q/edit#slide=id.g4831bf6cb2_0_208

-    Tim Squirrell has some nice ideas in his blog you can read about
https://www.timsquirrell.com/blog/2017/2/5/a-brief-guide-to-extensions

-    Make sure that the content is suitable for the target group
-    Prepare examples for the exercise

D. Hints

- Make sure that all the students get a chance to try and explain their ideas and the discussions and exercises are not dominated by a few.

E. Verification

- What do you consider the most important takeaway from the session?

- How would you apply these skills in debate?

- 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?